



Notre Dame

R E P O R T

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1992-93

Keoughs Establish Center and Chair for Irish Studies

Notre Dame will establish a center for Irish studies and create an endowed Irish studies professorship with a \$2.5 million gift from the chairman emeritus of the board of trustees, Donald R. Keough, and his wife, Marilyn.

The benefaction from the recently retired president and chief operating officer of The Coca-Cola Company will fund both the Donald and Marilyn Keough Center for Irish Studies and the Donald and Marilyn Chair in Irish Studies at Notre Dame.

Seamus Deane, editor of the critically acclaimed *Field Day Anthology of Irish Writing* and perhaps the world's foremost authority on Irish literature and culture, will be the first holder of the Keough professorship. A member of the Royal Irish Academy, Deane comes to Notre Dame from the faculty of University College, Dublin.

The Keough Center will host invited lectures, support graduate studies in Irish literature and culture, and expand Notre Dame's research capabilities in Irish studies. The University already possesses a foundation in Irish studies in its library collections, which include significant materials related to the 1798 Irish rising against British rule, as well as extensive collections of Irish music and rare, illuminated maps dating to the 16th century.

Honor Awards Given to Engineering Alumni

Three alumni of the College of Engineering have received 1993 Honor Awards from the college for their achievements. They are Robert M. Dunn, a business executive in charge of IBM's Endicott Electronic Packaging, of Endwell, N.Y.; Celeste Volz Ford, corporate director of Scitor, a high technology company, of Foster City, Calif.; and Leonard J. Pieroni, chairman and chief executive officer of the Parsons Corp., of La Canada, Calif.

Endowed Assistant Professorship Established by McAndrews

The University has received a gift from John and Margaret McAndrews of Pebble Beach, Calif., to establish an assistant professorship in mathematics. This is the third endowed assistant professorship at Notre Dame, which has 110 endowed professorships for senior faculty.

John McAndrews was graduated from Notre Dame in 1944 and received a master of science degree from the University three years later. He then joined E.I. DuPont de Nemours & Company as a chemical engineer at the Marshall Research Laboratory in Philadelphia. He worked in a variety of supervisory positions within the company until 1966, when he became director of marketing for Remington Arms Company of Bridgeport, Conn., a DuPont subsidiary. He was elected president of Remington Arms in 1979 and held that position until 1986. During his presidency at Remington, he simultaneously served DuPont as group vice president for finishes and fabricated products from 1982-86. He was appointed group vice president for automotive products in 1986 and held that position until his retirement in 1989.

In 1977 McAndrews and his brother, George, established the Patrick William and Ruth Louise McAndrews Engineering Scholarship at Notre Dame in honor of their parents and in 1986 established a law fellowship, also in honor of their parents. A member of the advisory council for the College of Science since 1979, McAndrews served as its chairman during 1983-84.

McDonald's Charities Fund Telecast

The Alumni Association has received a grant of \$21,500 from Ronald McDonald Children's Charities to fund a live, interactive, nationwide telecast on the family.

The telecast, entitled "Home Improvement: Building Family Esteem," will be aired Nov. 7 from the studios of WNDU-TV at Notre Dame. One of an ongoing series on family issues coordinated by Kathleen M. Sullivan, director of alumni continuing education, it will be the eighth such telecast produced by the association since October 1988.

Established in 1984 in memory of Ray A. Kroc, founder of the McDonald's restaurant chain, Ronald McDonald Children's Charities develop, support and encourage programs in three main areas: health care and medical research; education and the arts; and civic and social services.

Faculty Notes

Appointments

Seamus Deane, professor of literature at University College, Dublin, and editor of *Field Day Anthology of Irish Writing*, has been named the first holder of the Donald and Marilyn Keough Chair in Irish Studies. Deane, a member of the Royal Irish Academy, is widely considered the world's foremost scholar of Irish culture and literature. He was educated at Queen's University in Belfast and at Cambridge University. In addition to editing the *Field Day Anthology*, which most critics acknowledge as the most important Irish publication in the last half-century, he has edited collections of Irish and other literatures and written several books of poetry, several books of criticism, numerous articles in scholarly and popular journals, and a novel.

Rev. Paul J. Philibert, O.P., prior provincial of the southern Dominican province, has been appointed director of the Notre Dame Institute for Church Life. A theologian specializing in moral development and a popular retreat director, Philibert is completing a five-year term as provincial. Prior to his election, he was president and professor at the Dominican School of Theology in Berkeley, Calif. A member of the Dominican order since 1957, he was graduated from Providence College in 1958 and holds advanced theological degrees from the Pontifical Faculty of the Immaculate Conception in Washington, D.C., and from the Faculté Catholique de Lyon in France. From 1977-86, Philibert taught religious education at Catholic University of America and served as director of its Center for the Study of Youth Development from 1983-84. He has been a visiting professor and lecturer at LaSalle University in Philadelphia, Princeton Theological Seminary and Notre Dame. From 1989-92, he served on committees of the U.S. Catholic Conference examining moral teaching and values in public life and priestly life and ministry. Philibert also has written numerous articles and book reviews in scholarly and popular journals on a wide variety of subjects including prayer, moral development, ethics, liturgy and religious life.

Raimo Vayrynen, dean of the faculty of social sciences and professor of international relations at the University of Helsinki, has been named John M. Regan Jr. director of the Kroc Institute for International Peace Studies. Vayrynen's appointment becomes effective July 1. A native of Finland, Vayrynen holds degrees in political science from the University of Tampere, where he assumed directorship of the Tampere Peace Research Institute in 1972. Three years later he was elected secretary general of the International Peace Research Association. He has been a member of the University of Helsinki's faculty since 1978. Vayrynen has done extensive research in nuclear weapons proliferation, military industrialization, international arms transfers, the relationship between economic regionalism and the use of force, and the role of Finland and other neutral European nations in Cold War negotiations between East and West. His most recent research concerns conflict resolution.

Honors

George B. Craig Jr., Clark professor of biological sciences, has received a five-year extension of a National Institutes of Health Merit Award that will fund his research with a total of \$2,345,901 from the grant's inception through 1998. The National Advisory Allergy and Infectious Diseases Council recommended the extension. The Merit Award was created to provide long-term stable support to investigators whose research competence and productivity are distinctly superior and who are likely to continue to engage in such outstanding research. Craig's primary interest is *Aedes* mosquitoes, a genus having more than 800 species that can carry yellow fever, dengue and other diseases. By 1999 Craig will have received 39 years of continuous research funding.

John W. Lucey, associate professor of aerospace and mechanical engineering, was elected vice chairperson of the Engineering College Magazine Association at the association's meeting in Lawrence, Kans., April 1-4.

Rev. Richard A. McCormick, S.J., O'Brien professor of Christian ethics, received the Newman Award from Lourdes College presented every two years to a person "Recognized for educational, social, moral or cultural leadership" and delivered the commencement address in Sylvania, Ohio, May 15.

Barth Pollak, professor of mathematics, has been awarded the 1993 Shilts/Leonard Teaching Award in the College of Science. Pollak, a specialist in arithmetic theory of quadratic forms and the classical groups, joined the Notre Dame faculty in 1963. He primarily teaches freshman calculus for science and engineering majors, a class that ranges between 160 and 190 students each semester. The award, instituted in 1983 to recognize outstanding teaching, memorializes Rev. James L. Shilts, a longtime Notre Dame astronomy and astrophysics professor who died in 1982. The award was endowed by Eugene T. Leonard Jr., a surgeon and 1940 alumnus of the University.

Norlin Rueschhoff, professor of accountancy, has been appointed a member of the publications consultative committee for the Zong Heng Research Institute of Business Administration in Beijing, P.R. of China.

Eugene C. Ulrich, professor of theology, was awarded an editions grant from the National Endowment for the Humanities for 1993-95 to publish three volumes of the Dead Sea Scrolls with James VanderKam, professor of theology. Ulrich was granted funding from the Oxford Centre for Post-Graduate Hebrew Studies in the United Kingdom to support the work of the American editors of the Dead Sea Scrolls.

Faculty Notes

Activities

Peri E. Arnold, professor of government and international studies, presented invited testimony to the United States Senate Committee on Government Affairs, in a hearing titled "Improving Government's Performance" in Washington, D.C., March 11. He presented a paper titled "Institutional Change in the Presidency: The Case of the Progressive Era, 1901-1917" at the annual meeting of the Western Political Science Association in Pasadena, Calif., March 19.

Manju Basu, associate faculty fellow in chemistry and biochemistry, gave the invited talk titled "Biosynthesis and Regulations of Le^x and $SA-Le^x$ in Metastatic Human Colon Carcinoma Cells at the third international cell surface symposium of Macromolecules in New Delhi, India, Jan. 3-8.

Subhash C. Basu, professor of chemistry and biochemistry, chaired an invited session and delivered a symposium talk on "Ceramide Glycanase from Rabbit Mammary Tissues" at the Gordon Research Conference on Structure and Function of Glycolipids and Sphingolipids in Honolulu, Hawaii, Nov. 16-20. Basu was a co-organizer of the third international symposium on "Biochemical Role of Eukaryotic Cell Surface Macromolecules" held in New Delhi, India, Jan. 4-8. He was invited by the United Nation Development Program to go to India and during his trip he gave eight invited seminars and symposium talks: "Glycoprotein Nature of DNA Polymerase-alpha from ECB and PA-3 Cells" at the Indian Institute of Chemical Biology in Calcutta, India, Dec. 28; "Characterization of a DNA Polymerase-alpha-associated Lectin and its Binding to the ECB DNA Replication Initiation Site" at Bose Research Institute in Calcutta, India, Dec. 29; "Biosynthesis of Fucose-containing Glycolipid-antigens of Colon Carcinoma Cell Surfaces" at the Cancer Institute in Bombay, India, Dec. 31; "Characterization of a DNA Polymerase-alpha-associated Lectin and its Binding Ability to the ECB DNA Replication Initiation Site" at Bhaba Atomic Research Center in Bombay, India, Jan. 1; "Purification and Cloning of Embryonic Chicken Brain GalT-4 and Regulation of Expression of Cell Surface Neolacto-Glycolipids" at the third international Cell Surface Symposium of Macromolecules in New Delhi, India, Jan. 3; "Anti-cancer Drug Cis-Platin: Its Mechanism in DNA Synthesis Inhibition" and "Design of Anti-inflammatory Drugs and Interaction with Cell Surfaces" in the Department of Biochemistry at the Delhi University South Campus, New Delhi, India, Jan. 12-13; and "Separation Purification and Cloning of B-Galactosyl Transferases from Embryonic Chicken Brain" at the CSIR Center for Biochemicals at Delhi University North Campus, Jan. 14.

Peter H. Bauer, assistant professor of electrical engineering, presented two papers titled "The Dynamic Behavior of Multi-Dimensional Recursive Difference Equations in Float-

ing Point Arithmetic" and "Absolute Response Error Bounds for Floating Point Digital Filters in State Space Representation" at the 1993 IEEE international symposium on Circuits and Systems in Chicago, Ill., May 3-6.

Esmee Cromie Bellalta, associate professor of architecture, gave the invited lecture "Cyclical Mysteries: Hidden Dimensions in the Landscape" at Harvard University, Graduate School of Design, Department of Landscape Architecture, in Cambridge, Mass., May 8.

Kathleen Biddick, associate professor of history, delivered a paper titled "Malinche Dictating to the Venerable Bede: Postcard from Bali, Bombay, Palo Alto" at a session on Medievalism and *Imperialism: The Subject of Appropriation* organized by the journal *Exemplaria* at the 28th international congress on Medieval Studies in Kalamazoo, Mich., May 7.

Ikaros Bigi, professor of physics, gave the High Energy Physics seminar titled "Snatching Defeat From the Jaws of Victory — and Stuffing It Back In!" at Cornell University in Ithaca, N.Y., March 19, and at the University of Colorado in Boulder, Colo., April 26. He acted as a convenor at the SSC Physics Symposium at the University of Wisconsin in Madison, Wis., March 29-31.

Francis J. Castellino, dean of science and Kleiderer-Pezold professor of biochemistry, presented "Glycosylation of Recombinant Human Plasminogen in Different Cell Lines" at Genentech, Inc., in South San Francisco, Calif., April 21. He gave "Structure-function Relationships of Modules of Proteins Involved in Fibrinolysis" to the Department of Biochemistry at the University of Kansas Medical Center in Kansas City, Kans., April 23. He presented "Structure-function Relationships of Human Protein C as Revealed by Site-directed Mutagenesis Studies" to the Department of Pathology at Duke University Medical School in Durham, N.C., May 6.

Ziyi Danny Chen, assistant professor of computer science and engineering, organized and chaired the mini-conference in theoretical computer science in the Midwest area titled "Midwest Theory Day" sponsored by the National Science Foundation and the Department of Computer Science and Engineering at the University of Notre Dame, Notre Dame, Ind., April 3. He chaired a session and presented the paper "Testing a Simple Polygon for Monotonicity Optimally in Parallel" at the seventh international Parallel Processing symposium in Newport Beach, Calif., April 13-16.

Rev. Austin I. Collins, C.S.C., associate professor of art, art history and design, was invited to install the sculpture titled "Forge of Vulcan Steelworkers Chapel" at the University of Alabama, Department of Art, Alabama Biennial 1993. He presented a one-person sculpture exhibition at Traylor Gallery at Berea College in Berea, Ky., March 22-April 23.

Faculty Notes

George B. Craig Jr., Clark professor of biology, delivered a paper titled "The Diaspora of *Aedes albopictus*" at the Indiana Vector Control Association in Anderson, Ind., March 14-16. He delivered a paper titled "New Introductions of the Asian Tiger Mosquito to the Great Lakes States" and served as sponsor to the Notre Dame team in the Linnaean Games at the annual meeting of the North Central Branch, Entomological Society of America in Fargo, N.Dak., March 21-24. He presented "New Extensions of the Range of *Aedes albopictus*" at the annual meeting of American Mosquito Control Association in Fort Meyers, Fla., April 19-22.

James T. Cushing, professor of physics, under the auspices of the Visiting Scientists Program of the American Institute of Physics, gave the three lectures: "Casual Quantum Theory: A Case of Underdetermination?" "The Fall From the Bacon-Descartes Ideal" and "The Quantum-Mechanical Measurement Problem and Schrödinger's Cat Paradox" at Wittenberg University in Springfield, Ohio, April 21-22.

Roberto DaMatta, Joyce professor of anthropology, lectured on "The Amazon Cosmos" by invitation of the "Smithsonian Campus on the Mall" and the Brazilian Embassy as part of the course titled Up the Amazon: A Journey into the Rain Forest in Washington, D.C., April 29.

Keith J. Egan, adjunct professor of theology, was invited to help organize the newly-established North American Carmelite Institute in Washington, D.C., April 13-15. He presented two lectures on "The Spirituality of Ministry" to the Holy Cross Pastoral Teams in the Diocese of Fort Wayne-South Bend at Lindenwood Center in Donaldson, Ind., April 26. Egan conducted a program on "Developing a Contemplative Disposition in the Scholar" for the Lilly Fellows Program in Humanities and the Arts held at the Hermitage in Three Rivers, Mich., May 1-2. He organized two sessions on Carmelite Studies at the 28th international congress on Medieval Studies at Western Michigan University in Kalamazoo, Mich., May 6-9.

Morton S. Fuchs, chairman and professor of biological sciences, presented a seminar titled "Juvenile Hormone and DNA Replication: A Progress Report" to the Department of Entomology at the University of Illinois at Urbana-Champaign, Ill., May 3-4.

Mary Gerhart, visiting professor of theology, presented "Recent Uses of Genre and Gender Analysis in Theology" to M.A. students at the University of Notre Dame, Notre Dame, Ind., Jan. 27. She presented "Theology as Interdisciplinary Challenge" to undergraduate theology majors at Notre Dame, Ind., March 24. She presented "The Reader's Choice: Which Genre? Whose Gender?" to Notre Dame Gender Studies students, Notre Dame, Ind., April 1. She presented "Metaphoric Process and Epistemic Revision: Response to Frederick Suppe," at the Knowing God, Christ,

and Nature in the Post-Positivist Era Symposium at the University of Notre Dame, Notre Dame, Ind., April 17.

Benedict Giamo, assistant professor of American studies, presented "William Kennedy's *Ironweed* and the Snows of Reduction" at the annual Popular Culture/American Culture Association meeting in New Orleans, La., April 7-10. In its longer version, the paper comprises a chapter in the book *Take Two: Adapting the Contemporary American Novel to Film*, Bobbye Lupack, ed., Popular Press, forthcoming, fall 1993.

Philip Gleason, professor of history, gave the invited paper, "The American Background of *Ex Corde Ecclesiae*: A Historical Perspective" at the Georgetown University symposium on *Ex Corde Ecclesiae* in Washington, D.C., April 25. He delivered the commencement address and received an honorary doctor of humane letters degree during graduation ceremonies at Loyola University in Chicago, Ill., May 15.

Denis Goulet, O'Neill professor in education for justice, economics, delivered a lecture titled "Development Ethics and Ecological Wisdom" to the Forever Learning Institute in South Bend, Ind., May 12.

William G. Gray, chairman and Massman professor of civil engineering and geological sciences, chaired a session and presented an invited lecture "On the Description of Multiphase Systems at the Macroscale" at the conference on Porous Media and the Environment held at the University of Manitoba in Winnipeg, Manitoba, Canada, May 7-8.

Bei Hu, assistant professor of mathematics, gave a talk "The Profile Near Blow-up Time for Solution of the Heat Equation with a Nonlinear Boundary Condition" at the PDE and Dynamical Systems Conference at Snowbird, Utah, May 1.

Prashant V. Kamat, professional specialist in the Radiation Laboratory, presented the papers "Radical and Electron-transfer Reactions of Fullerenes" and "Photoelectrochemical Behavior of Thin Semiconductor Films" at the 183rd meeting of the Electrochemical Society in Honolulu, Hawaii, May 16-21.

Lloyd H. Ketchum Jr., associate professor of civil engineering and geological sciences, presented a how-to recycle seminar "Recycling: A Tie-in to Pollution" sponsored by the State of Indiana, Indiana Recycling Grants Program and the City of Elkhart, Indiana, in Elkhart, Ind., April 23. He gave the inaugural address "Every Day is Earth Day in Elkhart" at the dedication of the Elkhart Environmental Center Amphitheater in Elkhart, Ind., April 24. He was invited to participate in the workshop titled "Water Delivery Systems Vulnerability Reduction" at the third meeting of the "U.S.-Latin American Partnership" co-sponsored by the Organization of American States and the Central United States Earthquake Consortium in Memphis, Tenn., May 5-6. Ketchum pre-

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sented "Industry, City, University Cooperative Strategy for Pollution Prevention" at Pollution Prevention: Indiana Style at Purdue University in West Lafayette, Ind., May 12.

Charles F. Kulpa, professor of biological sciences, presented a paper he co-authored titled "Biological Treatment of Explosives Contaminated Soil in a Slurry Reactor" at the second international symposium "In situ and On-Site Bioreclamation" in San Diego, Calif., April 4-10.

Catherine Mowry LaCugna, associate professor of theology, chaired a session of the God, Christ, Nature symposium at Notre Dame, Ind., April 17. She was an invited presenter at the Pew Charitable Trusts Foundation in Princeton, N.J., April 30-May 1. She preached at Trinity Lutheran Church in Goshen, Ind., May 9.

David Lodge, associate professor of biological sciences, gave a seminar titled "Causes and Consequences of Species Invasions: General Theory and an Aquatic Case Study" at the Institute of Ecosystem Studies in Millbrook, N.Y., April 15-17. He gave a plenary keynote lecture titled "Limitations on Natural Coolwater Crayfish Populations" for the Scandinavian workshop on Crayfish Management in Drötningsholm, Sweden, April 18-30.

Michael J. Loux, O'Shaughnessy professor of philosophy, presented a paper titled "The Middle Books of the *Metaphysics*" as part of a symposium on Aristotle's *Metaphysics* at the central division meeting of the American Philosophical Association in Chicago, Ill., April 23.

Andrew Lumsdaine, assistant professor of computer science and engineering, presented "Accelerated Waveform Methods" at the XIII Parallel Circus in Urbana, Ill., April 23-24.

Rev. Edward A. Malloy, C.S.C., president and professor of theology, addressed the graduating class at Lake Michigan College's 46th commencement exercises in Benton Harbor, Mich., May 9.

Rev. Richard P. McBrien, Crowley-O'Brien-Walter professor of theology, presented "The Church: Past, Present, and Future" and "Ministry: Past, Present, and Future" at the 1993 assembly for the Kansas City Province of the Society of the Precious Blood held in Liberty, Mo., April 20. He presented "Being Catholic," "The Challenge of Being Catholic" and "The Future of the Church" at the advisory council meeting for the Institute for Church Life at the University of Notre Dame, Notre Dame, Ind., April 23.

Anthony N. Michel, McCloskey dean and Freimann professor of engineering, and Derong Liu presented two papers titled "Asymptotic Stability of Two-Dimensional Digital Filters with Overflow Nonlinearities" and "Analysis and Syn-

thesis of a Class of Neural Networks with Sparse Interconnections" at the 1993 IEEE international symposium on Circuits and Systems in Chicago, Ill., May 3-6.

Karen M. Morris, staff professional specialist in chemistry and biochemistry, presented a hands-on workshop titled "Super Slurp and Slimy Stuff" as well as a chemistry demonstration show at the Enhancing Your Horizons in Science and Mathematics conference at Purdue University in West Lafayette, Ind., May 1.

James S. O'Rourke IV, associate professional specialist in business administration and concurrent associate professor of management, presented a paper titled "The Military, Media, and Society: Reflections on the Role of the Armed Forces, the Press, and Public Opinion in the United States in Times of National Emergency and Armed Conflict" to the second annual conference on War, Law, and Ethics in Notre Dame, Ind., April 17. He presented a paper titled "A Conceptual Framework for Ethical Decision-Making in Business Communication" to the Midwest Regional Convention of the Association for Business Communication in Cedar Rapids, Iowa, April 23.

James E. Robinson, professor of English, wrote the paper "Writing Towards Zero: Beckett and the 'Tranquility of Decomposition'" which was presented at the Twentieth-Century Literature Conference in Louisville, Ky., Feb. 26. He contributed the paper "Shakespeare and the 'Madness of Discourse'" which was discussed at a seminar on Shakespeare's Language at the Shakespeare Association of America 1993 meeting in Atlanta, Ga., April 3.

James H. Seckinger, director of the National Institute for Trial Advocacy and professor of law, served as program coordinator and a faculty member for the NITA/Bell Boyd & Lloyd Law Firm In-House Deposition Program in Chicago, Ill., April 15-17. He gave a lecture to the faculty on Effective Teaching Techniques. He served as program coordinator and a faculty member for the NITA/Skadden Arps Slate Meagher & Flom In-House Deposition Program in New York, N.Y., April 29-30. He gave a lecture to the faculty on Effective Teaching Techniques.

A.L. Soens, associate professor of English, presented "Lo! The Poor Indian: The Odious Complacencies of Frontier Journalism" at the PLA 23rd convention in New Orleans, La., April 9. He presented "House Made of Dawn: A Pantheoscopic View of Relocation" at "Let's Talk About It" at NEH-IEH at the Middlebury Public Library in Middlebury, Ind., April 27.

Andrew J. Sommese, professor of mathematics, gave an invited lecture on "Spannedness of Adjoint Bundles" at the Hirzebruch 65, Algebraic Geometry Conference held in Bar Ilan University in Tel Aviv, Israel, May 2-7.

Faculty Notes

Billie F. Spencer Jr., associate professor of civil engineering and geological sciences, co-authored a paper titled "A Risk Sensitive Approach to Active Structural Control" and presented a paper titled "Probabilistic Stability Measures for Controlled Structures Subject to Real Parameter Uncertainties" at the ninth VPI and SU symposium on Dynamics and Control of Large Structures at the Virginia Polytechnic Institute and State University in Blacksburg, Va., May 10-12. He was also a panelist in the panel discussion on Future Research Directions for Control of Large Structures held at the end of the symposium.

Nancy K. Stanton, professor of mathematics, gave an invited talk on "Infinitesimal CR Automorphisms of Rigid Hypersurfaces" in the special session on Partial Differential Equations and Several Complex Variables at the American Mathematical Society meeting in Salt Lake City, Utah, April 10.

