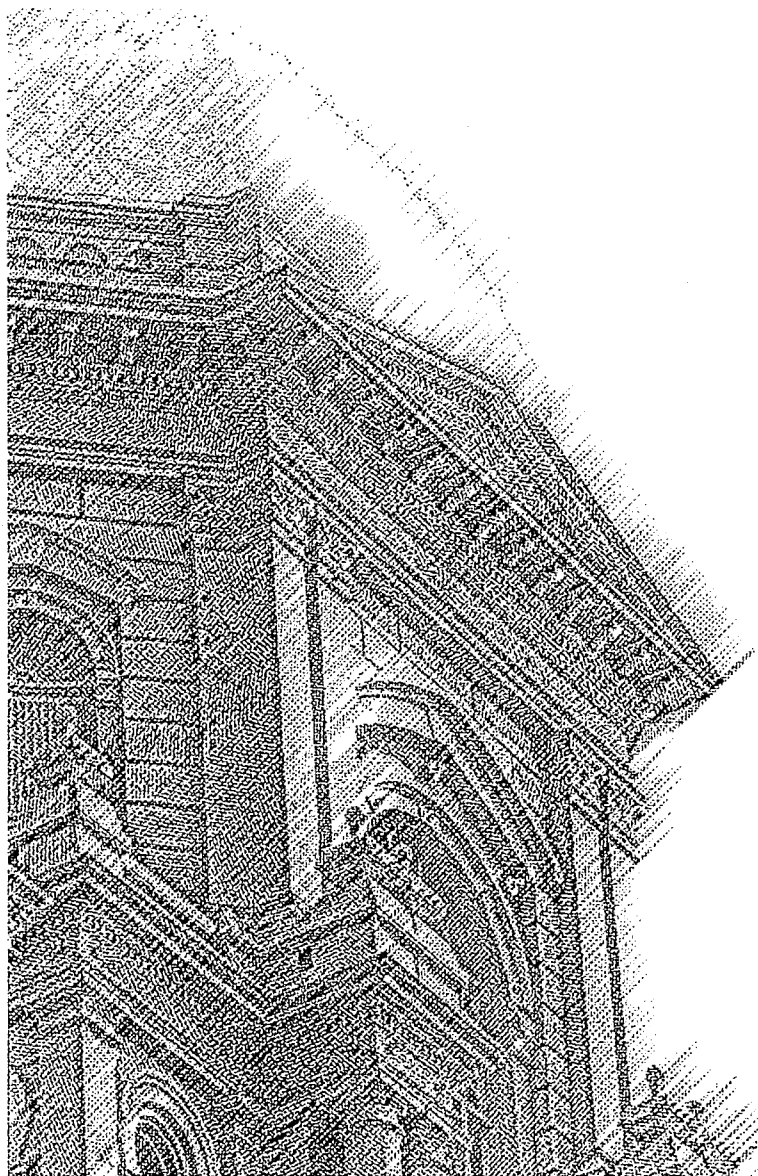


# Notre Dame Report



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# The University

## Dority Receives First Higgins Award

Douglas H. Dority, president of the United Food and Commercial Workers (UFCW) international union, has been selected to receive the first George G. Higgins Social Justice Award from Notre Dame's Higgins Labor Research Center.

Douglas H. Dority was elected international president of the UFCW in 1994. Born Dec. 9, 1938, in Marion, Va., Dority became a union activist while working as a clerk at Colonial Supermarkets in Lynchburg, Va. In 1962 he successfully organized the employees of his own store for the UFCW and went on to unionize the 10 other stores in the Colonial chain. Since then, he has served in several positions in the union and been active in all its activities, including bargaining and membership service. After his election as its director of organizing in 1985, the UFCW became the only private sector union to grow during the 1980s.

The Higgins Award and the Higgins Labor Center are both named in honor of Monsignor George Higgins, the labor scholar and activist and consultant to the American Catholic bishops.

## McMeel to Sponsor Red Smith Lectureship

The Red Smith Lectureship in Journalism at the University of Notre Dame will be sponsored beginning this year by John and Susan McMeel and Universal Press Syndicate.

John McMeel, president of Universal Press Syndicate as well as chairman and president of Andrews McMeel Universal, is a 1957 Notre Dame graduate. He serves on the advisory committee for the new Notre Dame Program in Journalism, Ethics and Democracy and also is a member of the advisory council of the College of Arts and Letters.