Anthony M. Trozzolo, Huisking professor emeritus of chemistry, presented "Photochromism — Molecules that Curl Up and Dye" as the American Chemical Society Coronado lecturer to the South Plains Section of ACS at Texas Tech University in Lubbock, Tex., April 21. He presented "To Academia or Industry? A Mind-Body Paradox of Choice" as the Coronado lecturer to the Panhandle Plains Section of ACS in Amarillo, Tex., April 22, to the Central New Mexico Section of ACS in Socorro, N.M., April 23, and to the Central Arizona Section of ACS at Arizona State University in Tempe, Ariz., April 24.

James C. VanderKam, professor of theology, presented "Ancient Scrolls and Modern Controversies" to the Alumni Club of Buffalo, N.Y., and Canisius College in Buffalo, N.Y., March 22. He presented "Messianism in the Scrolls and in Early Christianity" at the symposium on the Dead Sea Scrolls at the Library of Congress in Washington, D.C., April 22. He organized with **Eugene Ulrich**, professor theology, the Notre Dame Conference on the Dead Sea Scrolls, Notre Dame, Ind., April 25-27. He participated as one of the two editors-in-chief at an organizing meeting for the Oxford University Press Encyclopedia of the Dead Sea Scrolls in New York, N.Y., April 29-30.

Joannes J. Westerink, assistant professor of civil engineering and geological sciences, presented two invited papers titled "Grid Convergence Studies for Coastal Ocean Models" and "Assessing the Physics of Coastal Flow Models by Examining the Spectral Distribution of Non-Linear Tides" at the SIAM conference on Mathematical and Computational Issues in the Geosciences held in Houston, Tex., April 19-21.

Rev. James F. White, professor of theology, gave the lecture "Centers for Graduate Study in Liturgy" at Princeton Theological Seminary in Princeton, N.J., March 26. He presented

two lectures on "The Sacraments: History, Problems, Possibilities" in Williamsburg, Va., April 2. He presented the lecture tour "Liturgical Architecture in Tidewater, Virginia" to the American Society of Church History in Williamsburg, Va., April 3. He gave the keynote address "Re-Forming United Methodist Worship in Historical Perspective" at Re-Forming Worship Consultation at Drew University in Madison, Wis., April 19. He lectured on "The Americanization of Christian Worship" at the General Theological Seminary in New York, N.Y., April 23. White was a participant in the Cross Cultures Symposium at the Yale Institute of Sacred Music, Worship, and the Arts in New Haven, Conn., April 23-24.

Rev. Oliver F. Williams, C.S.C., associate provost and associate professor of management, presented "Ethics in the Marketplace" at the Public Library of Charlotte and Mecklenburg in Charlotte, N.C., April 29.

Eduardo E. Wolf, professor of chemical engineering, presented an invited seminar on "STM Studies of the Evolution of Microstructure and Reactivity on Pt and Pd Graphite Catalysts" as part of a lecture series on "Catalytic Materials and Catalytic Processes" at the Chemical Engineering Department at Ohio State University in Columbus, Ohio, May 11.

Kwang-tzu Yang, Hank professor of aerospace and mechanical engineering, served on the visitor's team to evaluate the Thermal Systems Program of the Chemical and Thermal Systems Division of the National Science Foundation in Washington, D.C., April 17-29. He served on the Combustion and Thermal Plasma Program (Division of Chemical and Thermal Systems) Research Initiation Award Review Panel of the National Science Foundation in Washington, D.C., May 9-10.

Hong-Ming Yin, assistant professor of mathematics, gave the invited talk "Maxwell's Equations with the Effect of Temperature" at the PDE seminar at the Institute of Advanced Study at Princeton University in Princeton, N.J., Oct. 20. He presented the invited talk titled "The Blowup Phenomenon for Nonlinear Parabolic Partial Differential Equations" on the PDE and Applied Mathematics seminar at the Department of Mathematics at the University of Toronto in Toronto, Canada, March 11. He presented a PDE seminar talk titled "The Heat Equation with a Nonlinear Boundary Condition" at Northwestern University in Evanston, Ill., April 19. He presented the talk "The Global Existence and Quenching Phenomenon to a Class of Quasilinear Parabolic Equations from the Study of Soft Tissue," a joint work with **Bei Hu**, assistant professor of mathematics, at the conference of PDE and Dynamical Systems at Snowbird, Utah, April 30-May 4.

Documentation

Baccalaureate Mass

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

May 15, 1993

When I went home from Notre Dame after my first year of school, my mother, who is a gracious hostess, said, "Don't ever hesitate to bring Notre Dame students home with you." A very fatal mistake. They first came to visit for an hour or two in the summer and then they presented themselves as overnight guests. Soon they needed a place to stay for their summer job in the city. And finally, they stayed for six months to a year. After about five or six years my mother said, "You've gotten the message. Turn off the faucet."

But Notre Dame is like that. When you're driving down the toll road and you see a bumper sticker with Notre Dame on it, you want to blow your horn. When you're visiting in a foreign country and you see a Notre Dame sweatshirt or hat, you feel like you're old friends until you discover they don't even know what the words mean.

There's a connection we make by drawing upon what we discovered both in our own personal families and in this broader community in the making that we call Notre Dame that gives us a more incorporating and encompassing view of what it means to employ the term "family." There may be no greater occasion than this for all those memories to bubble to the surface and for us to begin, each in our own fashion, mother or father, grandparents, uncles and aunts, brothers and sisters, and of course, those of us here at Notre Dame, to think about and with these graduates who are here before us.

I suspect that, like myself, there were no headlines in the paper when they were born. The evening news didn't cover the event. We were simply one more person born into the world. The only people who paid attention to the significance of our personal, unique existence in this world were those who brought us into existence in an act of lovemaking. They were the same ones who were there in the times of our greatest dependency and fragility and the ones who have, insofar as they have been able, abided with us through all these years.

The path from the terrible twos to the troubled teens is not an easy one and our parents, sometimes carrying the burden alone, tried to "be there" for us by knowing "what makes us tick," the innermost recesses of our heart and mind and spirit. They can read our moods and they can decide whether the proper reaction to some kind of unfortunate event is words of confrontation or words of consolation and renewal. They have been there in the chauffeuring and in our bad choices about music and friends. They have

put up with a lot and by now you may be discovering how wise your parents were all along. For the advice that they passed on and the danger signals that they alerted you to were in the main done out of love and caring for you as a person.

When you received the letter with the acceptance to Notre Dame it was a turning point. It was then up to you to establish the proper kind of balance between being a vital member of your sending family and an active participant in your receiving community, the University of Notre Dame. It was a time away from home, a time for forming new friends, for testing out ideas, a time to develop the ability to criticize inherited wisdom, and a time to make some mistakes in the relative independence of living away from home. It was a time for making decisions about how often to write or to call on the phone or to inform parents about fears and anxieties and the things that were holding us back, about relationships gone awry, about periods of loneliness, and wonderment about jobs and academic success and roommates and all of those people that are part of our experience at Notre Dame.

Today we have celebrated bits and pieces of some of the things that you have been doing while you were here. Those who will be moving on, commissioned to serve in the military or to spend a year or more in voluntary service after graduation, are individuals who have worked hard in the midst of a pool of very bright and talented individuals. They have stood out from the crowd.

Your parents are here because they love you and because they are still part of your journey. But in comparison to early stages along the way there are limitations to what they can do and be for you now. They need to let you fly free but none of us wants to be without a tether, a home that we can return to, and people who will care about us whatever we do and whatever failure we make in our lives.

For isn't that what family is about — a kind of bonding in love that knows no limits, that can start over again in times of disappointment and frustration and anger? Isn't family the place where the dreams of one generation can be translated more clearly into the vivid life of the next generation, and maybe they bear a resemblance and maybe not?

When we say "family" we may be invoking the most potent metaphor we have in the human community of what love is like; people who are there for us no matter what, who know "what makes us tick" and on whom we can depend.

It's interesting in our Gospel reading and in this whole season of Easter we try to come to a sense of what God is like and eventually we always come back to the same words, relationship and love, invoking the great Trinitarian formula, Father, Son and Spirit. We say that God has already been

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the creative power at work in our lives and through our parents, the co-creative power that brought us into existence.

In Jesus that God is the redemptive power that can transform even our most hardhearted act of sin. And that God abides with us still in the Spirit, the Spirit of truthfulness and courage and strength. That what we have seen displayed in our fellow human beings here, in our faculty and their dedication and commitment to learning and to the pursuit of truth. We see what it means for the Spirit to be at work in this world in our rectors and assistant rectors and in resident assistants, and the people who care about us where we live. We can see in their generosity and their readiness to respond to crises and difficulties and pain and to celebrate the great moments as well.

When we say "Spirit" it means people like that, only this time it's God and God's community, and God's family which knows no bounds. There is no human family sufficient in itself, no clan, no tribe, no group that we can identify that ought to hold us apart. No act of prejudice or discrimination or injustice is compatible with this notion of family that we call the Trinity of God.

Our knowledge of God is limited, so we speak with hesitation. But because we've known love once and seen it repeated by people here, then we can have an inkling of what God is like and we can hear a resonance in our heart that God as Trinity is love at work in our lives and our experiences; a love that can transform all of our lives individually and all the families and communities to which we belong.

So I say, on behalf of all here who care deeply about you, our graduates, may the days ahead be peaceful and healthy and life-giving. May your gifts and your talents be a gift to the world that is so often fractured and divided.

May God be with you in the days and years ahead. We will miss you deeply.

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1993 Spring Commencement Honorary Degrees May 16, 1993

At the 148th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a lawyer who has labored to build knowledge and understanding of the American judicial system. The daughter of immigrant parents and the first and only woman to serve on the Wisconsin Supreme Court, she has used her extraordinary academic and legal skills to fight for free speech and equal access to justice for all persons. To every endeavor she brings a keen awareness that the issues presented to her reach beyond legal abstractions to touch the lives of human beings.

On
Shirley Schlanger Abrahamson
Madison, Wisconsin

At the 148th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

an award-winning journalist distinguished as broadcaster of history in the making. Correspondent, interviewer, anchor, his day-to-day reporting provides both portraits and analyses of contemporary concerns. In his ardent defense of America's natural treasures as well as in his narration of the events that shape our times, he reminds us that the dimensions of our world are far larger than the screen which brings it into our homes.

On
Thomas John Brokaw
New York, New York

At the 148th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a champion of children and a leader in multicultural education throughout the nation and the world. As director of the American Council on Education's Office of Minority Affairs and member of the U.S. Commission on Civil Rights, this woman spent years enunciating issues of diversity before the higher education community and the country at large. Intelligent and sensitive, she now directs an effort at Southwest Texas State University to create a world where at-risk children can realize their full moral, economic and democratic strength.

On
Blandina Cárdenas-Ramirez
San Marcos, Texas

At the 148th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a politician of conscience and courage forged from immigrant stock, who has addressed the needs of the least advantaged during his 30 years of public service in Pennsylvania. A national Democratic leader, he was ignored by his political party in his plea to end the taking of unborn life. His persistence in pursuit of principle may yet prove — in the tradition of St. Thomas More — that silenced morality can speak louder than words.

On
Robert Patrick Casey
Harrisburg, Pennsylvania

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At the 148th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a graduate and trustee of this University whose philanthropy has enriched the quality of life, from the restoration of Sacred Heart Basilica on this campus to the expansion of an urban medical center in his native New York City. A financier who has spent his entire professional career on Wall Street, he has followed his father's example as a volunteer in service to Church and society. We honor a confidant of politicians, a consultant to cardinals, a leader in the investment world, and a generous benefactor of the needy.

On
Thomas Aloysius Coleman
New York, New York

At the 148th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Engineering, *honoris causa*,
on

a world-renowned engineer, manager and industrialist instrumental in the design and development of commercial jet aircraft. Progressing steadily from structural engineer to senior vice-president, he influenced the development of virtually every Boeing commercial jet with special focus on safety. Recognized for his intensity and perseverance, he has creatively bridged the gap between complex technology and the transportation needs of an ever-shrinking world.

On
Benjamin Aloisius Cosgrove
Seattle, Washington

At the 148th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

Saint Patrick's one hundred and fourteenth successor, a witness against the denominational and political boundaries which divide his nation. Distinguished scholar and significant intellectual influence at the Second Vatican Council,

he long ago traded a university lecture hall podium for the cathedral pulpit of a rural diocese. Now Primate of All Ireland, he has consistently recoiled from factional division and tirelessly sought every opportunity for concord.

On
Cahal Brendan Daly
Armagh, Northern Ireland

At the 148th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a public servant who has skillfully walked the tightrope of some of Washington's most contentious policy issues. Only the third female Cabinet officer in history, she has touched on a wide variety of critical public concerns in her career, from urban policy to foreign trade. As United States Trade Representative in the Bush administration, this determined and persistent woman showed both her mastery of the facts and her negotiating skills, working to adapt our nation's trade to the new world order.

On
Carla Anderson Hills
Washington, District of Columbia

At the 148th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a patriot, defender of democracy, peacemaker, and voice of his country's national dignity. Doing battle against a dictatorial regime with truth and courage as his weapons, this Priest of Solidarity created a haven for Lech Walesa's persecuted labor union and Poland's independence movements. We salute the healer of his fractured nation, who resisted both persecution and offers of privilege from corrupt power-wielders with the words, "I may not stray from this way."

On
Henryk Jankowski
Gdansk, Poland

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At the 148th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

an alumnus who personifies the ideal of the student-athlete. Honored nationally for his accomplishments in collegiate and professional football, he now toils along another playing field, seeking justice and improving education, especially for minority and disadvantaged youth. The first African-American on the Minnesota Supreme Court, he bears vigorous witness to the powerful union between athletic ability and academic achievement.

On
Alan Cedric Page
St. Paul, Minnesota

At the 148th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a scholar who demonstrates remarkable commitment to learning and teaching as transforming experiences. Author of an award-winning book on religion among African-American slaves, he has chaired Princeton University's highly respected department of religion. As administrator and teacher, he gives significant voice to the renewal of academic institutions as humane, diverse, and supportive communities.

On
Albert Jordy Raboteau
Princeton, New Jersey

At the 148th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Science, *honoris causa*,
on

a scientist and academic administrator who has made key contributions to the development of modern organic chemistry and to methods for instrumental analysis. During five highly productive decades of research, he has discovered new knowledge leading to the application of computers and nuclear magnetic resonance as powerful tools in chemistry, biology, and medicine. Teacher at the California Institute of Technology and author of widely used textbooks, he has had extraordinary influence on generations of students worldwide.

On
John D. Roberts
Pasadena, California

At the 148th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

an educator and economist who has advised U.S. presidents on matters from labor-management relations to international economic competitiveness. His research on urban labor markets and the role of collective bargaining in the democratic market economy continued even as he held major administrative posts at public and private universities. Now distinguished president of Northwestern University, he is a leading advocate of greater public accountability in a time of financial constraint and of less institutional vanity in a period of global challenge.

On
Arnold Robert Weber
Evanston, Illinois

Commencement Address

Tom Brokaw, NBC Nightly News

May 16, 1993

Thank you all very much. Monk — it's very hard for me to address a president of Notre Dame as simply Monk, but I know that that's what we do here — I cannot tell you how privileged and flattered I am to be included in this celebration of faith and family and learning at America's university, Notre Dame. It is a great pleasure for me to be here today.

Let me offer as well as special salute to those of you who are up there behind us. I think if I were you and someone asked, "How did you end up in those seats?" Say, "They're reserved for the parents of four point students" and leave it at that. That's what I would do.

This is a very hospitable place. I've always known about the hospitality and the generosity of Notre Dame, but I didn't have the full appreciation of it until last night when I was met at the airport by the Irish Guard and by Coach Lou Holtz.

Coach Holtz gave me one of those hugs that he reserves for special occasions. And the Irish Guard, ever thoughtful, when they saw that I was in some pain, said, "We'll take you home to Mother." And I said, "Oh that's very nice. What's your mother's name?" And they said, "Her name is Bridget's." And so that's where we went.

You know, all of us, even your most fierce rivals, claim a piece of Notre Dame in some secret recess of our heart. And I have always felt a familial connection to Notre Dame. Even though I had a red-haired, blue-eyed father, the name Brokaw is Huguenot. But my mother, ah, my mother, her name is Jean Connelly of the Connells of County Clare in Ireland. So I have gone through life with great pride in my father's Huguenot name but I have always thought that I have an Irish heart. After all, no one sings, "When Huguenot Eyes are Smiling." Almost no one I know begins a joke, "There were these two Huguenots in a bar. . . ."

And many of my dearest friends are members of the tribe. When I made a pilgrimage to Ireland a few years ago I called a friend of mine in Boston and he said, "Oh, Brokaw, you must go to Connemara." He said, "You go there for arthritis, you know." And I said, "Oh is that right?" He said, "Yes, after about three days you get it." I am so shameless about all of this that I have a friend who does have a true Irish pedigree. She now addresses all of her correspondence to me as "Erin go Brokaw." So I am very happy indeed today to have a more formal association with you.

Your eminence, Cardinal Daly, I am especially privileged to share this platform with you for the great work that you are doing in attempting to bring peace to that divided land. It is

a perilous place for journalists as well. A friend of mine was there in the north a few years ago and there was a great dust up in one of the streets and he dashed into a pub for sanctuary. And then he realized that he didn't know in which pub he might be finding himself. A lot of baleful stares from the other end of the bar and finally one of the locals approached him and said, "Tell me, are you Catholic or are you Protestant?" My friend thought very quickly and he said, "I'm an agnostic." And the local didn't miss a beat and he said, "Are you a Catholic agnostic or a Protestant agnostic?"

Let me begin if I may with a salute and congratulations and a sense of solidarity to the parents and the family of the graduates who are here today. As the parent of three college graduates — Stanford, Berkeley and Duke — and the Stanford graduate about to graduate from Dartmouth Medical School in just about a month — I know the enormous pride that you feel here today. And may I share with you the new Brokaw family slogan. It is: Tuition free in '93.

There are some unsettling developments, however, I saw Bill Cosby at a Knicks game recently and he took me aside and he said, "Brokaw, I don't know what's going on with this generation. I paid \$80 thousand for my daughter's four-year college education. I was there with great pride and some curiosity at her commencement and I took her aside and I said, 'Well, what are you going to do now?' And she looked at me as if I had arrived from Mars and said, 'Why I'm going to move back into my old room, silly.'"

This has given rise to a new phenomenon in American life known as down sizing. It has replaced the empty nest syndrome. Down sizing is the instance in which your parents move into a much smaller house just so there are no guest rooms for you to come back to.

This is not altogether a laughable matter, of course. Your generation does face a re-ordered world abroad and at home; an economy in search of itself these days with most of the old markers now disappeared. Increased productivity in America has come to mean the same effect as the neutron bomb. All the workers are gone; only the buildings are left standing.

And as difficult as it may seem for you, it is even more terrifying for your peers who have no college education or are graduating this weekend from a lesser institution. The economy of the '90s and beyond for them is a deep, dark hole. And we're beginning to see really the consequences for the rest of society. We're beginning to see more alcoholism at an early age; more teenage single mothers; more lives on the run without the satisfaction of commitment to community; more violence at home; more suicide at an early age.

So while those of you who are graduating this day from Notre Dame may have temporary anxieties about career choices, or lack of them, remember the others of your gen-

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eration who do not have the privilege of association with this great institution or your fellow graduates.

Neither do they have the appreciation of public service that you have as a result of your association with Notre Dame. You should be proud of Notre Dame for all the reasons traditionally associated with an academy. But especially because it is a model for other universities in expanding and celebrating the place of public service in college education.

This is a day that is much more than just another day on your calendar. This is a day that will be fixed in your memories for all the reasons that we gather here in this arena, for the reasons of love and joy and pride that surround you on this felicitous occasion. But this day serves another purpose as well. This day marks really a gateway to your time, when you claim your place on the journey of history. The class of 1993, stepping perhaps apprehensively onto the tracks to an uncertain destination. But you will set the pace and you will determine the objective for your generation.

Twenty-five years ago this spring the class of 1968 stepped into a world roiled by war and assassination and cultural revolution. Fifty years ago this spring, the class of 1943 went from these peaceful environs directly into World War II. Other graduation calendars of course were not nearly so dramatic. Not so pivotal. I left college in 1962, just two years into the administration of John Kennedy, believing then that the spirit of the New Frontier would be the political guidon of my adult life. But within a year and a few months he was dead and so were many of my expectations.

Nonetheless, that is the time that marks my life and that of my generation, the transition from the emotional, political and social comfort of the 1950s to the turmoil of the 1960s and 1970s around the world. I am a product of that time and it has shaped my life and how I lead it. Your time, 1993, the countdown to the end of what has been called the American Century, is a time of global re-definition of historic proportions. It is not yet a new world order. It is instead a work in progress. Remember Toynbee, "Civilization is a movement, not a condition; a voyage, not a harbor."

In just the four years that you have been at this academy there has been a convulsion of change around the world. Communism died and democracy was born in what we knew for most of this century as the Soviet Union. Now, once again, it is Mother Russia and it is struggling to nurture political freedom where not so long ago only oppression prevailed.

What was called the Communist empire now is a checkerboard of tribal interests, too many of them rooted in bloody, primal conflicts. And Bosnia is the most conspicuous and morally repugnant example.

It was in a spring very much like this that the brave young people of China seized Tiananmen Square to demand politi-

cal and personal freedom. Their moment was crushed, as you'll recall, in the most brutal fashion but their spirit prevails around the world and they will have their day in that vital and mysterious land.

In South Africa, the painful and often deadly transition from racial oppression to majority rule struggles forward.

Vaclav Havel, who became kind of the unofficial poet laureate of the global surge of freedom, reflecting on his own country's swift, effective and essentially non-violent overthrow of Communism, described how his countrymen had become morally ill, saying one thing, but thinking another. Then, he said, the world was surprised by the ability of the Czechoslovak people to shake off the totalitarian systems in a completely peaceful way. Havel went on to say, and his words are witness to our time and to your generation: "We ourselves are also surprised by this and we ask where the young people, in particular, who have never known any other systems, find the source of their aspirations for truth, for freedom of thought, for political imagination, for civic courage and civic foresight."

This welcome and cataclysmic change happened with such swiftness in a time when events are so perishable that we were denied really the gratification of reflecting on their rich meaning and their historic consequences. Moreover, in our rush forward, we often fail to acknowledge our own place in their evolution around the world.

What then is the responsibility that we have as Americans to these emerging democracies and to ourselves. If our system of government has been a model, what about our personal conduct? Thomas Jefferson knew that the framework alone was insufficient when he said, "Giving energy to the people is the most certain and the most legitimate engine of government. Educate and inform the whole mass of the people, they are the only sure reliance for the preservation of liberty."

You are educated. Your certification is in your degree. You may think of that as the ticket to the good life.

But why not consider your degree a ticket to join the new revolution of democracy around the world. You may say to yourself or to your friends that democracy is already here. I have what the others want. That is true. You also have certain assumptions, and you're not alone. Among them; there will be more of everything. There will be more affluence, more freedom, more rights simply because it is our due as Americans. This expectation is not confined to your generation. As a society we have come to believe that what we have is maintenance free.

It is not. It requires vigilance and nourishment. That is your responsibility — and it is mine. It is the obligation of all but it is especially the responsibility of the educated.

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You are privileged. You have been nurtured in the comforting environs of a great university. You leave here with an education that your generational counterparts in Eastern Europe, the Soviet Union, China, South Africa would only envy. What do you think a young Czech, for example, would do with an education comparable to yours? Or a young South African? Or a young Chinese?

Would they only trade on it for a new car, for a larger house, for a week in Aspen? Or would they use it as a national resource for the common welfare?

Your education, in fact, is a national resource and there is much to be done, even in this land of democratic richness. Consider the basis, after all, of democracy — the dignity of the people. And as Robert Maynard Hutchins reminded us, not the dignity of some people, or of rich people, or of educated people or of white people but the dignity of all the people. So that's a place to begin.

A place to begin then is the dignity and the preservation of it for all the people. And the need is urgent. There is in our land these days what I call the tyranny of the constituencies. Those organized around a single belief or race or lifestyle. And they use the tools of democracy to tyrannize those who don't completely embrace their own narrowly cast beliefs. If this environment is allowed to flourish — and I fear that it may be — we are all responsible then for breeding intolerance and bigotry, and they are virulent cancers on the body politic.

As individuals we can personally disdain that behavior and refuse to be drawn into it. But that is an insufficient response, I would suggest to you. There must be a coalition of conscience for this is a moral as well as a political imperative.

And there is a place to make a stand in America. I stand before you today as a product of it. It is public education. The underpinning of our cultural and political system. It is the great common ground. Public education is the engine that moves the society forward toward a common destiny. It is in desperate need of an overhaul and renewed maintenance. I need not tell those of you in this audience that we reserve and cherish the right to choose for ourselves other educational institutions that enrich other values — religious values or social values or cultural values. You should not, and I would not expect that you will, compromise your commitment to a Catholic education. But I beseech you as citizens not to forego your obligation to the place of public education in America as well.

In too many places in America public education has become an armed warehouse where the American Dream has become a nightmare of violence and indifference.

In too many communities public schools are a little more than hostels; places to stay warm for the offspring of work-

ing parents or single mothers. In too many neighborhoods in America the American Dream is simply a myth, a distant and unreachable goal, separate from the objective realities of inferior schools and dangerous streets and broken families and persistent racism.

In our urban areas, especially, we have been exhausted by the complexity of the problems and the ever greater degree of difficulty in living and working in these aging environs that are so crucial to our society. And so our response by and large has been benign neglect and retreat and denial. There is a common understanding that the conditions of the inner city: human, physical and financial, are deteriorating with the speed of a burning fuse. Yet, there has been almost no common dialogue on the desperate need to snuff the fuse.

Too much of what passes for interracial dialogue in America these days goes something like this: Whites say, "We've given these people money and affirmative action and legal redress and what have we gotten in turn? We've gotten crack and crime and 14-year-old mothers and absent fathers and constant cries of racism."

And blacks say, "Whites do not want to give up the role of the oppressor and the way they can achieve that is to give us rotten schools, to lock up our young males, to abandon the cities, to deny us the economic opportunities they're more than willing to provide Koreans and Cubans and Chinese." Many blacks in the inner cities of America honestly believe that crack and AIDS and guns in their neighborhoods are deliberately introduced by white financiers bent on cultural genocide.

The trouble is there is a common truth to the charges that fly across the racial divide in each direction. There are too many failed hopes — and too many failed expectations. Too many absent fathers and too many young mothers. Too many drugs; too many guns. Too little compassion; too much repression. Too little accountability; too many excuses. And, most of all, too much racism.

Which means too little good will. Too little determination to find a common ground. A little more than 20 years after we found common cause in the great moral issue of civil rights we find ourselves racially polarized at many levels in American society in the spring of 1993. Truth becomes a casualty if race is involved. Racism, black and white and brown and yellow is a common response for any inquiry about skill or accountability or tolerance. The greatest victims — and I am one who has lived in every corner of this country and worked in it professionally — the greatest victims are the black middle and working class families who are judged by their color alone with the lowest common denominator of their culture and their community. They live in a constant state of fear for their personal safety since their

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neighborhoods are not secured by the same level of law enforcement the rest of middle class America takes as a given.

Moreover, America is not just a black and white society. It is, increasingly, a land of many shades. In the next 50 years of your lifetime, graduates of 1993, the American population of Asian origin will increase by a factor of more than 100 percent; the Latino population will expand by more than 60 percent; the African-American population will expand only slightly, to about 14 percent of the total population.

And as these ethnic groups compete in an ever more competitive labor market the imperatives of racial harmony will be ever greater. We cannot long expect to flourish as a society, as a political system, as an economy if we are constantly in conflict with each other. Each of us, in the most deliberate way, must reach across racial lines with understanding, support, a sense of accountability and love.

That can be your legacy. You can lead this nation out of the quagmire of racial hostility, envy and oppression. All of you, for racism is not a province of one group alone. It is hard work. It will require initiative and courage. It requires good will all along the racial spectrum. It cannot be one way.

In the latter stages of what has been called the American Century, this nation, it seems to me, must re-seek the center, re-commit to the concept of a common welfare. It is in the center after all that sinews of society converge.

If we allow ourselves to be divided along the many fault lines of society we are fragile and ill equipped for the arduous journey through the perilous times ahead. Already there are those who are determined to isolate your generation from the rest of society. You're being called the 13th generation or Generation X. You're being described as victims of the baby boomers. Nonsense. You are on the cusp of great change. You can invent a new world. Any generation that can program its own VCR can do anything. I can assure you of that.

When I was your age — and wanting to become a journalist — I worried that most of the big stories were passing me by. Thirty years later that no longer is a concern. I've been in the White House when a president resigned; I've seen wars won and lost; I've sat in the Kremlin talking one-on-one with Mikhail Gorbachev; the Berlin Wall came down on my watch; I shared a joyous moment with Nelson Mandela at his home in Soweto the weekend that he was released; I walked through the streets of Warsaw with Pope John Paul, the holy father; the Dali Lama invited me to morning prayer; I heard Martin Luther King Jr. speak and I covered Bobby Kennedy's campaign; the shuttle Challenger went down with a friend on board; another friend, Arthur Ashe, died of a modern curse; I've seen the rise of cell phones, compact discs and personal computers; I've hung out with Mick Jagger; and had dinner with Michael Jordan; I can get

Dave Letterman on the telephone; I've met Jodie Foster and I knew Candace Bergin before she was Murphy Brown.

I've watched this country go from the vanilla '50s to the psychedelic '60s to the disco '70s, to the greedy '80s.

Now, in the uncertain '90s, what worries me most is the enduring cynicism in our land about and the separation from the traditional institutions of public life — city hall, state house, especially Washington. And I cannot remember a time when there was such recognition that the traditional framework of society — of family and faith and community and responsibility and accountability — that framework was in such desperate need of repair.

Your immediate concerns, understandably, are jobs and careers and relationships. Indeed, they will remain your primary focus for they are about personal happiness and survival.

However, your legacy, the means by which your time will be measured, will be the values that you embrace, the care that you show for each other. Yours can be the age of tolerance and understanding. And it should be gender as well as ethnic.

Young men of the class of 1993 at Notre Dame, these young women who sit beside you are in a passage of historic proportions. You should share their excitement and encourage their determination. You should come to know their world. Moreover, you must know that fathering a child is a daily and lifetime commitment. Young women, you must remember that life is also about proportion and choosing balance: a balance between a professional life and a personal life. You must remember that motherhood is not incidental to a life of fulfillment. To the young men and women together of the class of 1993, know this: There will be no richer life than the one that you lead together with common values and common respect for each gender's special qualities.

And to be true to the meaning of this institution and the purpose of education I urge you to remember the counsel of the late Bartlett Giamatti, Yale president, Major League Baseball commissioner and renaissance man. In a setting quite like this in a lesser-known Eastern institution he said, "You must know that idealism is not a paralyzing but a liberating force and that to strive for principles, even if the journey is never completed, is to tap a vast source of energy, the energy to commit to your best in the brief, precious time that each of us is blessed to have."

Bart and I were friends. We're about the same age with many common interests. I could not, however, match his eloquence. On these occasions I simply like to remind young people, we need your help — and remember: It's easy to make a buck; it's tougher to make a difference.

Go Irish! Thank you.

Valedictory

Scott Edward Boehnen

May 16, 1993

President Malloy, distinguished members of the platform party, family, friends and especially my fellow graduates of the class of 1993:

Today we celebrate the culmination of four years in college; a total of 16 years of schooling; and, for most of the class of 1993, 22 years of life. Indeed this moment of celebration somehow feels like a birthday. And this birthday feeling made me curious to look back to the year 1971, to find out what type of world the class of 1993 was born into.

To do so, I chose that most central text of our early education, the 26 beautiful blue and burgundy volumes of the *World Book Encyclopedia*, seemingly the canon of human knowledge in grades one through six — all conveniently arranged A to Z.

Happily, at the end of each calendar year, the editors of the *World Book* compile a special volume recounting the significant events of that year. The volume begins with what the editors call "a chronology of the most important events of 1971." And it ends with a "Dictionary Supplement" described as "a listing of newly approved words and definitions that will be included in the 1972 edition of *The World Book Dictionary*."

I found a chronology and a dictionary. Perhaps because I am an English major, I find the dictionary more intriguing. Because I think that a change in language reveals patterns of wide cultural change more than a catalogue of important events arranged chronologically. Because a change in language marks a change in the way we think and in the way we perceive the world. More importantly, a change in the way we speak can actually change the way we think and perceive.

We will return to the 1971 chronology, but I really cannot resist mentioning some of the new words of 1971. In fact, my prospective career as a professor of English may prove an anticlimax after this — having a captive audience of 15,000 to whom I can read the dictionary!

We see that the exciting new fashions of the '70s impressed the *World Book* editors. They include the terms "tye-dye," "hot pants" and "love beads." We can only assume that "polyester" was already a household word. Happily, only tye-dyed clothes have found a '90s reincarnation.

An entirely new and remarkably versatile word also shares our year of birth. A word used both as a noun and a verb — the word "groove," "grooved" or "grooving." Defined as "something groovy or first-rate." As in, "That commencement speech was groovy."

New language also reflected rapid advances in technology. 1971 saw the first uses of the word "video cartridge or cassette," a new device for television. And for the first time people began to speak about a tiny piece of silicon called a "chip."

The point seems clear: language is emblematic of cultural change. In 1971 we were understanding televisions in new ways. Language expands, and conceptual possibilities expand.

In fact, today we have new a new term about the power of the television, the creation of a so-called "global village." In this "village," we think, international opinion, crystallized by instant visual access to world events, will make policies of planned violence obsolete.

And think for a moment how that tiny piece of silicon, first named in 1971, has changed our world today. If we can conceive a body of all the information recorded from 4 B.C. to 1900 A.D., then experts tell us that from 1900 to 1950 that information doubled. From 1950 to 1960 it doubled again. From 1960 to 1965 it doubled again. Today, every 18 months, the universal body of information doubles. By the year 2000, it will double every three to six months.

Our language changed; the way we thought about a substance called silicon changed; and our world changed radically.

Today there is a new phrase that joins two words that had no obvious connection to each other back in 1971: "artificial" and "intelligence." Arthur C. Clarke is a genius of technological development, one who 40 years ago invented the very idea of global communications systems. He is also a genius in the creation of words, of finding new languages to conceptualize new realms of human and technological encounter. Clarke recently said that within a century "the artificial intelligence of computers will attain the level of human intelligence." He argues that "computer intelligence and insight will continue to grow and expand after that," making the human being "a transitional species to be supplanted by some new form of life that includes computer technology." Our language has changed, our world has changed, and, if Clarke is right, our species will change.

Language is the distinctly human capacity, the splendid faculty separating us from other animals. Even to empower computers, we humans must construct languages. It thus seems appropriate that the *World Book* editors should place the dictionary at the end of their 1971 volume. Under the hundreds of pages of expert analysis, the dictionary stands at the lowest level of excavation, the first cause and primary impetus for all that happened in 1971. More than the effect of changed perception, a change in language causes a change in thinking — sometimes a radical one.

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A valedictory should suggest how we are going to change the world.

I think we had better start by changing the language that the world is using.

How are we going to feel when the 1993 *World Book Dictionary* — the book issued in the year of our enlightenment as college graduates — how are we going to feel when that volume designed for the next generation of schoolchildren includes a dirty little word under “E,” “ethnic cleansing”?

A euphemism, a slippery and destructive verbal maneuver. A destructive language being created right now by a very powerful group. A group that would cover up some ugly facts — the fact that 70 thousand human beings are held in detention camps in Bosnia; 20 thousand women have been raped; and 130 thousand people have been killed so far.

“Ethnic cleansing.” A dirty little world about cleaning. And a word that sounds a lot like another euphemism, the “Final Solution.” In each case, these words have been created by groups who realize that there is power in language. Power to obscure as much as to illuminate. Power to stir nationalism, and racism, and hatred at home and to obscure this reality in the international eyes of some horribly failed “global village.”

As long as there is “ethnic cleansing,” then there is no such thing as a “global village.” Or worse, there exists a “global village” of apathy. Eyes inured to constant images of violence. Voices well versed in the language of hatred. Voices even better prepared to use the languages offered by the powerful to cover up a reality of rape, death and detention.

But destructive languages are not always over there, as in Bosnia — being created and imposed by a group engaged in what we can still recognize as inherently evil. Consider the language that the entire Western hemisphere uses to conceptualize our natural environment. Notre Dame’s own Professor Sterba observes that an unholy alliance unites sexist language and the language of environmental destruction. He says that

Sexist language feminizes . . . Nature: Nature is raped, mastered, conquered, controlled, mined. Her “secrets” are “penetrated” and her “womb” is put into the services of the “man of science.” “Virgin timber” is felled, cut down. “Fertile soil” is tilled and land that lies “fallow” is “barren,” or useless. Language which so feminizes nature and so naturalizes women describes, reflects, and perpetuates the domination . . . of both.*

It is a language that we almost unconsciously invest ourselves in, thereby perpetuating a cycle of violence to the environment — a violence lead by language. It should be no surprise to us that virtually all of Europe’s original forests are gone and 95 percent of America’s primary forests have already been destroyed.

And if we are going to look to Bosnia, and to the entire Western hemisphere, we might look as well to the entire world, and to that “universal” community that takes the name “Catholic,” a word meaning “universal.” Here the same type of sexist language has excluded women from full participation in the Church for two thousand years.

How are we going to change the world? We had better start by changing the language that the world is using. And thus change the way that we think about a “new world order,” the way we think about the environment, and the way we think about one-half of the human species.

We need to create a new “universal” language, one cleansed of euphemisms and cleansed of discourse designed to oppress the voiceless. I think that this can be a Catholic language, one framing the very terms of debate of the most vexed problems of today’s world. An activist language. A language ready to speak clearly and persuasively on every issue affecting human life. A language of action and compassion. A language that asserts that standards of moral and ethical behavior do still exist. A language that listens, with sympathy, and sometimes asserts itself through a signifying silence amid a tumult of hatred. A silence of peace and the “Spirit of truth” that we encounter in today’s gospel.

We, Notre Dame’s class of 1993, can create that language. We have not been educated here at Notre Dame in order to reproduce a collection of facts. We have been educated to enter the world’s conversation, an oftentimes contentious debate. With critical skills and a powerful language, we can frame the terms of that debate. And we can change the world.

We may not end up coining flashy new words like “chip,” or “groovy,” but we may resurrect some very old-fashioned words. We may bring words long confined to the pulpit back into the world of politics. Words like love, compassion and tolerance.

If we are entering a brave new world of “artificial intelligence,” then who is going to write the Catholic values into the languages that empower those computer minds? If we are entering a brave new world of artificial intelligence, then our human intelligence, and the ability to encode Catholic values in human language, is all the more vital to our very survival as human beings.

I said that we would return to the chronology of the year 1971.

*A paraphrase of the work of ecofeminist Karen J. Warren.

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The year did not start out so well.

On January 1, we are told that "the three-day New Year's cease-fire in Vietnam ends amid reports that . . . fighting continued throughout the period." Twenty-two years later, the languages of political hatred and internal strife continue to thrive.

On January 4, Leon Sullivan, described as a "Negro," was elected the first African-American director of General Motors. Yet our hopes for an increasingly just society seem to have burned with the city of Los Angeles last year.

On January 11, Holy Cross College of Worcester, Massachusetts, announced the admittance of women for the fall of 1972. Notre Dame's announcement would follow by year's end. Yet "sexism," a word that first entered the lexicon in 1971, continues unabated in the academy, in business, in politics and in the way we speak about the environment.

And perhaps most sadly, of the 200 entries in the *World Book's* chronology, not one concerns a statement made by any American church about the turmoil of 1971. That includes the largest single denomination, the Roman Catholic Church.

The church in 1971 was not creating a persuasive and politically effective language that would offer an alternative to a secular language of burgeoning violence.

It is time for America's 57 million Catholics to speak up.

It is time for us to follow the example of Susan McHugh of Dublin, who last month announced boldly, and courageously, that the IRA "does not kill in the name of Ireland." And with those words she has started her own peace movement in Northern Ireland.

It is time for us to say that the world does not kill in our name, as Catholics.

It is time for the people like Paul Anthony, class of 1993, to change the way we speak about the environment.

It is time for people like Beth Ann Fennelly, class of 1993, to change the way we speak about women.

It is time for people like Michael Swanson, class of 1993, to change the way we speak about ethnicity.

Drawing upon different faith traditions, these people have found a Catholic voice, have discovered Catholic language.

As Notre Dame graduates, it is time for us to speak up and to be heard.

Thank you.

Laetare Medal

May 16, 1993

Sir:

Faithful is your service, full is our appreciation and fitting is your inclusion in the ranks of those uncommon men and women on whom our University has one hundred and fourteen times before today bestowed its highest honor.

Our pleasant task of praising you echoes and renews the gratitude expressed earlier this century to the eighteenth Laetare medalist John Andrew Creighton, a philanthropist whose benefactions established in Omaha, Nebraska, the Catholic university which nurtured your considerable talents as a leader and businessman, husband and father, colleague and friend.

But Creighton could only nurture what Erin had planted centuries ago, what your Wexford ancestors bore with them from their famine-ravished land, first to the coast of New England, then to the daunting prairies of Iowa, and eventually, in service to a global empire whose product you have placed "within an arm's reach of desire."

Neither you nor your forbears sought after great achievements. It was enough to rescue a family from starvation, as they did in Ireland in 1847, to wrest a living from sod and cattle and sweat and striving, as your parents did in Sioux City at the time of the Great Depression. Throughout they attended quietly and purposefully to the business at hand as you have done for nearly half a century at Coca-Cola and for more than three decades as parent, advisory council member, Sorin Society chairman, trustee and board chairman here at Notre Dame.

Nor is it small business over which you presided here: the election of a new president following Father Hesburgh's three-and-a-half decade tenure; the most ambitious fundraising effort in the history of Catholic higher education; and ironically for us today, the eloquent reading of citations such as this one in honor of your recent predecessors. Most recently, with your wife, Mickie, you have wedded your great devotions to Notre Dame and Ireland with a magnificent gift to establish here a new center for Irish studies and to attract as its chair perhaps the world's foremost scholar in the field.

Paradoxically, your largest deeds derive from an admonition you learned well from one of your favorite teachers, "Be careful not to set objectives that take too long to reach." You have said, perhaps a bit impishly, that your story says more about America than about yourself, that it represents "a typical American who had the opportunity to be what-

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ever was possible." Further, you have emphatically labeled as ludicrous the idea that anyone like you who began with a small marketing job in Omaha should end up as president of a multinational corporation! Needless to say, we are most grateful today for your lack of foreknowledge!

Sir, our gratitude is hardly the measure of your service, but on the 110th anniversary of the Laetare Medal, we have the pleasure of offering it to you and welcoming you to a distinguished company of Catholic Americans.

On
Donald Raymond Keough
Atlanta, Georgia

Response

Donald R. Keough

Thank you, Andy.

I am deeply honored and grateful to receive this distinguished award. And I am deeply humbled.

When I think about the people who have received the Laetare Medal over the years — President Kennedy, Father Hesburgh, Walker Percy, Clare Booth Luce, Helen Hayes, George Meany and the list goes on and on — some of the most remarkable people in the history of this nation. Well, you look around and pinch yourself and say, "How did I get here? What do I have in common with these special people?"

Don't worry. I will not give a speech. I just want to make an observation.

When I look at those who have received the Laetare Medal . . . some are tall, some are short, some are men, some are women, some are brilliant, some are not, some are flamboyant, some more reserved, some are artists, statesmen, educators, humanitarians, business leaders, etc. They represent an infinite variety of human characteristics and a broad cross section of careers and professions.

But the one thing they all have in common is expressed in the very word "Laetare" . . . *Rejoice!*

They all had the great capacity to *rejoice* in life itself. They were not jaded or cynical or pessimistic. They took joy in the joy of living.

One after another . . . and if you look at any group of people who have accomplished much in life, what they share is a passion for the sheer fun and excitement of being alive.

Whenever Williard Scott, an associate of Mr. Brokaw, is interviewing some 100-year-old person on the "Today Show," invariably those people say something to the effect that they love life! They take pleasure in the *promise and possibilities* of each new day, and when you consider the 114 recipients of the Laetare Medal as a group, I think what emerges is a picture of exuberance and joy.

Yes, this medal is a tribute to individuals. But even greater, it is a celebration of the potential that the good Lord gives each of us to live each day with *passion* and *enjoyment*.

And shame on us if we do not do so!

The word is *rejoice* . . . and on this very special day of commencement . . . of new beginning . . . I urge all of you . . . whatever role you carve out for yourself, whatever career you may undertake . . . I urge you to rejoice in the miracle of life itself.

I accept this Laetare Medal on behalf of my wife, Mickie, and our five children who were fortunate enough to graduate from this special place.

Thank you, thank you, thank you for this great honor.

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Blessing

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

May 16, 1993

I don't believe in double jeopardy and since I had a chance to speak to almost everybody here yesterday during the Baccalaureate Mass, I would simply make a request to you who are graduating.

You're most intimate companions along the way of your life up until now are gathered here and if you have good eyesight you might be able to spot where they are. But whether you can or not I'd like you to thank them as I thank my mother — who is here — for what they have done for you and in the graduate that is manifest in your ability to complete the degrees you have received.

So let us give a round of applause to our most important family members here.

And now I would like to invite parents, guardians, grandparents, uncles and aunts, faculty members, rectors and anybody else who wants to join in to stand and with me give a final blessing over these graduates before us. I would invite you to stand and to raise your hand and pray with me.

Spirit of God, we pray your blessing on those graduates here assembled. Grant them truth that they may be set free. Grant them wisdom that they might know right from wrong. Give them courage in the face of moral challenge and the sense of justice in our sometimes fractured world. May they be faithful in their life commitments and compassionate in response to human suffering and pain. And finally, dear God, in your love, keep them from harm. Amen.

I'd like to close by saying a special word, with a prideful and loving heart, to Maureen, to Jimmy and Ann, who are my blood portion of the graduating class: I love all of you and I'm proud of you. And we love all of you here. Please return soon.

Special Presidential Awards to Staff

1993 Special Presidential Award

During her 13 years as a housekeeper at the University she has always exemplified the qualities and values that make Notre Dame a special place to study, work, and live. She has clearly shown that her first priority is to the quality of life for both the students and the staff residing in Alumni Hall. She seeks to make all residents — but especially freshmen — feel that Alumni Hall is their "home away from home."

For two consecutive years she has been awarded the Support Services "Eagle Award" for exceptional service to the department. She has earned the respect of her peers, supervisors, students, and rectors.

For her outstanding service to Notre Dame, we recognize

Lillian "Skipper" Scanlon

1993 Special Presidential Award

From students to subway alumni the expectations of Notre Dame's athletic programs are high. These expectations, coupled with the complex nature of athletic administration, require incredible patience and interpersonal relationship skills. Responding to a myriad of requests ranging from VIP's, benefactors, and contacts from the media is an integral part of the day-to-day responsibilities.

Meeting many of these responsibilities is commonplace for this individual. For the past eighteen years she has been associated with the Athletic Department at the University in a variety of capacities. She presently serves as Administrative Assistant to the Athletic Director. Her commitment to Our Lady's University is evidenced by her years of devoted service and her willingness to take on a number of special assignments. In addition, her keen public relations sense has contributed to enhancing the image of the University.

For her dedication to Notre Dame, we recognize

Jeanne Neely

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1993 Special Presidential Award

Before joining the University in 1976 he completed a very successful twenty-one years with the South Bend Fire Department. During the past seventeen years he has developed a well-respected professional fire protection and emergency medical response unit on the campus. He is responsible for working with architects and contractors to ensure appropriate building and fire safety codes are in place. His first interest is always the life and safety of the members of the University community, followed closely by protection of University community property.

For his service to Notre Dame, the South Bend community, and his church, we recognize

Jack Bland

1993 Special Presidential Award

She raised a family of four before beginning her Notre Dame career in 1980. Since 1989 she has served as Program Coordinator of the Executive Programs in the College of Business Administration. As a link to the outside business world, she plans, organizes and prepares all of the schedules and curricula to ensure smooth running programs.

She extends the Notre Dame mission of community and service outside the campus boundaries. She does so with caring concern for others, conveying the traditions of Notre Dame to visitors, and displaying a way of living consistent with our Christian community.

For her devotion to Notre Dame, we recognize

Mildred Peters

1993 Special Presidential Award

A 1981 graduate of Notre Dame, he has been charged with some of the most difficult areas of his department's operation. His responsibilities to administer the areas of parking, crime prevention, training, and special events are particularly demanding. While parking — the "P" word — continues to be an emotional issue, he brings a very concerned approach to the questions at hand. His response to problems and concerns of the Notre Dame community has served him and Our Lady's University well.

Apart from these responsibilities he has been an important force behind the University's involvement with the Christmas in April project. He remains committed to projects such as this with little recognition other than knowing he has helped many by his actions.

For all that he brings to Notre Dame, we recognize

Phillip A. Johnson

1993 Special Presidential Award

Whether watching a football game in the Notre Dame Stadium in person on game-day or on TV, one is aware of the care and maintenance required to keep the turf in top condition. This assignment obviously requires knowledge, dedication, and many hours of work not only to prepare the field but to repair it after the game is over. This task is particularly challenging given South Bend's notorious weather.

For the past eleven years this individual has been key in meeting this responsibility. His performance as Stadium Superintendent and leader is exemplary. He is well respected by those who work for him as well as those he works for. Hard work, honesty, and a commitment to Notre Dame describe him to a "T."

For his devotion to Notre Dame, we recognize

Robert "T" Thomas

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1993 Special Presidential Award

He has a personality that makes ebullient seem an understatement, and he never met a hand he did not want to shake. Service is his byword, whether it be to the all-important University constituency for which he is responsible, or on behalf of the local community, which knows him as a leader in a variety of civic roles. In two separate stints at Notre Dame, he has formed warm ties across the community — faculty, students, staff and administrators. Professionally, he has led the Notre Dame Alumni Association to new heights, especially in the areas of continuing education and community service. We honor a tireless worker in the cause of Our Lady's University . . .

Charles F. Lennon

1993 Special Presidential Award

She is a gracious lady who hovers behind the scenes of many a major event at this University. In almost daily contact with trustees and advisory council members, she has more communication with the people important to Notre Dame than does its President. From the photographs in the institutional gallery in the Morris Inn to the docket mailed in advance of a Board of Trustees meeting, her hand is evident in the logistics of relationship, an area in which Notre Dame has always excelled. Tonight, we ask her to step out of the shadows and receive our heartfelt gratitude.

Mary F. Kapsa

Presidential Dinner Awards

May 18, 1993

1993 Faculty Award

A Notre Dame graduate of the 1950s, this year's award winner returned to his Alma Mater in the 1970s already a recognized authority in his field. Recipient of five excellence-in-teaching awards, he is also in demand as committee member, conference participant, and academic advisor. Central to his research and teaching on multinational corporations is the reconciliation between profit and poverty: how does one ensure the one while stemming the other. Called by his work to extensive international travel, he brings back to this campus and community a deep concern for Third World problems, be they at home or abroad.

Lee A. Tavis

1993 Graduate School Award

The winner of the 1993 Graduate School Faculty Award possesses an expertise which is vital to the quality of graduate education in his department. With exceptional ability, he teaches and motivates students in high-powered and demanding statistics courses which stimulate them to come back for more. Since he joined the department in 1982, he has raised the caliber of student research to new heights by his incisive advice and criticism. Faculty too have come to depend on his awesome technical power. Beyond Notre Dame, he has fame as a scholar of applied behavioral statistics. Here on campus, he is revered as teacher, mentor, collaborator and colleague.

Scott Maxwell

1993 Rev. Paul J. Foik, C.S.C., Award

Coming to Notre Dame from nearby Michigan, this librarian has served the University community for more than twenty-five years. With a specialization in fine arts, he builds collections which support researchers while serving casual readers as well. The Libraries' video collection exists because of his initiative. His enduring interests in dance and theatre find reflection in publications, while his taste in contemporary art enhances the library concourse. Knowledge, attention to detail, and personal helpfulness are the hallmarks of tonight's winner of the Paul J. Foik Award.

Joseph Huebner

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1993 Madden Award

Approachable, patient, clear, and thorough — this describes the 1993 winner of the Thomas P. Madden Teaching Award. "He makes the difficult simple," his students say. As intent about teaching as he is about basketball and softball, he creatively meets the needs of those who flock not only to his classes but to his renowned review sessions. Native of New Jersey and graduate of The Ohio State University, he is furthermore a skillful scholar and researcher in physical organic chemistry. A magician who delights young audiences with his tricks, he performs even greater marvels in his chemistry classes of hundreds of Notre Dame men and women.

Xavier Creary

1993 Reinhold Niebuhr Award

Always on the move, this quintessential peripatetic, valedictorian of his class at St. Benedict's College, came to Notre Dame in 1967. He quickly distinguished himself as a scholar and as a man of faith whose research and family life are characterized by dedication and concern for others. His highly acclaimed professional pursuits in the science of learning and instruction are paralleled by extraordinary service commitments to Notre Dame, the local community, and the Catholic church. Despite a hectic schedule, he consistently offers wisdom, wit, friendship and support to family, friends and colleagues. This award goes tonight to one whose sense of justice is exceeded only by his kindness and compassion.

John G. Borkowski

1993 Grenville Clark Award

The 1993 winners of the Grenville Clark Award for voluntary activities personify the spirit of community service. In their thirteen years here, this couple has touched the hearts and lives of members of the Notre Dame family from the youngest to the oldest. Her warm smile and infectious laugh meld with his quick but wry sense of humor to welcome and assist others through a remarkable range of activities at the university, civic, national and international levels. Natives of the Northwest, they are now at home in the Midwest and on this campus where they have become vital to the well-being of this community.

Michael and Christine Etzel

1993 John "Pop" Farley Award

Summers in Paris; winters in South Bend! An enviable schedule for anyone! But this accomplished linguist has her feet in two worlds on this campus as well. From classroom to dorm, from library to rec room, she moves easily, listening, advising, teaching, and writing. Having served both Saint Mary's College and Notre Dame, this woman's relaxed manner belies her busy schedule as teacher, administrator, scholar and guide. Insightful, witty, articulate, Farley's rector eminently deserves the award which bears his name.

Sister Mary Louise Gude
Congregation of the Holy Cross

1993 Rev. William A. Toohey, C.S.C., Award

Tonight's winner of the Toohey Award is a familiar presence on campus. Lively rector, he inspires the students in his hall not only to bookstore basketball fame, but also to soul searching and service. In his homilies, this reflective activist compels his listeners to examine the social justice dimension of their lives. His easy manner and low-key attitude mask a clear understanding and deep concern for the People of God.

Joseph D. Ross
Congregation of Holy Cross

1993 Special Presidential Award

For over two decades, this man has served the University as teacher, scholar, and administrator. A colleague who consistently represents the voice of reasoned argument, he is noted also for his open mind and collegial goodwill. His scholarship on the American Presidency has earned him not only the appreciation of academic colleagues but also respect as an expert witness in Washington. Political philosopher by training and disposition, he escapes annually to the Canadian wilderness where hours of quiet fishing contrast dramatically with "golf as an aerobic sport" which relaxes him here at home!

Peri Arnold

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1993 Special Presidential Award

Since joining the faculty in 1971, this genial and industrious Irish Catholic from Connecticut has not only won great personal distinction as the author of prize-winning books, but has also put Notre Dame on the map as an internationally recognized place for research in his field. With vision, persistence, and boundless energy, he has enriched the study of American religion throughout this land. Indeed the Cushwa Center for the Study of American Catholicism will always stand as a monument to the man we honor tonight.

Jay P. Dolan

1993 Special Presidential Award

Born on St. Valentine's Day, this priest has often fittingly led with his heart. Gifted teacher, able administrator, wise friend and counselor, he is renowned as a teller of fascinating tales. His journey from brotherhood to priesthood is in itself an astonishing story. Good humor, warmth, and a deeply pastoral sense endear this man to all, especially Notre Dame students and alumni. Canadian by birth like his Holy Cross namesake, this compassionate priest enriches many by his presence.

André Léveillé
Congregation of Holy Cross

1993 Special Presidential Award

Well known on this campus for her generosity, this honoree freely gives her time and energy to students, to peers, to all who seek her counsel. Recognized scholar, experienced administrator, and thoughtful teacher, she has a reputation for wisdom and wit applied in equal measure at just the right moments. Whether tubing down a river with nieces and nephews, serving tennis balls across the net to partners, or deliberating over committee business with colleagues, she enlivens every task with her intelligence. A loyal "Buckeye" who journeyed to Indiana by way of Wisconsin, Ohio and Tennessee, this talented woman stands tall among us not only for her high academic standards but for her firm commitment to Notre Dame's values.

Naomi Meara

1993 Special Presidential Award

Almost twenty years ago this Saint Mary's alumna crossed the road to Notre Dame's Law School. Distinguished as first in her graduating class, she headed to Washington, D.C., for a stint with a major law firm. But Notre Dame's lure was strong. Returning to the faculty, she showed extraordinary ability to balance a new academic career with her role as wife and mother when twins quickly doubled her family's size. Legal scholar of national reputation, she also captured a distinguished teaching award. Campus committees know her important presence and national and civic boards count on her good judgment. Consummate juggler, this woman continues to amaze us with her talent for accomplishing multiple missions with simultaneous success.

Carol Mooney

1993 Special Presidential Award

This outstanding scholar came to Notre Dame several decades ago after earning the doctorate at Illinois. An inspiring leader, as both chairman and chaired professor he has led his department to new levels of excellence. Nationally recognized as consultant and advisor to both industry and academe, he made a permanent imprint on the National Science Foundation and helped to shape its growth. Acknowledged by his peers with virtually every award for excellence in the field of heat transfer, he shows the same energetic intensity in university activities as he manifests in his luncheon stock club deliberations and endless games of mah jong.

Kwang-tzu Yang

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Faculty Promotions

To Emeritus

Thomas P. Bergin, Center for Continuing Education,
Management
Joseph X. Brennan, English
James E. Houghton, Aerospace and Mechanical Engineering
Lawrence H. N. Lee, Aerospace and Mechanical Engineering
Rev. Richard A. McCormick, S.J., Theology
Rev. Matthew M. Miceli, C.S.C., Theology
Rev. Edward D. O'Connor, C.S.C., Theology
Ray M. Powell, Accountancy
Herbert E. Sim, Finance and Business Economics
Richard Stevens, Art, Art History and Design
Rev. Charles F. Weiher, C.S.C., Philosophy

To Assistant Professional Specialist

Dianne Patnaude, Physical Education

To Associate Professional Specialist

Thomas M. Barkes, Communication and Theatre
Todd M. Bemenderfer, College of Business Administration
Executive Programs

To Professional Specialist

Sr. Regina A. Coll, C.S.J., Theology
Peter J. Lombardo Jr., Center for Continuing Education
Rev. Donald P. McNeill, C.S.C., Center for Social Concerns
Robert J. Minniti Jr., Electrical Engineering
Terrence W. Rettig, Physics

To Assistant Librarian

Bartley A. Burk, University Libraries

To Associate Librarian

Laura Bayard, University Libraries

To Librarian

Patti J. Ogden, Law Library

To Faculty Fellow

Jadwiga Warchol, Physics

To Associate Professor and Tenure

Gary H. Bernstein, Electrical Engineering
Theodore J. Cachey Jr., Romance Languages and Literatures
John C. Cavadini, Theology
Malgorzata Dobrowolska-Furdyna, Physics
Gregory E. Dowd, History
Matthew J. Dyer, Mathematics
David S. Hachen Jr., Sociology
Michael J. Kremer, Philosophy
Georgine Resick, Music
Rev. Timothy R. Scully, C.S.C., Government and
International Studies
Michael M. Stanisc, Aerospace and Mechanical Engineering
Jerry Che-Yung Wei, Management

To Tenure: Associate Professor

Ramachandran Ramanan, Accountancy

To Professor

Jacqueline Vaught Brogan, English
Patrick F. Dunn, Aerospace and Mechanical Engineering
Stephen A. Fredman, English
Eugene W. Halton, Sociology
Gary M. Hamburg, History
Ronald A. Hellenthal, Biological Sciences
Thomas A. Kselman, History
Catherine M. LaCugna, Theology
A. Eugene Livingston, Physics
Scott P. Mainwaring, Government and International Studies
Richard G. Sheehan, Finance and Business Economics
Stephan A. Stolz, Mathematics
Michael C.F. Wiescher, Physics

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251st Graduate Council Minutes April 7, 1993

Members present: Nathan O. Hatch, chair; Harold W. Attridge; Jeanne D. Day; Kimberly A. Gray; Gary M. Gutting; Maureen T. Hallinan; John W. Houghton; Gerald L. Jones; Jeffrey C. Kantor; Chau T.M. Le; Scott P. Mainwaring; Stuart T. McComas; Kathie E. Newman; Thomas L. Nowak; James H. Powell; Barbara M. Turpin; Chris R. Vanden Bossche; Diane R. Wilson.

Members absent and excused: Francis J. Castellino; Ethan T. Haimo; John G. Keane; Michael L. Kelly; Anthony N. Michel, represented by Jerry J. Marley; Robert C. Miller, represented by Maureen L. Gleason; Wilson D. Miscamble, C.S.C.; John H. Van Engen.

Guests: Stephen M. Fallon, William G. Gray; David K. O'Connor; Stephen E. Silliman.

Observer: Peter Diffley.

Dr. Nathan O. Hatch opened the meeting at 3:30 p.m. on April 7, 1993, in Room 210, Center for Continuing Education.

I. MINUTES OF THE 250TH GRADUATE COUNCIL MEETING

The minutes were approved without correction.

II. PROPOSAL TO OFFER A MASTER'S DEGREE IN GEOLOGICAL SCIENCES

Dr. Hatch called upon Professor Silliman to summarize the proposal. Dr. Silliman stated that the Master's in Geological Sciences is a logical result of the merger of the Departments of Geology and Civil Engineering. The program will be built on existing faculty expertise, library resources and laboratory facilities. The proposed curriculum will not pose an additional burden upon the faculty.

It was asked if approval of the program implied approval of an increase in graduate assistants in the department. Both Dr. Hatch and Dr. Gray agreed that there was no such agreement, implied or otherwise.

The proposal was passed by a majority vote.

III. REVIEW OF THE PROGRAM OF LIBERAL STUDIES

Dr. Hatch asked Professor O'Connor to summarize the review. The Program of Liberal Studies (PLS) is unique in that

it is a Great Books program with departmental status, associated with a Catholic research university. The program is exceptionally good; in one reviewer's estimation, the best. However, PLS is a popular, teaching-intensive undergraduate program with a faculty of diverse research interests which induces stress to the system.

In order to maintain the quality of undergraduate education in the program and to facilitate faculty research, the following recommendations were made: Allow PLS to cap enrollments; reduce teaching loads to two courses per semester; increase the faculty by three; maintain departmental integrity.

IV. ADMISSION TO DEGREE CANDIDACY

The list of students who applied for degree candidacy during the spring 1993 term was submitted for approval by the council. The candidates were approved without dissent.

V. REPORT ON STATUS OF OFFICIAL COURSE LISTINGS

Dr. Hatch asked Professor McComas to summarize the report. Dr. McComas discussed the results of a meeting called by University Registrar Harold Pace to determine what courses should be listed in the University's *Bulletins of Information*. The following recommendations were made and approved by Roger Schmitz, associate provost. All active courses will be listed in the bulletins. There will be an indication of when each course is normally offered (disclaimer included). A course inventory will be kept by the registrar and academic deans will be notified when a course had not been offered for five years.

VI. MOTION TO ESTABLISH GUIDELINES FOR NEW PROGRAM PROPOSALS

Dr. Hatch asked Maureen Gleason, representing Robert Miller at the council meeting, to introduce Mr. Miller's motion to include the cost of new programs when they are introduced for consideration. After much discussion, the proposal was tabled until Dr. Hatch can appoint a committee to formulate a policy statement.

VII. OTHER BUSINESS

Dr. Hatch announced the graduate application fees for next academic year. To encourage early applications, a fee of \$25 will be charged for applications submitted by December 1. After December 1, the fee will be \$40.

The meeting was adjourned at 5:15 p.m.

Academic Council Minutes March 17, 1993

Members in Attendance: Edward A. Malloy, C.S.C., Timothy O'Meara, E. William Beauchamp, C.S.C., Roger Schmitz, Patricia O'Hara, Nathan Hatch, Harold Attridge, Francis Castellino, David Link, John Keane, Eileen Kolman, Anthony Michel, Robert C. Miller, Richard Sheehan, Frank Bonello, David Burrell, C.S.C., Cornelius Delaney, Maria Rosa Olivera-Williams, Mark Pilkinton, John Roos, Thomas Werge, Mario Borelli, William Shephard, Mark Herro, Arvind Varma, Bill McDonald, Carolyn Callahan, Carol Mooney, Maureen Gleason, Kenneth DeBoer and Edward Marcheschi

Observers in Attendance: Douglass Hemphill, Dennis Brown and James O'Brien Jr.

Guests from the University Code of Honor Committee: Kamila Benson, Edward Kline, Kevin Schroeder and Oliver Williams, C.S.C.

Fr. Malloy began the meeting by noting that, in recognition of the day and his heritage, Provost O'Meara had donned green shoes. Prof. O'Meara responded by opening the meeting at 3:05 with a prayer of St. Patrick.

1. **Minutes.** The minutes of the Academic Council meeting of February 16, 1993, were approved as presented.

2. **Proposed Revisions to the Academic Code of Honor Handbook.** Fr. Malloy noted that the points raised during discussion of the Academic Code of Honor Handbook in the December 9, 1992, council meeting have been accommodated by the University Code of Honor Committee in a revised handbook text distributed to council members in advance of this meeting. (See the attachment to these minutes.) The council's obligation now, he said, is to decide whether the revised version should be accepted and the code moved out of its current experimental status.

Fr. Williams began the discussion by referring to three significant changes to the code. First, paragraph A.1.c. of the section on "Student and Faculty Responsibilities Under the Code of Honor" has been revised to require that undergraduates sign the pledge to uphold the code only once, upon admission to the University. The language which gave individual instructors the discretion of requiring additional pledges or statements in conjunction with assignments or examinations has been deleted. Second, the sentence "If a student tolerates dishonesty, he or she is in violation of the Code of Honor" has been deleted from the language introducing paragraph A.3. of the same section. The intent of this revision, said Fr. Williams, is to indicate that while toleration of dishonesty is a violation, it is not as grave as the act of cheating itself. Third, paragraph A.3.e.

has been amended to specify that an accuser's anonymity is protected only while an alleged violation is being investigated. Once investigative procedures result in a hearing, the accuser's identity becomes known to the accused.

With the preceding as introduction, the council began working through the proposed revision.

a. Student Responsibilities Under the Academic Code of Honor

(1) **Nontoleration (paragraph A.1.b.).** In light of Fr. Williams' opening remarks and the deletion of the reference to nontoleration in paragraph A.3., discussion centered around the gravity of the offense of not reporting dishonesty. Prof. O'Hara commented on the council's failure to reach consensus on the issue of nontoleration. In previous discussions, she said, three views have been articulated: Toleration of academic dishonesty is as grave an offense as cheating itself, nontoleration should not even be part of the code, and toleration may be a somewhat less severe violation. Fr. Williams observed that the sense of his committee was that the council had reached a degree of consensus on the third viewpoint during its December meeting. Prof. Varma questioned whether the inclusion of a reference to nontoleration in paragraph A.1.b. coincides with this viewpoint. He speculated that the sentence "Other examples of academic dishonesty . . . include witnessing dishonesty but not reporting it, listing false reasons for taking a make-up examination, resubmitting work as an original piece, and falsifying data." makes this offense appear just as serious as the other examples of academic dishonesty with which it is included.

Prof. Borelli proposed revising the sentence in question to remove the reference to nontoleration from the list of examples; it could be added at the end of the paragraph as a possible additional violation, he suggested. Dean Kolman thought that the introductory language in paragraph A.3. does support the viewpoint that toleration may be a somewhat less severe violation. Given that, she said, the reference to nontoleration can be deleted from the paragraph under discussion without adding any additional comments. Deans Link and Castellino expressed concern that this revision might lead the student to infer that failure to take responsible action does not constitute a violation of the code. Fr. Beauchamp felt that appropriate notice was given throughout the section on student responsibilities under the headings of education and personal academic behavior. He did not see a problem with deleting the reference to nontoleration in paragraph A.1.b, but suggested that the words "but are not limited to" be inserted in its place in order to emphasize that the examples are not a complete list. Prof. O'Hara suggested that, taken together, the proposed changes made by Dean Kolman and Fr. Beauchamp — plus the language in paragraph A.3. which states clearly that students are committed not to tolerate academic dishonesty on

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the part of others, and to take responsible action if they become aware of such a violation — make the council's position clear.

Several members of the council expressed concern that while this construction does imply that toleration is a lesser offense than cheating, it does not establish the fact that failure to take responsible action is itself a violation. Several alternative constructions were offered in response to this concern, some of which included specifically classifying toleration of dishonesty as a minor offense. Both Prof. O'Hara and Dean Link disagreed with such a classification, arguing that toleration could in some cases be a major violation. Speaking from the student perspective, Ms. Benson argued that the important thing is that a nontoleration clause be included in the code. It is unnecessary, she said, to define the level of seriousness attached to toleration as compared to other violations, or to prescribe any established punishment. Dean Link and Prof. Mooney suggested adding to the formulation proposed earlier by Dean Kolman and Fr. Beauchamp the following sentence at the end of paragraph A.1.b.: "Failure to take responsible action as required by Section A.3. is also a violation." After some additional discussion, both the Kolman-Beauchamp formulation and the Link-Mooney suggestion were put in the form of motions and passed by the council.

(2) **The Pledge (paragraph A.1.c.).** Fr. Beauchamp asked how the actual signing and recording of the pledge would be accomplished. Fr. Williams replied that the Code of Honor Handbook and a response card indicating that the student understands and subscribes to the code will be mailed with the materials sent out by the Office of Undergraduate Admissions. The booklet and response card are currently mailed out by the Freshman Year of Studies. Dean Castellino questioned whether making completion of the response card a precondition for admission could result in litigation. He argued that if the council wishes to make signing a precondition, that position should be decided and recorded. Dean Link said that the practice is legal, and in fact is followed by the Law School. Prof. Delaney noted that schools which have honor codes, such as the University of Virginia, make signing a precondition of admission.

Dean Kolman and Fr. Beauchamp expressed concern that sending out Code of Honor materials with the admissions documents in April may not give incoming students sufficient time to read and digest the material in the handbook. Mr. Miller suggested that prospective students be notified at the beginning of the application process that subscribing to the code is a precondition for admission. Prof. O'Hara observed that the *Bulletin of Information* on Undergraduate Programs refers to the existence of the Code of Honor. From a pragmatic standpoint, she said, this makes it unnecessary to go to the expense of distributing the handbook to every applicant. Prof. O'Meara proposed that this issue could be re-

solved by agreeing that the existence of an Academic Code of Honor be made a prominent part of the application material, and by adding an appropriate sentence to paragraph A.1.c. Prof. Mooney argued that the existing language does make the precondition clear. From a legal standpoint, Dean Link pointed out that admission occurs when an applicant confirms the University's offer of acceptance. That is the appropriate time for applicants to sign the pledge and register their commitment to the community. To ensure that the preconditional nature of the pledge is emphasized, Dean Link moved that the words "As a precondition for admission," be inserted at the beginning of the paragraph, and the words "upon admission to the University" be deleted. The motion was approved.

(3) **Responsible Actions (paragraph A.3.).** Referring to the provision in paragraph A.3.b. which states that a student may choose to confront a suspected violator in an attempt to clarify whether the person has violated the code, Dean Castellino expressed concern that this option gives the student too much latitude in judging whether a violation has taken place. Prof. Roos noted that this paragraph is only one option among several that may be pursued. Fr. Beauchamp argued that while some subjective judgment is involved, this is no different than the subjective judgments students must make in any situation. Given the responsibility with which we are entrusting the students, Prof. Bonello felt that the option described in the paragraph is entirely appropriate. Mr. Schroeder said that this is the only option that does not automatically result in reporting a suspected violator. As a student, he said, he appreciates the opportunity to talk to his student peer before concluding that a violation in fact occurred, and also the opportunity to convince his fellow student to report himself or herself. Mr. Marcheschi also supported the option, saying that it is an important one which he would definitely use. Ms. Benson said that the opportunity to confront one's peer is probably a student's highest responsibility under the code.

Fr. Beauchamp also felt that this opportunity was important, but proposed that the language of the paragraph be changed from "judged" to "thought." Mr. Miller agreed, adding that a substitute such as "consulting" should also be found for the verb "confronting" at the beginning of the paragraph. The student members of the Academic Council supported these changes in language. Prof. Kolman moved that the paragraph be approved with the changes noted, that is, substituting "Communicating with" for "Confronting" and "thought" for "judged." The motion was approved.

b. **Faculty and Teaching Assistant Responsibilities Under the Code of Honor (paragraph B.).** Fr. Malloy noted that nothing is specified in the code concerning penalties for toleration of dishonesty by faculty members. He suggested that this is an issue of some importance, since the tempta-

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tion to ignore or overlook violations is just as great for faculty as for students. Dean Castellino offered that codes of conduct and professional ethics are an integral part of the professional societies, journals and grants with which faculty are associated. Fr. Malloy acknowledged that, but argued that clarity also requires some statement by the University. Prof. O'Meara asked the Faculty Affairs Committee to consider this issue as an agenda item.

(1) **Academic Environment (paragraph B.2.).** Fr. Beauchamp questioned the caution in the last sentence of paragraph B.2.a. concerning take-home examinations and excessive crowding during tests ("Take-home examinations, excessive crowding during examinations, or other problem areas must be carefully evaluated and unreasonable situations avoided."). Confronted with a test situation in which crowding exists, he asked, what is the responsibility of the faculty member? Mr. Schroeder offered that the DeBartolo building with its large auditoriums has alleviated many of these problems. If space does not permit spreading students out, he continued, using several versions of a test is also effective. Prof. Delaney expressed concern that the language in this sentence appears to stand the logic of the code on its head. Without the code, he said, faculty might have been leery of giving take-home examinations; this sentence implies that a similar concern should be felt because the code exists.

Mr. Miller and Dean Kolman felt that eliminating the sentence in question would make the tone of the paragraph more positive. A motion to delete the last sentence of paragraph B.2.a. was approved.

Referring to the prohibition in paragraph B.2.b. against faculty acting as proctors, Prof. Callahan asked whether a faculty member who insisted on proctoring an examination would be counseled by the appropriate department chair or dean. Prof. O'Meara replied that such a result is assumed. Speaking for the Code of Honor Committee, Fr. Williams agreed but added that the faculty member has the prerogative of remaining in the classroom as a resource person. Prof. O'Meara stated that the language in B.2.b. makes it clear that proctoring is not to be done.

(2) **Responsible Actions (paragraph B.3.).** Prof. Borelli suggested that the words "through the testing or grading process" be deleted from the first paragraph of B.3. as being restrictive. There being no disagreement or further discussion, Fr. Williams accepted the change.

Dean Kolman noted that in the proposed revision, the last sentence of paragraph B.3.a. has been deleted: "The faculty member or teaching assistant may not penalize a student for suspected dishonest behavior independent of an Honesty Committee hearing." She asked the representatives of the Code of Honor Committee whether this sentence was

eliminated in order to give the faculty greater latitude in responding to a violation. Fr. Williams replied that the sentence was eliminated only for economy of words. The intent is unchanged, he said, and is expressed in the last remaining sentence of paragraph B.3.a.

Discussion followed concerning the advisability of denying instructors any flexibility or discretion in dealing with clear cases of cheating. Prof. Sheehan questioned the appropriateness of a structure in which an honesty committee could override a faculty member's decision. Others defended the honesty committee structure as a means of guaranteeing objective and relatively consistent standards. Fr. Williams added that this provision was extremely important to the students on the Code of Honor Committee. Dean Keane observed that he has been impressed with the way the honesty committee has functioned. He argued that without the leeway to make its own decision, an honesty committee would be no more than an administrative endorsement of an instructor's recommendation. After some further comments, the view prevailed that the sentence in question should be reinstated for purposes of clarity. A motion to that effect was approved.

c. **Department Honesty Committees.** Prof. O'Meara noted that although the norm would be for each department to have an honesty committee, the dean could decide to have a college honesty committee instead, according to the present version of the code. Noting the inconsistency in the way departmental committees determine major and minor violations, Dean Attridge observed that it might be good to mandate a college-level committee to provide a review process. Acknowledging that a college-level committee would be more efficient, Mr. Schroeder responded that the decision to keep honesty committees at the department level was motivated by the feeling that students and faculty comprising such committees would have more familiarity with the course, the pressure and the likelihood of cheating. He suggested that should a college committee be established, provisions should be included to guarantee that representatives from the alleged violator's department be part of the committee. Ms. Benson added that a survey of all department chairs was virtually unanimous in favor of departmental rather than collegiate honesty committees, both for the reasons just mentioned and because of the time involved in collegiate meetings. Dean Keane offered that the College of Business was motivated by precisely that concern when it voted against a college-level committee. A college committee might be more practical, he continued, once the students have assumed a greater share of responsibility.

Dean Castellino wondered if the Code of Honor Committee had discussed making honesty committees entirely student run, with faculty as non-voting resource persons. Fr. Williams said that such discussion has taken place every year, and such a structure is the goal of the students on the com-

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mittee. Faculty, however, have been reluctant to move quickly to that end. Mr. Marcheschi and Ms. Benson felt that a leap from the existing structure to a totally student-run committee would not be accepted by faculty, administrators and students. They felt that evolutionary change would meet with greater acceptance. Prof. Varma asked whether it would be appropriate to move to a departmental committee structure that included three students and two faculty rather than the reverse. Ms. Benson noted that many department chairs have already made that change. This being the case, and there being no opposition, Prof. Kline accepted the change suggested by Prof. Varma.

d. Hearing Procedures. Prof. Bonello asked what recourse an honesty committee has when a student who is not in a particular course has contributed to the violation being investigated. Dean Attridge said that the honesty committee can transfer the violation to the appropriate dean for action. Prof. Varma noted that since the code does not specify who executes the penalty, no check exists. Prof. O'Meara suggested that a check could be guaranteed if the registrar were to receive a copy of the honesty committee's decision. Dean Kolman responded that such a check by the registrar suggests a responsibility that does not exist, and implies that the teacher is not to be trusted. Prof. Varma proposed that this issue be resolved by inserting the following sentence before the last sentence of paragraph G of this section: "The teacher of the course is then required to execute that penalty." Speaking for the Code of Honor Committee, Prof. Kline accepted that amendment.

Prof. O'Hara questioned the practice stated in paragraph H., which prescribes destruction of a student's Academic Code of Honor file upon graduation. Given this procedure, she asked how inquiries from graduate or professional schools would be answered. Prof. O'Meara said that the file is destroyed in order to preclude having to respond to such inquiries. The student has already been punished. Dean Kolman said that this issue is extremely important to first-year students, who are told that any records pertaining to code violations will be destroyed and the subject of these records will not be communicated. She argued that this practice is extremely important if the code is to be accepted as an educational process. Fr. Beauchamp agreed, adding that the punishment of suspension given to repeat offenders sends a sufficient signal to prospective employers or graduate schools. Those who are guilty of lesser violations, he said, should not have to carry the record of their violation with them after graduation. Prof. Delaney commented that the University is inconsistent regarding what is reported and retained as permanent records. If both grades and behavioral problems are reportable, why are violations of integrity treated differently? Dean Attridge felt that providing information concerning integrity violations would itself violate the principles and spirit of the code. Destruction of the code records makes it possible to reply honestly

that no information exists. Prof. Sheehan agreed that honesty is served if that answer is given. Saying that no problem exists, however, is a different matter. Fr. Beauchamp reiterated his previous point that the academic transcript, plus any record of disciplinary action maintained by the Office of Student Affairs, is sufficient information to provide. Fr. Malloy agreed with Fr. Beauchamp. He observed that the entire process of recommendation for both advanced schooling and employment has become inflated to the point that few people are willing to include any derogatory information. If that is the case, our existing policy is the only fair one to our students.

Dean Attridge returned to an earlier point concerning the inconsistency of penalties. Since code violations are not reported outside of the University, he said, consistency becomes all the more important. A student who is judged to have committed a major violation is revealed by the "F" on his or her transcript; another who commits the same violation but is determined by a different departmental honesty committee to be only a minor violator may not ever be revealed. Prof. Hatch offered that such inconsistencies suggest that the University Code of Honor Committee should discuss standards with departmental committees every year. It was noted by committee representatives that such discussions do take place informally now, and would be formally established for next year.

The question of a student's right to appeal the penalty as well as the decision of the honesty committee was raised. Prof. O'Meara noted that paragraph G. omitted reference to the penalty. Prof. Kline replied that the omission was not by design, and agreed to add the words "and/or the penalty" to the first sentence of paragraph G following the word "decision."

There being no further discussion, Fr. Malloy thanked the Code of Honor Committee for its diligent and successful work. He then asked the council for a vote on the entire revision of the Academic Code of Honor as amended by the foregoing discussion. The vote was in favor without dissent.

3. Further Business. Because of the lateness of the hour, Fr. Malloy suggested that the remaining items on the agenda be tabled until the next meeting on April 20. There being no opposition, the meeting was adjourned at 5:40 p.m.

Respectfully submitted,

Roger A. Schmitz
Secretary of the Academic Council

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Attachment

The following is the text of the Academic Code of Honor approved by the Academic Council. It incorporates all amendments resulting from the council meeting of March 17, 1993.

Introduction

The University of Notre Dame is a community of students, faculty and administrators who come together to learn, work and grow in moral character. Central to the concept of community is a belief in the importance of honorable behavior for oneself and for the community as a whole. The Academic Code of Honor fosters this dual sense of honorable behavior.

The Academic Code of Honor represents a valuable educational tool for exercising the power of community and for expressing the Christian values of the University. By setting high standards of conduct for the members of the Notre Dame community, the Academic Code of Honor formally recognizes the ability of students to take responsibility for their ethical behavior. The Academic Code of Honor asks all students to perform academic work honestly. It commits a student to take action when academic dishonesty occurs. It asks faculty to strive to engender an atmosphere of trust in the classroom and to share responsibility. The Academic Code of Honor advocates responsibility, an integral part of the moral growth that Notre Dame espouses.

The University Academic Code of Honor Committee asks that you read the following material and reflect upon it, offering it both as an outline of procedures under the Academic Code of Honor and as a summary of the thought that has gone into the establishment and adoption of the Code at the University of Notre Dame.

The Academic Code of Honor is not a cure-all for every academic honor problem nor does it simply replace one "proctor" system with another. Rather, the Academic Code of Honor depends upon the Christian environment and the ethical spirit of each student to care enough for a friend or a fellow student, even if a stranger, to warn the individual to abandon dishonesty for the individual's own sake and that of the community. By encouraging good will and fostering pride among the student body, the Academic Code of Honor reflects the responsibility each student assumes.

The Academic Code of Honor draws special strength from some of the unique characteristics of the University of Notre Dame. Every year students from all parts of the United States and from many parts of the globe come to this University. These young women and men determine the characteristics of the Academic Code of Honor which are the same as those of the University itself: the unity of the Notre

Dame family, the spirit of friendship, the sense of personal pride and the Christian environment. These characteristics in turn reflect the high standards upheld in every University activity.

To maintain honesty and the highest standards under the pressures of contemporary society are admittedly difficult, but when students are prepared to face the difficulties and to commit themselves to the idea of honesty, the integrity of the individual and the community will be upheld.

A. The Code

The undergraduate students of the University of Notre Dame, united in a spirit of mutual trust and fellowship, mindful of the values of a true education and the challenge posed by the world, agree to accept the responsibilities for honorable conduct in all academic activities, to assist one another in maintaining and promoting personal integrity, and to abide by the principles and procedures set forth in this Academic Code of Honor.

B. The Role of the University Academic Code of Honor Committee

The University Academic Code of Honor Committee, as commissioned in 1987 by the University Academic Council (comprised of faculty, administrators and students) authored and updates this *Handbook*, educates the Notre Dame community of its contents and promotes high standards of moral integrity in academics. The Academic Code of Honor, designed to facilitate moral education, enables students to develop personal conduct standards for their lives beyond Notre Dame.

The membership of the University Academic Code of Honor Committee consists of both students and faculty members from each of the four colleges and the Freshman Year of Studies, along with an administrative member representing the Office of the Provost. The deans of the colleges appoint faculty members for a two-year term. The Colleges of Engineering and Arts and Letters alternate selection years with that of Science, Business, and the Freshman Year. Members of the individual College Councils select student representatives to the committee, comprising no less than 50 percent of membership. An undergraduate student, selected by the committee members, serves as chair of the committee for a one-year term.

For information on the procedures discussed in this *Handbook* or other matters relating to questions on the process of the Academic Code of Honor, please contact one of the members of the University Academic Code of Honor Committee. The Associate Provost (631-6858) maintains the current membership roster of the Committee.

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Student and Faculty Responsibilities Under the Academic Code of Honor

Recognizing that the faculty has the responsibility to establish academic requirements, it is, nevertheless, the responsibility of the community of students and faculty to strive to assure honorable behavior in academic work.

A. Student Responsibilities under the Academic Code of Honor

1. Education

a. The student has a responsibility to become familiar with the Academic Code of Honor and appreciate the reasoning behind it, such as the emphasis placed on a moral as well as an academic education, personal integrity and community responsibility.

b. *Students must* be aware that giving or receiving unauthorized aid on an examination, assignment, paper or lab report, is not the only kind of violation of the Academic Code of Honor. Any kind of dishonesty related to academics is a violation. Other examples of academic dishonesty, apart from giving or receiving unauthorized aid precisely as defined by the teacher in each course, include but are not limited to listing false reasons for taking a make-up examination, resubmitting work as an original piece, and falsifying data. Failure to take responsible action as required in Section 3A is also a violation.

c. As a precondition for admission to the University, students must sign a pledge to the community to uphold the Academic Code of Honor's basic tenets in all academic affairs at the University of Notre Dame.

d. Faculty must stipulate in each course how much consultation, if any, between and among students is permissible in all course work including lab reports, team or group projects, and so forth. Faculty may remind students of the requirements of the Academic Code of Honor throughout the course orally and/or in writing.

2. Personal Academic Behavior

The pledge includes an understanding that a student's submitted work (examinations, draft copies, papers, homework assignments, etc.) must be his or her own. The obvious exception is the case in which an instructor permits or even encourages students to work together in some or all homework assignments. When a student is in doubt, the instructor should be consulted for clarification.

3. Responsible Actions

Each student, as an integral member of the academic community, must make the ethical and moral commitment not to act dishonestly and not to tolerate academic dishonesty on the part of other students. If aware of a likely Academic

Code of Honor violation, a student must take responsible action.

The possible actions, left to the discretion of a student placed in a situation of personal dishonesty or one of witnessing dishonesty or having reason to believe that dishonesty has occurred, include:

a. Reporting oneself to the instructor of the course or a member of the Honesty Committee of the department in which the course is taught if one has acted in violation of the Academic Code of Honor.

b. Communicating with any suspected violator orally or in writing in an attempt to clarify if the person is in violation of the Academic Code of Honor and, if thought to be so, urging the person to report himself or herself to the instructor of the course or a member of the Honesty Committee of the department in which the course is taught. If the offender does not take the appropriate action, the student has a further obligation to initiate formal procedures by speaking to the instructor of the course or a member of the appropriate Honesty Committee.

c. Discussing the observed action(s) with the instructor of the course, not naming those involved, to obtain guidance and to determine if, in fact, an observed act merits action under the Academic Code of Honor.

d. Reporting detection of probable dishonesty to the instructor of the course.

e. Reporting detection of probable dishonesty to a member of the appropriate Honesty Committee of the department offering the course. In any reporting of another, if the student reporting dishonesty desires to remain anonymous to the accused, the Honesty Committee will honor that request, if at all feasible, during the investigative procedures. If these procedures result in a hearing, the accuser becomes known to the accused.

4. Participation on Honesty Committees

Students also participate in investigating and determining innocence or guilt in Academic Code of Honor cases by serving on Department Honesty Committees. The chair of an individual department requests these students to serve in such positions.

B. Faculty and Teaching Assistant Responsibilities under the Academic Code of Honor

1. Education

a. All members of the University faculty are required to become aware of the policies and procedures as outlined under the Academic Code of Honor and contained in the *Academic Code of Honor Handbook*.

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b. Each department is responsible for developing a procedure to introduce new faculty and teaching assistants to the Academic Code of Honor. This responsibility may be assumed by the various colleges, but the orientation procedures must be done prior to faculty activities in the classroom. The faculty member in charge of a particular course is responsible for educating and establishing guidelines for the teaching assistants in the course.

c. At the beginning of each course, every faculty member must clearly define expectations and procedures for the submission of academic work in the course. This includes procedures for handling in-class and outside-of-class events, citations in written work, assistance on homework, etc., preferably provided in writing to the students. (See the Appendix for a discussion of plagiarism.) A brief class discussion of the code is important in order to educate the students about the issues related to ethical and moral behavior in the particular discipline.

2. Academic Environment

a. Each faculty member will strive to establish an environment in order to evaluate students in a fair and reasonable manner. The purpose of the Academic Code of Honor is not to "test" the students' ability to perform in a highly competitive and stressful environment but to help them develop habits of moral character.

b. In cooperation with the spirit of the Academic Code of Honor, the instructor shall assume the honesty of all students and shall not act as a proctor during an examination. Proctoring is the active and continuous surveillance of the examination. The faculty member determines the best environment for a particular examination. Together, the faculty member and the students determine the manner in which the faculty member can most effectively interact with the students in order to answer any questions that may arise during examinations. Faculty members may be present in rooms during examinations as resource persons.

3. Responsible Actions

Anyone with the responsibility to teach or assist in a course will not tolerate dishonesty. If aware of a situation in which dishonest behavior may have occurred, one of the following actions must be taken:

a. Discuss the situation with the student or students involved if the faculty member or teaching assistant feels that such a discussion might aid in evaluating the situation. If this discussion results in the decision that the initial suspicion was unjustified, no additional action need be taken. If there still appears to be a reason to suspect dishonesty, regardless of the intent or severity, either the student(s) involved or the faculty member or teaching assistant must report the situation in writing to the Honesty

Committee of the department offering the course. The faculty member or teaching assistant may not penalize a student for suspected dishonest behavior independent of an Honesty Committee hearing.

b. Submit, in writing, a formal report describing the suspected offense directly to the Honesty Committee of the department offering the course.

Department Honesty Committees

Each department within the University must establish a standing Department Honesty Committee. It is the duty of the department chair to appoint the members of the Department Honesty Committee. Furthermore, each committee *must* include student representation along with faculty representation from that particular department. It is recommended that five members comprise the departmental honesty committee, including two faculty representatives and three student representatives; however, the size and composition of the Departmental Honesty Committee is left to the discretion of the department chair.

In addition to establishing the Department Honesty Committee, the department chair bears the responsibility for publicizing the names of committee members in the department office. In order for the Academic Code of Honor to function, both students and faculty must know to whom to report instances of alleged academic dishonesty. The names of the honesty committee members will be posted in each department office and sent to the college Dean as well.

Finally, students should volunteer to serve on their academic department's honesty committee. Every effort should be made to increase the number of students on each department's committee in order that students can have a significant role in the investigating and hearing process.

Rather than having separate committees for each department, the departments within a particular college may decide to form a College Honesty Committee on the basis of committee efficiency and decision consistency. In such instances, the names of the collegiate honesty committee members will be posted in the appropriate departmental offices of the respective college.

Investigation Procedures

Upon receiving the written allegation of an honor violation, the Honesty Committee must decide whether the evidence warrants a hearing. The committee chair shall appoint a member of the Honesty Committee to investigate the allegation.

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- A. The investigator shall inform the accused student that an accusation of an honor violation has been filed and ask the student to plead guilty or not guilty.
- B. If the accused pleads not guilty, the Honesty Committee shall decide whether sufficient evidence exists to warrant an honesty hearing.
- C. If the accused pleads guilty, the Honesty Committee will convene to determine the degree of offense as major or minor.
- D. The testimony of more than one witness constitutes sufficient evidence to warrant a hearing.
- E. Testimony of the instructor of the course in which a violation is alleged to have occurred constitutes sufficient evidence to warrant a hearing.

If a hearing is warranted, the chair of the Honesty Committee will write a letter to the student, or students, charged with the violation. The letter describes the charges, the evidence, and gives the time and place of the hearing.

Hearing Procedures

Honesty Committee hearings need not be overly legalistic. The hearing, however, will be conducted with reasonable regard for due process and with an adequate record. Except for the required notifications, all Honesty Committee hearings are to be held strictly confidential by all involved. If a student reporting dishonesty desires to remain anonymous to the accused, the Honesty Committee will honor that request, if at all feasible, during the investigative procedures; however, if a hearing results, the accuser must attend and participate in the proceedings. Also, the accused may bring members of the University community (fellow student, rector, faculty member) to the hearing if he or she so desires.

- A. Before the hearing, the committee members should not discuss the evidence with the accused student. However, the members should be available to answer any of the student's questions about the Academic Code of Honor and the procedures of the hearing.
- B. Minutes of the hearing must be kept by one of the committee members and signed by each committee member.
- C. The teacher of the course and/or any other appropriate parties are to present the evidence of the alleged violation. The accused may raise questions concerning the evidence, as may the committee members. At the end of this process the teacher and other witnesses are excused. The student, then, will have the opportunity to respond to the charges. Afterward, the committee may ask further questions of the

teacher, student or other witnesses. At the close of the hearing, prior to deliberation, all are excused except the committee members.

- D. After any necessary discussion, the committee decides, by a majority vote, whether to sustain or to dismiss the charges. The student and the teacher receive notification in writing if the charges are dismissed.

E. If the charges are sustained, the committee must then decide the severity of the offense. A major offense normally carries the penalty of an "F" in the course, and a minor one carries the penalty of zero credit for the work in question. In making this decision the committee should consider the extent of the dishonesty, whether it was premeditated, how forthcoming the student was, and penalties invoked in previous cases of a similar nature. Any violation involving premeditation or affecting a substantial portion of the work involved or one that would have considerably increased the student's grade will normally be considered a major offense.

- F. The student is notified in writing of the decision and the penalty. The letter will explain the appeal process, and make clear that further violations of the Academic Code of Honor will normally result in suspension or dismissal from the University.

G. The student has the right to appeal the decision and/or the penalty to the Dean of the college in which the offense occurred. An appeal is considered in the light of new evidence or when a question concerning procedure arises. The normal appeal period is one week after notification but may be extended by the committee if circumstances require. If the student does not appeal within the time specified by the committee, the committee's chair then notifies the teacher of the course of the decision and the penalty. The teacher of the course will execute the penalty that the Honesty Committee has determined to be appropriate. All documents related to the violation are sent to the student's academic Dean.

H. To appeal a decision the student notifies, in writing, the Honesty Committee chair within the specified time. The chair sends all documents concerning the case to the Dean of the college in which the violation occurred. The student has the right to appear before the Dean. Should the Dean overrule the Honesty Committee, the charges are dismissed and the teacher, the student, and the Departmental Honesty Committee are so notified. If the Dean upholds the Honesty Committee's ruling, then he or she rules on the severity of the offense, and the ruling may be different than that of the Honesty Committee. The teacher, the student, and the Honesty Committee are then notified, and a report is sent to the student's academic Dean. This report is kept in a separate Academic Code of Honor File maintained by each Dean's office. At the end of each academic year, the

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Dean of the Freshman Year of Studies will transfer all the Academic Code of Honor files to the Deans of the appropriate colleges, and each Dean will likewise transfer the files of students who transfer between or among colleges to the appropriate Dean. Upon graduation a student's records in the Academic Code of Honor File are destroyed.

I. When the student's academic Dean receives a report of a violation, the Dean determines, from the Academic Code of Honor File, if the student has a previous violation. If a previous violation exists, or if the current violation is a very serious first violation, the Dean will consider additional penalties. The standard penalty for a repeated offense is normally suspension or dismissal from the University. Readmission after an honor violation is at the discretion of the committee of the academic Deans.

J. If a semester grade must be submitted before the necessary hearing procedures are completed, an "X" grade will be authorized by the Dean's office.

Deans have two roles in these procedures. The first is to hear appeals of departmental Honesty Committee decisions within their own college. The second is to maintain the Academic Code of Honor file for students in their college in order to consider additional penalties when necessary and to transfer the files of students who transfer within the University.

Appendix

Plagiarism and the Freshman Writing Program*

To help you decide when a paper is your *own* work:

1. All written work submitted for credit is accepted as the student's own work. It may not, therefore, have been composed, wholly or partially, by another person.
2. The wording of a student's written work is taken as his or her own. Thus one may not submit work that has been copied, wholly or partially, from a book, article, essay, newspaper, another student's paper or note book, or any other written or printed or media source. Another writer's phrases, sentences, or paragraphs may be included only if presented as quotations and the source acknowledged.
3. Similarly, the ideas expressed in written work are accepted as originating with the student. Written work that paraphrases any written or printed or media material without acknowledgement may not be submitted for credit. Ideas from books and essays or media may be incorporated in a student's work as starting points, governing issues, illustrations, and the like, but in each case the source must be cited.

4. A student may incorporate in the written work ideas that have arisen from discussions or lectures when understanding and conviction have made them the student's own. One may not, however, seek out and restate the ideas of another simply to meet the assignment.

5. A student may correct and revise his or her written work with the aid of reference books and also discuss individual details with other persons. The student may not, however, turn over his or her work to another person for wholesale correction and/or revision.

6. It is permissible to submit written work typed by another person, provided that person has not sought to change the wording, ideas, organization, or any significant aspect of the paper in any way. *Students submitting such written work should proofread carefully.*

7. No written work may be submitted for credit that has been or is being used to fulfill the requirements of another course, in whatever department, unless permission to coordinate work has been granted by both teachers of the courses.

Any violation of these principles constitutes plagiarism.

**The principles were developed and approved by the faculty of the Department of English.*

Faculty Senate Journal April 27, 1993

The chair professor Richard Sheehan called the meeting to order at 7:03 p.m. in room 202 of the Center for Continuing Education and asked Professor John Affleck-Graves to offer a prayer. He then introduced as a guest of the senate Kevin Coyne, a writer who is visiting Notre Dame for this academic year in preparation for a book he will author.

The chair reported extensively on his efforts to carry out the senate's and the faculty's will to delay the final report of Colloquy 2000, both personally with the president and provost of the University and within his role as the senate's representative on the Colloquy Committee of the Whole. He distributed to the committee and also to the senate a letter he drafted reporting on the recent faculty poll (see appendix A of this journal). No matter how one looks at the poll results, their meaning is clear: The faculty favors a delay in submitting the final report to the Trustees, in order to allow a period for comment and discussion. Another area of concern was the president's intention to use the final report as a "personal vision" statement. His meetings with the president and provost were brief and unproductive, but he did convey the faculty's sentiment to both. The president's reply was to refuse to consider any delay, to downgrade the survey results as skewed from the start, and to accuse the senate of abridging the "April Accords" of 1992 by issuing the survey, thus obstructing the work of the Colloquy; he noted too the influence of members of the Philosophy Department, who had voted to withdraw from the Colloquy process. Sheehan responded by challenging the administration to conduct its own poll; he was confident their results would be similar; no one segment of the faculty wielded undue influence; the poll effectively portrayed general faculty sentiment. The Committee of the Whole spent more than an hour discussing Sheehan's letter and the poll results, but members of the committee argued against any delay. They seemed to believe that the poll was biased, and intended to gain the desired results; Sheehan replied it might have been biased, but it was unclear in which direction it was biased. Second, the committee believed that the president was entitled to submit the final report as his personal vision; this has been his intention from the beginning of the process. Finally, they believed that the faculty had already had sufficient time to respond; one member said her report was available in December, yet Sheehan pointed out its printing in *Notre Dame Report* for faculty comment was in March, after the committee had begun its own deliberations. Sheehan reported that originally he did not favor a delay, but now certainly does; overall faculty sentiment clearly favors it and he was influenced by that, but also because the "personal vision" kind of statement misstates the authority and the weight this document will have now and in the future. Although a few committee members spoke in favor of a delay, generally there was a

"conspiracy of silence" from faculty and other members; administrators strongly sided with the president in not favoring a delay.

Sheehan asked the senate what its response should be. The president will present his report to the Trustees for discussion at their May 7 meeting. The arena for debate will be the Trustees, Academic Council, etc. Faculty members will be issued copies of the report also on May 7, with a cover letter from the president. An important point he wanted to emphasize: The report itself appears to be a reasonable document but with the process coming to an unfortunate end. There will be points of disagreement, but in many ways the report takes account of earlier senate objections, especially in establishing some priorities and in making the needs of the University libraries prominent.

Professor Paul Conway, also a member of the committee, reported that he too asked for a delay until October 1993, the second anniversary of the announcement of the Colloquy. But the report will go to the Trustees and will be discussed on May 7. The provost's stated intention that proposals should come in a "bottom-up" process from departmental faculty to the administration seemed to be abrogated in this instance, when faculty sentiment overwhelmingly favored delay but the administration refused to budge. Yet the provost seemed to agree with Conway that faculty sentiment was on the side of postponement. There was no vote in the committee on the request for a delay. Professor Mario Borelli, joined by Professor Thomas Cashore, asked the senate for a strong vote of confidence in its chair and the senate unofficially responded with a loud round of applause for Sheehan. In response to a question from Professor Edward Vasta, Sheehan clarified "penultimate" and "final" drafts of the report; the committee received for its final meeting a "penultimate" draft from the president on which they made comments from which the president would write the final report for presentation on May 7. Vasta further asked Sheehan if he thought his presentation would have any effect on the final report; Sheehan doubted it.

Professor David O'Connor questioned whether there was any serious discussion in the committee of the president's "personal vision" statement using language that had generated so much distrust among the faculty as the Academic Life Report's recommendation #1 had. The senate's response, passed in March, emphasized how objectionable and difficult that recommendation's implementation would be. Sheehan reported that the point came up, but there was no substantive discussion of it. He tried to give the president's argument: In 1992-93, only 30 percent of the new faculty hired were Catholic; if this were stretched out over time and with the recommendation for 150 new faculty, the percentage of Catholics on the faculty would be diminishing, and he did not want that to happen. The implications were serious. Sheehan believed that to isolate the faculty as a group was mistaken; the percentage of students

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who are Catholic, for instance, was also dropping, and there was no corresponding recommendation to "correct" this.

According to Professor David Burrell, C.S.C., the president had backed himself into a corner on the Colloquy issue, and perhaps the faculty should give him some room. His "personal vision" will have weight, but it will not be canonical; it will have to be implemented by the Trustees, by the Academic Council, by the college councils, and especially by the expanded Provost's Advisory Council (PAC). The April Accords have created a new mode of consultation and collaboration on campus, but the Colloquy remains the old mode. Our job should be to urge all these bodies to discuss it fully, receive it but modify it as necessary. The implementation of the report will follow only from its discussion. Professor Michael Detlefsen agreed that Burrell's point was reasonable. Further, he wanted to know if any one had been struck by these two alternatives: Either the president had grossly misread faculty sentiment or he was willing to go against that strong sentiment. Either would be a "damnable failure." Burrell thought these were not the only alternatives; the real problem was the process. Conway pointed out that the president would be sending the report with a cover letter both to the senate and to the Academic Council. Detlefsen argued that the senate's next two steps were to report the poll results directly to the Trustees, and to see if the American Association for University Professors (AAUP) guidelines would be violated by implementing recommendation #1. We owe both of these steps to the faculty we represent.

Professor William Eagan asked why so many faculty members had spent so many hundreds of hours over the last 18 months only to have the final report be the president's "personal vision." Second, he pointed out that the April Accords were never brought to a vote in the senate. Vasta returned to Burrell's "old" vs. "new" mode. He was reminded of last year's no-confidence movement; such a vote might have ended any hope for participation in governance. We are in a period of transition now, and our obligation is to the good of the University. We should not go to the AAUP or the Trustees over the head of the president. Such would not be good for the University. Professor Frank Connolly wanted to clarify what was not satisfactory: first, the language in recommendation #1 of "predominant," and second, the inadequate time for comment and reflection. Professor Willis Bartlett thought Burrell's comments were useful; PAC is especially important, an elected vehicle for give and take. But what does it mean to "receive" the document? Burrell responded that he meant a political reception, that the whole community must buy into it for it to become operative. All the councils have to discuss it and make it work. Bartlett thought Burrell's points were good for the long range; right now we have to go to the Trustees. Twice in two years the president has discounted faculty sentiment and has gotten himself in trouble. The Trustees must be made aware of this. Borelli said the faculty mem-

bers on the Trustees Academic and Faculty Affairs Committee would do just that. Professor James Collins wanted the senate to be conciliatory and was struck by the old vs. new regime idea. Professor Phillip Quinn called the announcement and appointment of the Colloquy one of the precipitating causes for the no-confidence resolution last year.

For Professor Jean Porter, the issue was not the substance of the Colloquy report, but its procedure and the fact that the president is insisting on going forward with something against clear faculty opinion. The administration has shown no desire to act in a conciliatory manner. The senate's own bylaws give it the right and responsibility to represent faculty views, even before the Trustees. That should be our next step. Professor Stephen Fallon wondered when the Colloquy became the president's "personal vision." The content as well as the process may remain a problem, especially if language such as "The faculty believes . . ." is still in the document, and budget requests were not fully analyzed; as we have heard in earlier meetings, new machines are being proposed without even the faculty who will use them knowing about them. Witness the nuclear magnetic resonance episode. Detlefsen repeated that the senate must represent faculty opinion to the Trustees.

O'Connor recalled what the provost did with the Academic Life Report: submit it to the community to elicit comment and discussion. He does not understand what the president believes he would lose by doing the same thing for the final report; in fact he would gain substantially by submitting it for such scrutiny, especially from the various representative bodies on campus. This would have been a great step forward. The language of recommendation #1 precludes the healthy but young and fragile conversation on Catholic character which is currently going on among the faculty. How could the president not see the importance of deliberation and comment by the official bodies? If he does not see the importance of nurturing the Catholic character conversation, we may have to undertake another no-confidence referendum. Next time it would not be derailed. The "personal vision" statement over the next 10 years will become the official planning document of the University. Affleck-Graves thought the senate was also in a corner; the poll said 80 percent of our constituents want a delay but we are being ignored. How do we respond to this situation? We cannot really take in good faith the "personal vision" idea, if it has not been exposed to the representative bodies for comment. Connolly called for the senate to be conciliatory; we should go to the college councils and ask them to discuss the report before the Trustees do. Quinn responded that no one will see the document before May 7, and probably the councils will not meet again this year. Practically we have no avenue except through the Trustees. He suggested a letter from the senate reporting on the process and the poll results and requesting a delay for comment and study; they should consider the political consequences. Conway, Sheehan and

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Eagan pointed out the time constraints we face, as did Porter who said action should be taken tonight.

Detlefsen asked that the senate announce the results of its poll to the faculty. Affleck-Graves moved that we do a special mailing to the faculty reporting the results of its poll, and Burrell seconded. The senate voted to do so unanimously.

Burrell moved the following resolution: given that the report of the Colloquy for the Year 2000 will be promulgated as the personal vision of the president, it is imperative that the report be deliberated by the proper elected bodies of the University in the fall of 1993, before these same bodies can decide to take any significant action in the light of that report. Borelli seconded Burrell that this motion would place the burden of implementation on the elected bodies of the University. Conway pointed out that this is what the president intends to ask, but he is unclear exactly what implementation these bodies could decide to take; the report is a fund-raising tool, and the four committee reports are the supporting evidence. Detlefsen opposed the motion and asked why the president would present the report as his personal opinion, in stark contrast to the expressed views of his own faculty. O'Connor too opposed the motion; we should not tolerate the language of a "personal vision" — it appears to be so in order for him to implement on his own, rather than in a collegial way. Connolly asked why there was no mention of the Trustees in the motion. Burrell said we cannot stop the train; the Trustees will receive the report on May 7, and this motion sticks to what we may have some effect on; the "personal vision" language is ridiculous. Porter also spoke against the motion, because we really have no power to do anything; but we can and must make our case to the Trustees. Collins agreed with Burrell, and we have to let everyone know we are not on the train. At the chair's suggestion, Burrell withdrew his motion in favor of the senate discussing what it should do about the upcoming Trustees meeting. O'Connor returned to Quinn's remarks on preparing some directives for its representatives to the Trustees, and recalled last year's instance of the re-appointment of the provost without the necessary prior review. He thought we should instruct our members to ask the Trustees to avoid another episode: They should request that the Trustees delay acceptance of the report until the official bodies on campus have reviewed and commented on the report. Borelli believed that the faculty representatives were not enough; they will make the case, but they need a strong letter from the chair reporting exactly and in detail what has happened. Then let's see what the reaction is and follow up from there.

Quinn moved a resolution, which Burrell seconded, on communicating with the Board of Trustees. After a friendly amendment by Detlefsen, the motion read:

Be it resolved that the senate communicate to each member of the Board of Trustees the results of the recent faculty poll, highlighting question #1 (concerning delay), and offer the Trustees the advice that no action be taken to implement the final report of Colloquy 2000 until after duly elected representative bodies have had an opportunity to discuss and comment on the final report in the fall semester of 1993.

Connolly asked as a friendly amendment that the chair and vice chair of the senate seek a meeting with the president to request a delay. Quinn did not see that as germane to his resolution. There being no second, the amendment died. Fallon urged that the motion be restricted to question 1 on the poll, but Quinn believed expanding and reporting the entire poll was a better idea. Sheehan offered that his letter to the Committee of the Whole might appropriately be shared with the Trustees. Detlefsen thought that was good, and asked that all the data from the poll be sent to the Trustees. Quinn accepted both ideas, saying that the large amount of data should not be withheld. Eagan and Affleck-Graves agreed, as did Burrell. Affleck-Graves suggested a format that would report the data fully, with particular emphasis on question 1, which Fallon agreed would cover his concerns. O'Connor called the question, and the senate agreed to vote on Quinn's motion. The senate passed the motion unanimously.

Detlefsen then introduced a resolution to allow Professor Mark Chavez, of our Sociology Department, access to the survey results and data for the purpose of scholarly research; his field of expertise is the study of the secularization of once-religious institutions. Burrell seconded. After some discussion and clarification (Sheehan demurred on giving the written responses, which the senate felt should remain confidential, thus modifying the resolution), the senate agreed to Chavez's request unanimously. Detlefsen then moved to release the results of the survey to *The Observer* and Burrell seconded. The senate agreed to do so.

STANDING COMMITTEE REPORTS

A. Academic Affairs Committee — Burrell, the chair, introduced a letter which the committee had drafted on its recommendations to follow up on the issue of Notre Dame's Catholic identity. He moved, as a committee resolution, to send the letter with any amendments the senate might propose, to the entire faculty. In the discussion which followed, Connolly asked that the letter be sent also to departmental chairs; Burrell accepted that as a friendly amendment and suggested a special cover letter. Bartlett suggested that the various college councils through the deans also be included in this mailing, and Burrell accepted that also. Porter suggested a slight change in the first sentence, and this too was accepted. The letter proposed that each department discuss the best way it might contribute to Notre Dame's Catholic identity. The senate agreed to send the let-

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ter unanimously. The letter is printed as appendix B of this journal, with its supporting document (a statement by the Philosophy Department).

B. Benefits — Affleck-Graves reported on recent follow-up discussions with the Human Resources Department on Notre Dame's possible move into "P.P.O." - preferred provider option. The University has received proposals, will move on them soon and is asking for the senate's input into the decision. CYGNA and a group associated with St. Joseph Medical Center (Select Health Network) have made formal proposals, and the CYGNA plan appears more advantageous in hospitals used, additional services covered, physicians included and cost benefits. Special services will also be included, even at non-provider hospitals. Coverage will be similar to the current hospital plan; deductions, co-payments, out-of-network payments will be there; some costs to individual users may increase, others will not. Physician visits will cost \$10 each, generic prescriptions will be \$10 each, name drugs will be \$15 at selected outlets. Costs may be reduced by 15 percent per year, or about \$1,000,000 per year. In response to a question from Professor Harvey Bender, Affleck-Graves said the University will eliminate all other plans except for Partners HMO if this plan is implemented. Bender thought it would be difficult to evaluate plans such as this; he recommended no action until the senate or its Benefits Committee has had sufficient time to study this issue fully with the help of experts in the field. Affleck-Graves said Human Resources was not seeking approval of this plan; it merely wanted to inform us of what was happening. In the spirit of Bender's suggestion, he thought it would be important to try to educate the community about this. Borelli saw no reason for the senate to trust the Human Resources Department without its own independent study of the issue. Borelli moved that the senate go on record as urging the University not to undertake any change in health plans until the Faculty Senate has had a chance to evaluate and report on such proposals. Bender seconded. Eagan reported that the plan under consideration will go into effect in January 1994; whatever savings are seen from this plan will go to the University, not to the faculty; such a plan forces us to use the selected provider, and thus the trade-off is the lack of choice. Sheehan added that the 15 percent savings expected would be on top of a projected 10 percent increase; so it appears that there will actually be no net increase. O'Connor believed the senate should go on record that its participation in evaluating benefit changes should happen early on; he would not want to disapprove the contemplated change at this point. Affleck-Graves asked the senate to appreciate the Human Resources view; its director presented ideas to us earlier this year and invited comments but received few; the deal is not yet done, and the senate may be able to influence portions of the plan. While savings may not materialize if use rises, fees will continue at current levels, and next year we will be able to review the operation. He believed the essential issue was what choice do we want, or what would we be willing to

give up. Borelli agreed to withdraw his motion, but Bender asked that it not be done, so discussion continued. Bender pointed out that hospitals in this area and every other area differ in service and quality, and that the strength of any plan would be in the physicians who are included and those who are not. This is what any study should look at. Detlefsen agreed, saying ratings of hospitals are available for study; perhaps a plan could be devised that would include the best services of both major South Bend hospitals, such as has been implied in this discussion where St. Joseph Medical Center is the option but neonatal services at Memorial would be included. The "centers of excellence" at each hospital should be within the option. Bender asked that the record reflect his acknowledgment of a potential conflict of interest or bias in this issue. Affleck-Graves wondered how the Benefits Committee could evaluate the lists of physicians in and out of the plan under consideration, and how this could be accomplished under the restraints especially of time that we all have. Higgins raised the issue of quality of care. How can we be sure that the option does not provide inferior services or quality than the one we are not part of? Any plan that requires use in only one should be investigated carefully with serious thought. Porter called the question, and the senate agreed to vote on Borelli's motion. The motion was not approved. Connolly then asked the Benefits Committee to come to the senate with a clear recommendation when such highly technical issues are at stake.

C. Student Affairs — reporting for the chair professor George Lopez who was not able to make this meeting was committee member Collins. He introduced a resolution from the committee supporting the establishment and funding of a women's resource center on campus. In the discussion, Lombardo asked whether the committee preferred placing such a center under the Graduate School or the Office of Student Affairs. Collins personally preferred the Graduate School, but the motion was to place it under one or the other; the administration would decide where. Cashore objected and believed OSA was the more logical choice; he so moved, O'Connor seconded, but Collins would not take it as a friendly amendment. Discussion continued on the amendment. Quinn opposed the amendment, considering the question of space; since there is no allocated space for such a center, our support for such a center would be stronger if we did not specify the authority structure. Professor Louise Litzinger of the committee reported that the proposal came from the Graduate Student Union because they had been blocked at every turn in their efforts to seek the establishment of such a center; she emphasized that all women students — graduate and undergraduate — would be able to use the center, and it was desperately needed on campus. Bartlett believed OSA, which provided funding for a survey, would ultimately be the center's locus. Conway asked in general who would receive the resolution if we passed it? Collins replied that we should send it where it would be most effective, and perhaps several offices should receive it. O'Connor called the

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question on the amendment, and the senate agreed to vote. The amendment did not pass.

O'Connor moved to table the resolution for further study, especially of the finances, and the manner in which such a center would be effective in achieving its aims. Eagan seconded. The senate voted to continue the discussion. Connolly was sympathetic to the proposal but will vote against it on procedural matters; he reported that neither OSA nor the provost's office had been asked by the senate to comment on this resolution. This was not the way we should conduct our business. Vasta supported Connolly and believed this was another instance of some group asking us to support a legitimate aim but without providing us with sufficient research or evaluation. Others might have worked on this before us; we are not really a lobbying group but instead we are a governing body. Collins said again G.S.U. came to us only as a last resort, and they saw us after so many others had rebuffed them. He had the budget for the center if anyone cared to look at it. Porter disagreed with Vasta; this was a well-considered proposal, the supporting documentation was extensive, and our own committee was recommending a specific course of action. She saw a great need for such a center. Litzinger supported Porter's recognition of the need for such a center; 1,000 signatures were gathered in its support, and the Faculty/Student Committee on Women endorsed it. She reported that that committee had been trying for four months to get a response to a proposal on sexual harassment from the administration, with no effect. Affleck-Graves supported the resolution, especially because our own committee had recommended it; we are taking too long to come to decisions, and we should put more trust in our committees. Higgins also supported the resolution, and did not believe the funding sought was exorbitant: a small office, one staff person, and a place to put out brochures. Cashore supported the resolution as did Quinn and Borelli. Connolly remained opposed. Professor Charles Parnell asked for a language change. Conway called the question, Quinn seconded, and the senate agreed to vote. The senate agreed to the resolution, and it is printed as appendix C. The sense of the senate was to send the document to all the officers.

D. Administrative Affairs — the chair Professor Clark Power having been excused, Fallon reported for the committee, who presented several resolutions. The first dealt with committee elections as specified in the Academic Articles. The senate would use its right of agenda to send it to the Academic Council if passed. The senate agreed, with one minor change, to the first resolution. The second concerned faculty appointments to certain University committees. The discussion elicited some need to clarify the phrasing about "regular faculty or . . . administrators" and several members expressed concern about this, especially based on past practices by the administration. Porter moved to ask the committee to reconsider the resolution and present it again to the senate; Quinn seconded. The senate agreed.

The third resolution concerned faculty who volunteer to serve on University committees. Professor Joseph Powers asked if this motion meant that any faculty member should be eligible to serve on appointments and promotions committees. Fallon said it did not. The senate voted to approve the resolution. Both motions which the senate passed are printed as appendix D of this journal.

Vasta asked the administration committee about Professor John Yoder's earlier letter requesting that the committee monitor more closely the work, mandates, agenda and minutes of various University committees. What has been done about this subject? Fallon replied that the committee will probably have something to report on that soon.

OLD BUSINESS

Eagan wondered whatever happened to the senate's request that the provost provide detailed information on faculty salaries. Sheehan replied that the senate has yet to receive any of it; it appears that the expanded PAC will be discussing this request. O'Connor asked if the senate had done anything about monitoring the college councils this year to see if they are indeed operating in the spirit of the April Accords. Fallon said this was part of the unfinished business of the administrative committee. This also applies to the provost's December 1, 1992, letter. Affleck-Graves said the business college council will be forwarding a report to the senate this week.

In reference to a letter which Lopez wrote to the vice president for student affairs as a follow-up to her meeting with his committee and his report to the senate on it, Connolly moved to include it in the journal as a committee report; Bartlett seconded, and the senate agreed. It is appendix E of this journal.

NEW BUSINESS

Porter moved to complement the senate chair and executive committee for their exemplary service under trying circumstances through the past year. The senate responded with a round of applause.

The senate voted to adjourn at 10:05 p.m.

Present: Affleck-Graves, Bartlett, Bender, Borelli, M., Burrell, Cashore, Coll, Collins, Connolly, Conway, Detlefson, Eagan, Fallon, Goetz, Higgins, Jordan, S.K., Litzinger, Lombardo, McDonald, O'Connor, Parnell, Porter, Powers, Quinn, Sheehan, Sporleder, Vasta, Yoder

Absent: Bruns, Chang, Hayes, Herro, Jordan, M.D., Kantor, Lamberti, Leighton, Mrtin, Miller, Plantinga, Serianni, Shephard, Tageson, Vecchio

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Excused: Borelli, A.C., Borkowski, Jenkins, Lopez, O'Brien, Power, Sauer, Tidmarsh

Respectfully submitted,

Peter J. Lombardo Jr.
Secretary

Appendix A

April 21, 1993

To the Committee of the Whole:

Last year's executive committee of the Faculty Senate agreed as part of the April Accord to participate fully in the Colloquy process and to encourage the faculty to participate in that process as well. Many members of the Senate have actively participated at various stages in the Colloquy process. The Senate's opinions have been solicited by many Colloquy subcommittees and its opinions have been freely expressed. The Senate also requested drafts of the reports from the four subcommittees for examination and for comment. The Senate spent a substantial amount of time discussing the Academic Life Report of the Colloquy, eventually approving and sending to the Colloquy Committee of the Whole a lengthy statement of the Senate's concerns with that report even while the Senate agreed with the Report's tone and direction.

The Faculty Senate also felt obliged, however, to solicit general faculty opinion on the Colloquy. This strategy entailed two parts. First, the Senate undertook a faculty forum on April 13th. This forum was not particularly well attended with only thirty faculty present. This lack of participation, however, should not be interpreted as lack of interest, and is more properly ascribed to my failure to properly advertise the event.

Second, the Senate undertook to poll the faculty to ascertain that the concerns of the Senate also represented the concerns of the faculty that we represent. This poll was commissioned, I believe, largely based on the Senate's concerns that it should have an opportunity to comment on the penultimate version of the final Colloquy report. The desire for the opportunity to comment was not based on any attempt to confront the administration. It stemmed, I believe, from the Senate's legitimate desire to strengthen the final Colloquy document. Rather than having the final document reflect only the President's vision, this delay would give the faculty the opportunity to "sign on" to the document in advance. This delay was viewed not as an attempt to obstruct the Colloquy but rather as an effort to strengthen the status of the final Colloquy report.

A copy of the poll as well as a summary statement of the results are attached. A total of 367 faculty responded to the poll. The poll results presented include the raw number of responses as well as the percentage responses (out of those answering a question). SA indicates strongly agree; SD strongly disagree; Total A indicates the sum of those who strongly agree and those who agree; and similarly for Total D. The responses are presented for all respondents as well as for Catholics and non-Catholics separately. The responses also were tabulated for each rank and for each college. With the exception of the Law School, the differences across colleges were only in the magnitudes of the majorities in agreement with the Senate's positions.

I believe the poll results suggest three conclusions. The overwhelming majority of the faculty responding believe, based on the responses to question 1, that some period of time should be allotted for discussion of a draft of the final Colloquy report before it is submitted to the Board of Trustees. I fully understand that the final report states explicitly that it is the President's personal vision and that other members of the Notre Dame community are welcomed to react to that vision. However, I also understand, as some in the Senate have emphasized, that five or ten years from now we are likely to refer back to the Colloquy report but much less likely to refer back to any reflections or reactions to that report.

The second conclusion of the poll, albeit weaker than the first, is based on the responses to questions 2a through 3b. All reflect in some fashion the continuing concern with the notion of the statement of the Catholic character of the University. Many faculty — a majority in the poll — have some concern about the current language. This concern also has been reflected in the continuing "Conversations on Catholic Character," the last session attended by over one hundred faculty.

The third conclusion, based on the responses to question 4, is that over two-thirds the faculty believes that the Faculty Senate's other proposed modifications of the Academic Life report should be incorporated into the final Colloquy report.

One may argue, as some poll respondents did, that the poll was "obviously biased" and intended to yield a certain response. All who expressed this opinion answered "strongly disagree" to virtually all questions. Had I written the poll, I would have employed a very different instrument. Nevertheless, I am reasonably comfortable that the responses do, in fact, accurately reflect faculty opinion. The perspective that the poll results are produced by the manner of asking the questions does not attribute very much intelligence to the majority of the faculty. It seems more logical to me that those individuals most concerned, for example about the Catholic character, would be the individuals who would respond to the survey. Thus, faculty who did not respond

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may be less inclined to agree with requiring a predominant number of dedicated and committed Catholics.

Finally, let me note that I am not trying to be confrontational. My goal, in fact, is quite explicitly to avoid any confrontation while at the same time representing the faculty and the Faculty Senate to the best of my abilities. The comments in the Senate, in the "Conversations on Catholic Character" series, and in the poll all indicate a very deep concern about what is meant by the Catholic character. I believe that the vast majority of the faculty including non-Catholics recognize the necessity of maintaining our distinctive Catholic identity — even if they argue it is necessary only for economic reasons. I also believe that the final draft of the Colloquy generally would be acceptable to the faculty and to the Faculty Senate. I believe that the issues that divide us are relatively limited and in part reflect differences in language and in the institutional politicization that surrounds certain words. I am particularly concerned, however, by the potential for the Administration or the Senate to become locked into a position where communication and cooperation yield to confrontation. Thus, given that the final report of the Colloquy likely will be the basis for implementation of a number of recommendations impacting the faculty, I must ask that the final report be delayed from the May meeting of the Trustees.

Sincerely,

Richard G. Sheehan

ALL RESPONDENTS

Raw Responses						
Question	SA	A	N	D	SD	Total
1	216	79	21	24	23	363
2a	161	53	22	50	81	367
2b	129	94	38	40	59	360
2c	114	97	67	38	31	347
3a	188	61	16	44	58	367
3b	130	113	27	48	48	366
4	112	115	63	26	22	338

ALL RESPONDENTS

Percentage Responses							
Question	SA	A	N	D	SD	Total A	Total D
1	59.5	21.8	5.8	6.6	6.3	81.3	12.9
2a	43.9	14.4	6.0	13.6	22.1	58.3	35.7
2b	35.8	26.1	10.6	11.1	16.4	61.9	27.5
2c	32.9	28.0	19.3	11.0	8.9	60.8	19.9
3a	51.2	16.6	4.4	12.0	15.8	67.8	27.8
3b	35.5	30.9	7.4	13.1	13.1	66.4	26.2
4	33.1	34.0	18.6	7.7	6.5	67.2	14.2

CATHOLICS

Raw Responses						
Question	SA	A	N	D	SD	Total
1	106	39	11	14	12	182
2a	62	32	14	34	44	186
2b	52	48	18	26	39	183
2c	48	49	34	24	19	174
3a	72	34	12	32	36	186
3b	61	54	15	23	32	185
4	50	57	31	16	12	166

CATHOLICS

Percentage Responses							
Question	SA	A	N	D	SD	Total A	Total D
1	58.2	21.4	6.0	7.7	6.6	79.7	14.3
2a	33.3	17.2	7.5	18.3	23.7	50.5	41.9
2b	28.4	26.2	9.8	14.2	21.3	54.6	35.5
2c	27.6	28.2	19.5	13.8	10.9	55.7	24.7
3a	38.7	18.3	6.5	17.2	19.4	57.0	36.6
3b	33.0	29.2	8.1	12.4	17.3	62.2	29.7
4	30.1	34.3	18.7	9.6	7.2	64.5	16.9

NON-CATHOLICS

Raw Responses						
Question	SA	A	N	D	SD	Total
1	79	26	6	8	1	120
2a	72	14	5	8	21	120
2b	57	33	16	7	5	118
2c	47	33	23	9	4	116
3a	75	19	2	6	8	110
3b	48	43	11	16	2	120
4	43	45	24	4	1	117

NON-CATHOLICS

Percentage Responses							
Question	SA	A	N	D	SD	Total A	Total D
1	65.8	21.7	5.0	6.7	0.8	87.5	7.5
2a	60.0	11.7	4.2	6.7	17.5	71.7	24.2
2b	48.3	28.0	13.6	5.9	4.2	76.3	10.2
2c	40.5	28.4	19.8	7.8	3.4	69.0	11.2
3a	68.2	17.3	1.8	5.5	7.3	85.5	12.7
3b	40.0	35.8	9.2	13.3	1.7	75.8	15.0
4	36.8	38.5	20.5	3.4	0.9	75.2	4.3

Faculty Poll on Colloquy

Item 1: The President should circulate to the faculty a draft version of his report on the Colloquy 2000. A substantial period of time should then be allotted for reflection on and discussion of this draft prior to a final report being communicated to the Board of Trustees.*

Strongly agree Agree Neutral Disagree Strongly disagree

*The Administration's current plan is to present the final report on the Colloquy to the Board of Trustees at its May meeting.

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Item 2a: The sentence "The Catholic identity of the University depends upon the continuing presence of a predominant number of Catholic intellectuals," which appears in the proposed Mission Statement (cf. *Notre Dame Report*, vol. 22, March 19, 1993, p. 29), is unsatisfactory.

Strongly agree Agree Neutral Disagree Strongly disagree

Item 2b: That sentence should be replaced by a statement to the following effect: "The preservation of the Catholic character of the university depends upon the continuing presence of a faculty whose members collectively show respect for that character and are willing to enter into the conversation that gives it life."

Strongly agree Agree Neutral Disagree Strongly disagree

Item 2c: The proposed Mission Statement (loc. cit.) as a whole is unsatisfactory.

Strongly agree Agree Neutral Disagree Strongly disagree

Item 3a: The second sentence of Recommendation 1 of the report of the Committee on Academic Life of the Colloquy 2000 (which reads "All who participate in hiring faculty must be cognizant of and responsive to the need for dedicated and committed Catholics to predominate in number among the faculty") is unsatisfactory.

Strongly agree Agree Neutral Disagree Strongly disagree

Item 3b: This sentence should be replaced by the Faculty Senate's proposed modification which reads: "All who participate in hiring faculty must be cognizant of and responsive to the need to recruit a faculty that achieves the highest level of excellence and that includes a proportion of Catholics sufficient to foster the Catholic intellectual tradition."

Strongly agree Agree Neutral Disagree Strongly disagree

Item 4: The final report of the Colloquy should incorporate the Faculty Senate's other proposed modifications of the report of the Committee on Academic Life (as circulated by mail and reported in the April 1st edition of *The Observer*).

Strongly agree Agree Neutral Disagree Strongly disagree

Demographic information (optional)

Faculty Rank: Emeritus Full Professor Associate Professor
Assistant Professor Professional Specialist

Collegiate Unit: Arts and Letters Science Engineering
Business Law Library Other

Religious Persuasion: Catholic Non-Catholic

Please use this space and reverse side for further comments.

Appendix B

FROM: Academic Affairs Committee

Dear Colleagues:

In fulfillment of its mandate, the Faculty Senate has committed itself to developing ways for faculty to deliberate regarding our role in fostering Notre Dame as a Catholic university. We are, of course, acutely conscious that such issues are not a staple of faculty conversation, and would even be considered by some to be "outside their expertise." Yet these issues clearly deserve more than administrative attention, and our customary conversations as citizens of this academic commonwealth entail much that exceeds our respective expertise. So we are presenting what follows as an initial attempt to spark departmental exchanges on the stakes which we have in the Catholic identity of Notre Dame.

We want to begin with departments because these seem to be natural units in academe, and because departmental faculty have primary responsibility for recruiting new colleagues. And it is increasingly clear that something as far-reaching and as intimate as Catholic identity cannot be limited to "mission statements" or to administrative statements, essential as these are, but must be embodied in our faculty as well. This crucial fact need not entail that we predominantly recruit Catholics, nor even, as experience shows, that those who so identify themselves will contribute best to our shared endeavor. What seems more significant, in fact, is that we create a faculty culture of reflection upon the relationship of faith to one's professional role and responsibilities, and the relevance of such larger attitudes of life to the teaching and research that we do.

One rubric under which academics have of late been invited to reflect on these larger cultural issues in relation to their disciplines has been "affirmative action," and part of the rationale for including more women and people of color in our ranks acknowledges the role which gender and ethnicity play in our teaching, certainly, and often in our scholarship as well. Discussions about such matters have succeeded in enlarging our sensitivity to these dimensions of our academic endeavors, calling into question accepted postures of "neutrality" as a condition for "objectivity." What we are calling for here, however, is at once less identifiable than either of the established "affirmative action" cat-

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egories, yet also more specific: persons who respect religious faith as a potentially relevant *intellectual* factor in our respective inquiries. Yet here also many of us accustomed to an earlier rhetoric about "neutral inquiry" will feel ourselves very much at sea: how can we possibly discuss such issues as biologists, anthropologists, civil engineers, accountants or mathematicians?

It is that challenge which we now pose to ourselves, as practitioners of specific disciplines yet as human inquirers as well. In this case, we are posing it regarding our respective disciplines and the Catholic identity of Notre Dame. And we pose it as a series of questions, not as an imposition. We would rather invite departments to ask how belonging to the faculty of a Catholic university might offer us a specific comparative advantage in enlarging certain dimensions of our own work, as well as in attracting students or faculty to work with us. Some departments could find themselves in a position to make signal contributions to developing a Christian tradition of inquiry in their field, while others might be at a loss to conceive of their contribution in these terms yet could explore in a more practical way the relations between a commitment of faith and their teaching and research. Experience has shown, moreover, that including graduate students in such a discussion can open faculty to fresh attitudes towards their fields. The goal of such discussions might well be a statement prepared by the department to be sent to those requesting to be considered for a faculty opening. We have included one worked out by the senior faculty in Philosophy some years ago, as an instance of such a departmental initiative.

It is our belief that initiating faculty deliberations on these issues could open up fruitful fields of activity. It should also have the effect of including all members of the faculty, at least potentially, in a discussion which seeks to locate one's disciplinary interests within the larger quest for knowledge. In this sense, respect for the effort to reflect on the relation of faith to specific inquiries is not restrictive so much as it is expanding: challenging current paradigms in our professions. If we were able to develop this sense of comparative advantage for Notre Dame, would we not be more likely to attract precisely those individuals who could help us become the kind of Catholic university to which we aspire? The key issue here, of course, is not Catholics as such, but faculty whose work will direct our students — graduate and undergraduate alike — in ways which will foster creative interaction between their faith and their intellectual development?

To just such issues we are proposing that departmental faculty address themselves. We have, as a larger community, benefited considerably from the initiative of some faculty who undertook to organize open meetings on this subject during this academic year. The next step, both logically and practically, is to undertake similar deliberations among

those very groups who possess the primary initiative for shaping programs of study and for engaging new colleagues to take part in them. There may be some, indeed many, who do not feel themselves sufficiently conversant with Christian tradition to participate in such a discussion. Yet the hope would be that our horizons could be enhanced by other modes of reflection on the relation of faith and traditions of faith to intellectual inquiry. One could expect that by discussions of this sort we could sensitize ourselves to criteria for hiring more inclusive than "the best person in the field" and more sensitive to these larger issues than simply "affirmative action for Catholics." For while affirmative action deliberations have indeed helped to open us to the relevance of ethnicity and gender in recruiting colleagues for teaching and research faculty, discussions of Notre Dame's Catholic character over the years have come to recognize a primary criterion to be the one we have already underscored: persons unafraid to explore the relationship of faith to one's academic role and responsibilities.

Beyond asking that discussions be held in individual departments, we shall also ask the local Holy Cross community to offer its current reflections on the role of the Congregation in Notre Dame's intention to become a great Catholic university. We would appreciate the concerted view of this community, given those traditions of Holy Cross which supersede the purely personal: internationality, an explicit commitment to serving the church, and a presence to virtually every aspect of the University, including teaching and research, residentiality, alumni relations, pastoral ministry.

The Academic Affairs Committee of the Faculty Senate (chaired by David Burrell) would be happy to act as a clearinghouse for various departmental discussions of these matters, thereby making available to others what some have been able to realize. By this letter we are suggesting that each department initiate such a conversation early in the fall of 1993, and ask that an account of the deliberations be relayed to us. It is quite likely that some interesting initiatives would emerge which could be useful to other disciplines as well. We extend this invitation as an opportunity to explore the relevance which location at Notre Dame holds for our respective professional inquiries.

Sincerely,

Richard Sheehan
for the Faculty Senate

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University of Notre Dame
Notre Dame, Indiana 46556

Department of Philosophy

The American Philosophical Association has requested that religiously affiliated institutions clarify the impact of their religious traditions on appointment procedures. We welcome applications from all professionally qualified individuals, regardless of race, sex, or religious affiliation; however, the following is an attempt to specify the way in which religious considerations bear on appointments at Notre Dame.

As a Catholic university in an ecumenical context, Notre Dame aims at distinction both as a university and as a center of Christian learning and scholarship. Reflecting these aims, the Philosophy Department seeks excellence in all the areas and fields essential to a professionally active department, and it sees as a special task the constructive exploration of issues and themes germane to the Christian tradition in philosophy. Concretely, this translates into a faculty all of whose members have a respect for this enterprise, and a preponderance of whom view their own philosophical roles in terms of it. Furthermore, given the historical role of Notre Dame within the Church, it is a matter of priority that a significant proportion of the faculty be denominationally Catholic.

The department has a large and diversified graduate program, but it is also committed to the assumption that every liberally educated person must confront in a rigorous way the central problems of human existence—such problems as the justification of religious belief, the nature of human freedom, the foundations of morality, and the moral basis of political institutions. Accordingly, every undergraduate at Notre Dame is required to take at least two courses in philosophy. In addition, we have a large group of philosophy majors, currently numbering between 150 and 200. As a consequence, every member of the department must have an abiding interest in undergraduate teaching at all levels and should construe such teaching as a critical component in his/her professional life.

Appendix C

Motion from the Student Affairs Committee regarding the creation of a Women's Resource Center:

Resolved:

- That the Faculty Senate endorse the creation of a Women's Resource Center, as specified in the proposal presented by the Women's Resource Committee, at the University for the academic year 1993-94;
- That the Administration provide up to \$20,000 for its creation;
- That the Center be placed under the auspices of the appropriate administrative entity, either the Graduate School or the Office of Student Affairs.

Proposal for a Women's Resource Center

Sarah is a student in a freshman seminar. During class discussion, she feels insecure and afraid to speak up to answer questions or offer opinions. In addition, Sarah never asks for clarification even when class material is confusing.

When Jennifer feels stressed out, she eats a bag of chips, two ice cream bars, and several cookies. She then feels guilty about eating so much, so the next day she skips breakfast and lunch and works out for several hours in the afternoon. She does this at least once a week.

Julie began receiving frequent phone calls from the male professor who was teaching her history class. She felt pressured to accept his invitations to football and baseball games for fear of academic retaliation. Although the relationship never developed into a sexual one, she was afraid that the "A+ with distinction" she received as a final grade would have been jeopardized had she refused the professor's "advances."

Simone asks her friend Todd to go to her hall formal. After dinner and several drinks, they go to the formal and enjoy dancing for a few hours. Simone invites Todd back to her room for another drink and he accepts. In Simone's room, they begin kissing and lie back on the bed. When Todd begins to unzip her dress, Simone pushes him away, but he pins her down and penetrates her.

Four women's groups on campus are working on very similar issues related to violence against women. One group is focusing on acquaintance rape, one on sexual harassment, one on pornography and violence, and one on international violence against women. If these four groups coordinated their time and resources, the impact of their work on campus would be greatly felt.

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The above vignettes are indicative of typical problems women face at Notre Dame as well as other universities around the country. The Women's Resource Committee of the Graduate Student Union, since its conception in 1988, has been working toward the establishment of a Women's Resource Center at Notre Dame. Other groups on campus that are concerned with women's issues such as Campus Alliance for Rape Elimination (C.A.R.E.), Feminist Forum, and the Women's Concerns Commission, have also contributed to this effort. A discussion of the following problem areas demonstrates that women at Notre Dame have unique concerns that need to be addressed by a Women's Center.

Eating disorders. Twenty million Americans are currently on a serious diet, and 10 billion dollars are spent each year on weight reduction (Surrey, 1991). In addition to the outlay of cash, dieting can lead to serious problems; Roseann Woodka, an eating disorders specialist in Elkhart, Indiana, notes that dieting is a major risk factor for developing an eating disorder (Woodka, 1993). In a representative sample of Notre Dame students, 75 percent of women and 24 percent of men either have an eating disorder or are aware of someone with an eating disorder (Notre Dame Student Government, manuscript in preparation). A University Counseling Center survey found that 26 percent of Notre Dame women had either a diagnosable eating disorder or a serious eating problem; 46 percent had some symptoms of an eating disorder (Conway, Green-Emrich, & Raeker, 1989).

According to Brumberg (1989), the atmosphere of college campuses fosters eating disorders. She reports that 20 percent of college women have eating disorders as opposed to 10 percent of women in the general population. The stress of an academic environment, an encouraged emphasis on physical appearance, and the emphasis on achievement that are associated with university life are considered to be contributing factors to this high incidence rate. For example, a T-shirt that was sold to Notre Dame students depicted a beautiful thin woman on the front with the words, "This is what we wanted." On the back there is a picture of an overweight woman with glasses reading a book and the caption says, "This is what we got." Both women are wearing Notre Dame shirts. Although examples such as this seem to point to a cruel emphasis on thinness at Notre Dame, the indoctrination of females probably starts much earlier. In a sample of 14-year-old girls, 26 percent reported feeling fat, which increased to 50 percent by age 18. By contrast, only 7 percent of 18-year-old males said they felt fat (Surrey, 1991).

Women in education and careers. In general, the arts have been traditionally considered to be the academic domain of women, while men are dominant in the sciences. This behavior is reinforced through the process of gender-role socialization, by which certain qualities are associated both with a particular gender and a particular academic field (Thomas, 1990). Both women and men are trained to be-

lieve that they belong in certain jobs and not in others, and the university environment reinforces these ideas by, for example, pressuring female students not to take science classes (Thomas, 1990). Even the social sciences often seem restricted to men; of this year's entering graduate students in economics at Notre Dame, only one was a woman. One might argue that men are just as disadvantaged by this process as women; however, this academic and occupational segregation leads to an income differential that favors men. In 1987, women made only 70 cents for every dollar that men earned, even when holding constant factors such as education (Vander Zanden, 1990).

Even when women and men are in the classroom together, problems arise for women. According to Crawford and MacLeod (1990), male students describe themselves as more a part of and more active in the classroom than do females. Crawford and MacLeod recommend creating a classroom climate in which students are valued for their opinions and questions regardless of their gender; for example, by using positive humor rather than offensive humor as a teaching tool.

Sexual harassment. Nationally, 30 percent of undergraduate women suffer sexual harassment from at least one of their instructors during their college years. When the definition of sexual harassment includes sexist remarks and other forms of gender harassment, nearly 70 percent of undergraduate women can be defined as experiencing it (Barickman, Paludi, & Rabinowitz, 1992). This is corroborated by Malovich and Stake (1990), who estimate that between 30 and 53 percent of undergraduate and graduate women experience sexual harassment. In a study of students' experiences of sexual harassment, Mazer and Percival (1989) reported that 89 percent of women students had experienced at least one incident of harassment, with a mean of 6.22 incidents. Sexual harassment has been found to impact women's lives in very real, concrete ways; 15 percent of graduate students and 12 percent of undergraduate students who had been sexually harassed changed their major or program (Barickman, et al., 1992).

The victims of sexual harassment are not limited to students. Closer to home, a survey of Notre Dame undergraduates, graduate students, and faculty that was conducted in 1991 found that 28 percent of women reported experiencing sexual harassment in the form of teasing or jokes by a person in authority (Notre Dame Faculty/Student Committee on Women, 1991). When asked about unwanted sexual attention from peers, 45 percent of women indicated that they had received such unwelcome attention. The corresponding figure for males is 12 percent. Unwanted teasing, jokes, comments of a sexual nature, and sexually suggestive looks were the most commonly reported types of sexual harassment. The majority of both faculty and students tended to respond to sexual harassment by ignoring the situation

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or avoiding the harasser. Formal complaints were almost never made, for reasons ranging from confusion about what constituted sexual harassment to the belief that the University environment was hostile to such complaints. Currently a sexual harassment survey of Notre Dame staff is in progress under the direction of Human Resources.

Rape. Since the age of 14, 27.4 percent of a college women sample had experienced an act that met the legal definition of rape, and 15 to 30 percent of a different sample had been raped while at college by an acquaintance (Abbey, 1991). Nationally, 80 percent of rapes on college campuses are committed by an acquaintance of the victim; about 50 percent are committed on dates (Abbey, 1991). Consumption of alcohol by both rapist and victim at the time of the attack is a major predictor of the likelihood of a college woman being raped, and is a particular area of concern because about 20 percent of college students are problem drinkers (Abbey, 1991). Barickman, et al. (1992), report that 44 percent of victims consider suicide in the aftermath of a rape, and 20 percent actually attempt it.

No major survey on acquaintance rape or sexual assault has been conducted at Notre Dame; however, in the Faculty/Student Committee on Women's sexual harassment survey (1991), 3 percent of women reported having been raped by peers while at Notre Dame, and 2 percent of students were raped by persons in authority. Although these percentages may seem low, rape is considered to be a vastly underreported crime. To begin with, American citizens report less than half of all crimes committed against them (Senna & Siegel, 1993). Rape is likely to be reported even less frequently because victims often consider it a private matter, and in addition may fear retaliation from their attacker if they contact the authorities (Senna & Siegel, 1993). Further, only a quarter of women who had experienced an act that met the legal definition of rape actually considered it to be rape (Abbey, 1991). Thus the incidence of rape at Notre Dame can probably be considered comparable to the 15 to 30 percent rate reported by Abbey (1991).

Other concerns. Although the above areas have been presented in some detail, the following concerns are equally important for a Woman's Center to address: women and religion, health care issues for women, minority and international women, substance abuse, and relationships. In a survey conducted by the Women's Resource Committee (1990), the major concerns cited by graduate women included health, coping with stress, women's issues in religion, and balancing academic demands with relationships.

Mission of a Women's Center. In order to truly create an enabling environment for women within the University community, the University should establish a women's resource center. Such a center would have the following purposes: to coordinate the efforts of the various groups oriented to

women's issues at Notre Dame; to serve as a meeting place for these groups; to provide a networking for events on campus that relate to women; to maintain a library as a means of disseminating information pertaining to women's issues; to sponsor and co-sponsor speakers on campus; to provide a space for women to find support and understanding. The center should be designed with an awareness of the above issues and any other concerns that relate to women.

The Women's Resource Committee has engaged in a variety of activities to determine the existence of support for a Women's Resource Center. In December of 1992, a petition supporting the Center was circulated on campus and nearly 1,000 signatures were collected. In February of 1993, the Faculty/Student Committee on Women voted to endorse the Center, and the Graduate Student Union has also indicated its support by allocating funds for a Center. On March 29, letters were sent to all full-time faculty members asking them to show their support by contacting the offices of the Provost, President, and Student Affairs. Currently the committee is preparing a needs assessment which will be sent out to undergraduate, graduate, business, and law students to determine what they would find most useful in a Women's Center. In the near future, a similar survey will be conducted with faculty and staff. Copies of the petition, the letter to faculty, and the needs assessment are appended. A proposed budget is also included.

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Appendix D

Proposals Addressing Committee Membership from Committee on Administration

Elections (Nominating Committee)

Whereas some faculty members feel that they have been unfairly excluded from the ballot for election to university committees by appointed Election Committees,

BE IT RESOLVED that Article IV, Section 6 of the Academic Articles be amended to read:

From each College faculty, from the Law School faculty, and from the Library faculty, the appropriate Council or representative body annually elects an Elections committee The University Committee on Elections, consisting of one member elected by the appropriate Council or representative body from each of the Election Committees and (until such time as one elective body represents all the Special Professional Faculty) one member of the Special Professional Faculty selected by the Provost's office conducts elections for University at-large positions.

Article IV, Section 6 currently reads:

From each College faculty, from the Law School faculty, and from the Library faculty, the appropriate Council or representative body annually appoints an Elections committee. Except when otherwise provided by these Academic Articles, faculty members to be elected to the Committees of the University, of the College or of the Library are nominated by this committee and elected by the regular faculty of the College, School or Library. The University Committee on Elections, consisting of one member selected by the appropriate Dean or Director from each of the Election

Committees and one member of the Special Professional Faculty selected by the Provost's office conducts elections for University at-large positions.

RESOLUTION

Whereas some faculty members who have volunteered to serve on university committees report that they have seldom or never been appointed to such committees, and

Whereas those faculty members believe themselves to be excluded from opportunities to perform university service that matters in promotion decisions,

BE IT RESOLVED that the Faculty Senate urge all administrators and faculty who have responsibilities for making committee appointments to make special efforts to see to it that every faculty member who volunteers is provided with opportunities to perform committee service.

Appendix E

April 19, 1993

Professor Patricia O'Hara
Vice President for Student Affairs
315 Main Building
CAMPUS

Dear Patty:

This is a much belated note to thank you for your time with the Student Affairs Committee of the Faculty Senate on February 22, 1993 and to share some observations with you about that meeting. Part of my delay in getting back to you stems from the general state of chaos which governs my life as an acting administrator this year.

But the more important reason for the delay is because committee members wanted to discuss among themselves their reactions to our February meeting. That has now happened, as has some additional Faculty Senate discussion of the ongoing issue of approval of GLND/SMC as a recognized campus group and on where the Senate stands on making its concerns about student life fully heard.

Without summarizing each of these discussions in full, I think it is fair to say that the Committee's and the Senate's concern with the action of University administration and the Office of Student Affairs in this matter remains serious. Many believe the history of the GLND/SMC situation is symptomatic of the relatively low place of faculty in making decisions regarding Student Life concerns. So the Senate and the Student Affairs Committee would like to go on record with you on three specific matters related to the GLND/SMC controversy.

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First, we have little sense that the Faculty Senate vote on this issue (May, 1992) makes (or would have made) any difference in the ruling by your office. In short, faculty senators, including those who disagree on a variety of issues involving GLND/SMC *do* agree that any time a Senate resolution on a serious matter of student life has been taken, it deserves a response. We believe this strongly, even while acknowledging that in the GLND/SMC case there are some discrepancies regarding when and how you learned about the Faculty Senate vote. We hope, in the future, to receive a response from you on such matters.

Secondly, the Senate wanted to go on record as being generally supportive regarding creation of a forum for discussion of gay and lesbian issues under the respective umbrellas of the University Counseling Center and the Office of Campus Ministry. Some in the Senate, however, are left with a sense that both this approach and the rationale which undergirds it (and which sustains the non-recognition of GLND/SMC as an organization) are generated more for a sense of protecting the University's reputation than in meeting the needs of the students in question.

While not denying that the University's reputation is an important issue, experience teaches us that the willingness of the current group of gay and lesbian students to partake in these options does not predict that the issue of recognition will go away. Rather, the desire for group recognition may be a logical consequence of the experience of individuals in the counseling center and campus ministry meetings. Thus the Senate did express concern that while Catholics at Notre Dame may rightly disagree on the wisdom or even the ethics of approving/disapproving a future GLND/SMC petition for recognition, the rationale for its rejection in the past—that the group is not value-neutral on questions of sexual lifestyle and activity—will be more difficult to sustain over time.

Thirdly, and flowing directly from this second endorsement, the Senate would urge even more vigilance in dealing with the concerns and frustrations of gay and lesbian students at the University. Specifically, we hope that your office will continue to remain committed to:

- Doing all that is necessary to maintaining a campus climate of safety and respect for gay and lesbian students at the University;
- community education and sensitivity-building efforts in the dormitories, and in other student forum as appropriate, regarding the above; and,
- strict and swift penalties for those engaged in harassment of gays and lesbians.

I believe that you, your office and the Senate share these three commitments and that this consensus ought to provide a basis for moving forward in the future on matters related to GLND/SMC. I hope, in light of our discussions of this academic year, that you see in the Senate as a responsible body in meeting the pressing needs of our students and campus regarding this issue.

With best wishes for the coming end of the academic year,

Sincerely,

George A. Lopez
Acting Director
Chair, Student Affairs Committee, The Faculty Senate

University Committee on Libraries March 31, 1993

The meeting was called to order at 4 p.m. in the office of the director of libraries by the chairman, Robert Scheidt. Also in attendance were Harvey Bender, Maureen Gleason, James Kohn, Robert Miller, Michael Morris, Donald Sniegowski and secretary Melodie Eiteljorge.

The minutes of the meeting of March 24 were approved as written.

For the sake of clarity, Robert Miller proposed a minor rewording of the recall policy that was approved several years ago. If material is not renewed in 30 days, replacement and overdue charges are assessed. The overdue portion of this charge is not refundable. Miller noted that overall the policy seems to work effectively.

Miller distributed tables issued by the Research Libraries Group, Inc. from a series of workshops in the spring of 1991 on "Preferred Futures for Libraries." The objective of the workshops was not to predict the future but to project images of what librarians and CAOs would like to see occur. The primary purpose of the meeting was to continue the discussion of the budget. Miller distributed copies of a document he had prepared on the breakdown of the library budget. He talked first about the operating budget, which has undergone some significant changes in order to reflect costs more accurately. Robert Scheidt asked why Notre Dame is classified as a "net lender." Miller replied that this is through OCLC and that most large libraries are net lenders. One way of cutting back is to cut hours. Miller pointed out, however, that moving closing back to midnight from 2 a.m. would result in no significant savings.

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Miller reviewed overall staff salary increases and then turned to acquisitions. He reported that he had provided the provost with the requested figure for what would be necessary to avoid a serials cut. Whether or not the provost is able to provide additional funds, the libraries must go forward with a request to identify what can be cut.

Harvey Bender thanked Miller for sharing the breakdown of the budget with the committee and noted that the process helped to answer his questions on "belt tightening."

A question was raised about what to do if a department will not cooperate in identifying material to cut in the event cuts are necessary. There was considerable discussion on this. The consensus was that, while such decisions are best made at the departmental level, the libraries would have to identify material for cuts if a department refused to do so. Miller noted that a much more structured approach would be possible if budget planning could be done a year in advance, which of course is not possible. Bender added that one problem with asking for cuts this year is that cuts were made last year; it is simply too close. Donald Sniegowski added that his department has been hiring new faculty who need new periodicals. Serials in some disciplines are not expensive but are numerous, which makes it difficult to know where to cut.

The next meeting was scheduled for Friday, April 30, 3 p.m. in the office of the director. There being no further business, the meeting adjourned at 5 p.m.

Respectfully submitted,

Melodie Eiteljorge
Secretary

Faculty Board in Control of Athletics January 27, 1993

In attendance: Rev. E. William Beauchamp, C.S.C., chair; Professor Paul Conway; Professor JoAnn Della Neva; Mr. Thomas Gorman; Dr. Kathleen Halischak, recorder; Professor George Howard; Professor David Hyde; Professor David Kirkner; Dean David Link; Professor Patricia O'Hara; Mr. Richard Rosenthal. **Absent:** Dr. Roland Smith.

The meeting was called to order at 7:45 a.m. The minutes of the December 11, 1992, meeting were accepted.

1. Dr. Halischak presented recommendations for monogram awards for the following sport: Women's Cross Country. The board recommended approval for the monograms.
2. Dr. Halischak presented for board consideration the recommended schedules for the following sports: Men's Golf and Women's Golf. The board unanimously recommended the approval of the schedules for the sports listed above.
3. Dr. Halischak presented for board consideration a request for a fifth year of eligibility for Todd Norman in Football. After a brief discussion, the board unanimously recommended approval of the petition.
4. Father Beauchamp presented for board consideration the following for captains of the Football team: Jeffrey Burris, Timothy Ruddy and Aaron Taylor. The board unanimously recommended approval of Jeffrey Burris, Timothy Ruddy and Aaron Taylor as captains of the Football team.
5. Father Beauchamp asked Mr. Rosenthal to introduce the topic of off-campus housing for senior student-athletes on athletic grant-in-aid. Mr. Rosenthal stated that as the board had approved a one year trial period for off-campus housing for seniors, time had come to evaluate and make recommendations for next year. Mr. Rosenthal stated that to his knowledge there have been no major problems with the students living off campus. Two problems that did occur were (1) two students moved off before the start of the fall semester and (2) parking violations by off-campus student-athletes have increased around the JACC. Although he cited no major difficulties, Mr. Rosenthal said that he thought it best that student-athletes live on campus. Professor O'Hara stated that she strongly supported student-athletes living on campus for the same reasons she offered last year, namely, institutional control and the importance of residentiality to Notre Dame. However, Professor O'Hara stated that if the board chose to recommend that student-athletes live on campus, there must be (1) compelling reasons and a clear explanation of why the policy is being re-instituted and (2) that the Athletic Department must take

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ownership of this policy and work toward finding ways to enforce it. Dean Link moved that the old policy be reinstated that requires grant-in-aid student-athletes live on campus. Professor Kirkner objected to the brevity of discussion allotted to this issue and abstained in protest. The board voted six to three in favor of re-instituting the old policy. Father Beauchamp asked Mr. Rosenthal to inform coaches of the policy change so that they might inform the student-athletes.

6. Father Beauchamp presented a brief written summary of the University's votes on and the outcomes of proposals at the NCAA convention which was held at the start of this month in Dallas, Texas.

The meeting was adjourned at 9:02 a.m.

February 4, 1993

In attendance: Rev. E. William Beauchamp, C.S.C., chair; Professor JoAnn Della Neva; Dr. Kathleen Halischak, recorder; Professor George Howard; Professor David Hyde; Professor David Kirkner; Professor Patricia O'Hara; Dr. Roland Smith. **Absent:** Professor Paul Conway; Mr. Thomas Gorman; Dean David Link; Mr. Richard Rosenthal.

The meeting was called to order at 4:21 p.m. The minutes of the January 27, 1993, meeting were accepted.

1. Father Beauchamp reviewed the newly signed football recruits for 1993. He presented a brief summary of each's high school academic record.
2. Father Beauchamp presented recommendations for monogram awards for the following sport: Volleyball. The board recommended approval for the monograms.
3. Father Beauchamp presented for board consideration the following as candidates for captain of the 1993-94 Volleyball team: Julie Harris, Janelle Karlan and Christy Peters. The board unanimously recommended approval of all.
4. Father Beauchamp presented for board consideration the recommended schedules for the following sports: Lacrosse (spring 1993) and Women's Soccer (fall 1993). The board unanimously recommended the approval of the schedules for the sports listed above.
5. Professor Kirkner asked to revisit the question of off-campus housing. He stated that he wanted to discuss two issues regarding the policy: (1) Last year when Mr. Rosenthal brought the question to the board, he stated that part of the problem was that the rule requiring student-athletes to live on campus was unenforceable. What, Professor Kirkner

asked, has changed to eliminate this as a part of the problem? Father Beauchamp stated that a better system of communication is needed, one in which the rectors routinely inform Student Affairs when violations take place. Student Affairs should then inform the Athletic Department, which will deal with the violation quickly. (2) Professor Kirkner asked why student-athletes who receive partial grant-in-aid have to live on campus when their scholarships cover only tuition costs? The board then discussed reasons for the policy; nothing was resolved. Father Beauchamp concluded by stating that this issue needs more discussion.

6. Father Beauchamp asked the board members for topics for future meetings. It was suggested that the board look at the issues raised by the Colloquy subcommittee on athletics and consider ways to update the 1990-91 report to the president. Father Beauchamp asked Dr. Halischak to prepare these items for future meetings.

The meeting was adjourned at 5:31 p.m.

March 15, 1993

In attendance: Rev. E. William Beauchamp, C.S.C., chair; Professor JoAnn Della Neva; Mr. Thomas Gorman; Dr. Kathleen Halischak, recorder; Professor George Howard; Professor David Hyde; Professor Patricia O'Hara; Mr. Richard Rosenthal. **Absent:** Professor Paul Conway; Professor David Kirkner; Dean David Link; Dr. Roland Smith.

The meeting was called to order at 4:26 p.m. The minutes of the February 4, 1993, meeting were accepted.

1. Father Beauchamp presented a recommendation for an addition to monogram awards for the following sport: Women's Golf. The board recommended approval for the monogram for Kathleen Cooper.
2. Father Beauchamp presented for board consideration the recommended schedule for the following sport: Men's Soccer (fall 1993). The board unanimously recommended the approval of the schedule.
3. Dr. Halischak brought to the board's attention a playing schedule problem in Men's Tennis. With invitational team events, the Men's Tennis team will have more than the allowed three absences per class sequence. The consensus of the board was to approve each team member individually and to approve only those in solid academic standing.
4. Mr. Rosenthal talked about Malik Russell, who has been dismissed from the Men's Basketball team by Coach MacLeod for habitually disregarding team rules and not attending to his academic responsibilities. Mr. Rosenthal

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raised a larger question regarding the continuation of athletic grant-in-aids in the case of a student who does not adhere to the team policies. Mr. Rosenthal asked, should the University continue to fund someone who demonstrates a repeated failure to uphold his obligations? Board members discussed this larger question, raising such issues as the danger of a player being "run off," the mechanisms by which a student would be warned of the possibility of losing his or her scholarship, and the question of the student-athlete who simply does not wish to participate any longer. No resolutions were proposed.

5. Father Beauchamp presented for board consideration requests for a fifth year of eligibility for Jordan Halter and Lance Johnson in Football. After a brief discussion, the board unanimously recommended approval of the petitions.

6. Father Beauchamp briefly reviewed the recommendations of the Colloquy committee on athletics and suggested to the board that the final report of the Committee of the Whole would provide topics for future board discussions.

7. Mr. Rosenthal presented an update on the NCAA task force on gender equity. As a member of this task force, Mr. Rosenthal wanted to inform the board of the progress and problems of the committee work. In particular, he stated that the task force is struggling with the question of how to implement gender equity in intercollegiate athletes; some argue for an even 50/50 split of resources and revenues between men's and women's programs, while others argue that interest in programs should be a factor in the consideration of resource and revenue distribution. Mr. Rosenthal stated that he saw no easy solution.

The meeting was adjourned at 6:21 p.m.

April 7, 1993

In attendance: Rev. E. William Beauchamp, C.S.C., chair; Professor Paul Conway; Professor JoAnn Della Neva; Dr. Kathleen Halischak, recorder; Professor George Howard; Professor David Hyde; Professor David Kirkner; Mr. Richard Rosenthal; Dr. Roland Smith. Absent: Mr. Thomas Gorman; Dean David Link; Professor Patricia O'Hara.

The meeting was called to order at 4:22 p.m. The minutes of the March 15, 1993, meeting were accepted.

1. Father Beauchamp presented recommendations for monogram awards for the following sports: Women's Basketball, Men's Basketball, Women's Fencing, Men's Fencing, Women's Swimming and Men's Swimming. Professor Conway moved to recommend approval; Dr. Smith seconded the motion. The board voted unanimously to recommend approval of all monograms.

2. Father Beauchamp presented for board consideration a request for a fifth year of eligibility in Football. This led to a discussion of the larger issue of fifth-year students and academic commitment and purpose. Professor Kirkner suggested that as the director of Academic Services Dr. Halischak draw up a set of requirements regarding the academic standard to which fifth-year students could be held. Professor Kirkner also suggested that the board take an active role in monitoring the academic performance of these fifth year students.

3. Father Beauchamp presented for board consideration the following names as 1993-94 team captains: Matt Osiecki in Hockey, and Kevin Flanagan and David Nathe in Men's Swimming. After a review of their academic and disciplinary records, Professor Howard moved to recommend approval; Dr. Halischak seconded the motion. The board voted unanimously to recommend approval of Osiecki, Flanagan and Nathe as captains of their respective teams. Father Beauchamp presented for board consideration the following names as 1993-94 team captain candidates in Women's Swimming: Vicki Catenacci, Angela Gugle, Kristin Heath, Lorrie Horenkamp, Karen Keeley and Collette LaForce. An election by the Women's Swim team will determine two co-captains from the six candidates. After a review of their academic and disciplinary records, Professor Della Neva moved to recommend approval; Dr. Smith seconded the motion. The board voted unanimously to recommend approval of the six candidates.

4. Father Beauchamp announced that the main item of business for the meeting was to choose the recipients of the Byron W. Kanaley Award, which is annually awarded to the Senior Monogram athlete who is most exemplary as a student-athlete and as a leader. After reviewing the credentials of the various nominees, the board unanimously recommended that the Byron W. Kanaley Award for 1992-93 be presented to the following student-athletes: Alicia Turner from Volleyball, Rob Williamson from Lacrosse and Andy Zurcher from Men's Tennis.

5. Mr. Rosenthal presented an update on the Midwest Collegiate Conference, the conference to which Notre Dame belongs. Because of the departure of several schools, the conference is in a state of flux. The conference administration is currently considering the future of the MCC and will make a determination by the end of spring. Mr. Rosenthal stated that one of three possibilities will occur: (1) the MCC will continue with Notre Dame as a member, (2) Notre Dame will be an independent (with the exception of Hockey which is a member of the CCHA) and (3) Notre Dame will join another conference.

The meeting was adjourned at 5:45 p.m.

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May 4, 1993

In attendance: Rev. E. William Beauchamp, C.S.C., chair; Professor JoAnn Della Neva; Mr. Thomas Gorman; Dr. Kathleen Halischak, recorder; Professor George Howard; Professor David Hyde; Dean David Link; Professor Patricia O'Hara; Mr. Richard Rosenthal. **Absent:** Professor Paul Conway; Professor David Kirkner; Dr. Roland Smith.

The meeting was called to order at 4:26 p.m. The minutes of the April 7, 1993, meeting were accepted.

1. Father Beauchamp presented for board consideration requests for fifth year of eligibility for Nathan Knuth in Men's Track; Monty Williams in Men's Basketball; Bernie Baez in Men's Fencing; and Kathleen Vogt in Women's Fencing. Father Beauchamp also presented Andy Zurcher in Men's Tennis for consideration as a fifth-year candidate. After a brief discussion, Dean Link moved to recommend approval of all the fifth year requests. Professor Howard seconded the motion. The board unanimously recommended approval of all the petitions.

2. Father Beauchamp presented for board consideration the following names as 1993-94 team captains: Christen Faustman in Women's Tennis; Andy Zurcher in Men's Tennis; Kathleen Vogt in Women's Fencing; Rian Girard in Men's Foil Fencing; Chris Bajzek in Men's Sabre Fencing; Greg Wozniak in Men's Epee Fencing; Brooks Boyer, Carl Cozen, Joe Ross, Jon Ross and Monty Williams in Men's Basketball; Kara Leary and Letitia Bowen in Women's Basketball; Christy Connoyer and Amy Rueter in Softball; Mike McWilliams in Men's Cross Country; Todd Herman and Mike McWilliams in Men's Track; Laura Guyer in Women's Cross Country; Emily Husted and Laura Guyer in Women's Track; Christine Klein and Alicia Murray in Women's Golf; Chris O'Connell in Men's Golf. Professor Howard moved to recommend approval; Dr. Halischak seconded the motion. The board voted unanimously to recommend approval of all captain nominees.

3. Father Beauchamp presented recommendations for monogram awards for the following sports: Men's Tennis, Women's Tennis, Hockey, Softball, Men's Track, Women's Track, Men's Golf and Women's Golf. After some discussion, Professor Della Neva moved to recommend approval of regular monogram award winners in Men's Tennis, Women's Tennis, Softball, Men's Golf, and Women's Golf; Dean Link seconded the motion. The board voted unanimously to recommend approval of all regular monograms in the sports listed. Mr. Rosenthal moved that the board defer consideration of exceptions put forth by individual coaches and defer consideration of Men's and Women's Track monograms until clarification regarding criteria is

made; Professor Howard seconded the motion. The board voted to defer consideration of exceptions and Men's and Women's Track monograms.

4. Father Beauchamp presented for board consideration the recommended playing schedules for the following sports: Volleyball, Men's and Women's Cross Country, and Hockey. Professor Howard moved to approve; Professor Della Neva seconded. The board unanimously recommended the approval of the schedules.

5. Father Beauchamp asked the board for the authority to recommend approval throughout the summer on monograms, schedules, and captains if all criteria are met. The board granted Father Beauchamp such authority as needed.

Father Beauchamp thanked the outgoing members of the board, Professor Hyde, Dean Link, Mr. Gorman and Dr. Smith, for all the time and effort they have given to the board.

The meeting was adjourned at 5:37 p.m.

The Graduate School Research Division

Current Publications and Other Scholarly Works

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

Errata: Correction on entry in *Notre Dame Report* Issue No. 17, citation listed under Radiation Laboratory should have been listed under University Libraries:

Blackstead, Katharina J.

K.J. Blackstead. 1992. Marketing the Academic Library: Current Trends. *MLS: Marketing Library Services* b (7):4-6.

COLLEGE OF ARTS AND LETTERS

American Studies

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R.P. Schmuhl. 1993. Documenting the Sad Shape of America. Review of Boiling Point: Democrats, Republicans and the Decline of Middle-Class Prosperity, by K. Phillips. *The Philadelphia Inquirer* 327(73):4, Section H.

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K.M. Weigert. 1993. Experiential Learning: Contributions to the Development of Values (Revised 2nd Edition). Pages 382-412 in, D.G. Ross, SJ, ed., Value Development in the University Classroom. Fu Jen University, Taiwan, Republic of China.

English

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The Graduate School Research Division

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De Serrano, Vesna S.

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