The Red Smith Lectureship was established in 1983 to honor the Pulitzer

Prize-winning sportswriter, a 1927 alumnus of Notre Dame, and to advance the teaching of journalism and writing. Smith was a columnist for *The New York Times* at the time of his death in 1982 at age 76.

The Smith Lectureship has brought many notable journalists to Notre Dame, including James Reston, Murray Kempton, James J. Kilpatrick, Robert C. Maynard, Charles Kuralt, Dave Kindred, Gene Roberts and Georgie Anne Geyer. Each Smith Lecture is not only delivered at Notre Dame but also printed and distributed to thousands of newspeople nationwide.

## Ellis Establishes Scholarship

LaPhonso Ellis, a 1992 Notre Dame graduate and a member of the NBA's Denver Nuggets, has established an academic scholarship endowment at the University for students from his hometown of East St. Louis, Ill.

Beginning in the 1998-99 academic year, earnings from the LaPhonso D. Ellis Scholarship fund will be used to provide financial aid to Notre Dame students with outstanding credentials and demonstrated financial need and who attended East St. Louis Lincoln High School or East St. Louis Senior High School.

A 1988 graduate of Lincoln High, Ellis played forward at Notre Dame from 1988 to 1992, finishing eighth in career scoring with 1,505 points and third in rebounding with 1,075. He was selected by the Denver Nuggets in the first round of the 1992 NBA draft — the fifth selection overall — and averaged 14.7 points per game that season to earn a place on the NBA All-Rookie Team. He has averaged 15.4 points and 8.1 rebounds in his five-year career.

Ellis is one of a number of Notre Dame student-athletes — including Chris Zorich, Andy Heck, Johnny Lujack, Todd Lyght, Bryant Young, Demetrius DuBose and Jerome Bettis — who recently have established academic scholarships at the University.

# Faculty Notes

## Honors

**Lawrence Cunningham**, professor of theology, was appointed to the board of editorial advisors of *Cistercian Studies Quarterly*.

**Abbott Astrik L. Gabriel**, director and professor emeritus in the Medieval Institute and director of the Folsom Ambrosiana Collection, was honored with the "Pro Ecclesia Hungariae" medal for his many publications regarding the history of the Roman Catholic Church by Archbishop Dr. István Seregély, president of the Hungarian Episcopate.

**John H. Garvey**, professor of law, has been elected co-chair of the Association of American Law Schools Section on Law and Religion for 1998-99.

**Yih-Fang Huang**, professor of electrical engineering, was re-elected vice president for publications for the Circuits and Systems Society of the Institute of Electrical and Electronic Engineers.

**Ruthann K. Johansen**, associate professional specialist and concurrent associate professor in the arts and letters core course, and **Carolyn Nordstrom**, associate professor of anthropology and fellow in the Kroc Institute, received a Lilly Foundation grant to hold a Midwest conference titled "Talking Across Boundaries: Cultures of Violence, Cultures of Peace" at the University of Notre Dame, Notre Dame, Ind., April 3-4.

**Douglas W. Kmiec**, professor of law, was an honored guest, along with Chief Justice William Rehnquist and Associate Justice Antonin Scalia, at the first ever reunion of the former heads of the Office of Legal Counsel of the U.S. Department of Justice in Washington, D.C., Oct. 16.

**Anthony N. Michel**, McCloskey dean and Freimann professor of engineering, received an Alexander von Humboldt *Forschungspreis*, German's highest research award for senior U.S. scientists and scholars in all disciplines. The Humboldt Prize grants Michel 12 months of research support in a period of five years at any German university or Max Planck Institute. He plans to spend the bulk of his time at the Ruhr Universität in Bochum, where he will conduct research on the stability theory of dynamical systems.

**Walter Nugent**, Tackes professor of history, has been elected vice president (1998-2000) and president-elect (2000-02) of the Society of Historians of the Gilded Age and Progressive Era.

**Guillermo O'Donnell**, Kellogg professor of government and international studies, has been appointed a member of the editorial committee of the journal, *Gestión y Política Pública*.

**Catherine Schrenker Poole**, assistant professor of art, art history and design, received a United States patent for creating a method of determining basic personality traits using a series of colorized cards.

**J. Samuel Valenzuela**, professor of sociology and director of the Angers Program, has been appointed to the international advisory board of the *Journal of Latin American Studies*.

## Activities

**Doris Bergen**, assistant professor of history, presented the paper "Nazi Revolution, Christian Revival? German Protestant Responses to National Socialism, 1933" for the American Society of Church History in Seattle, Wash., Jan. 10.

**Jeffrey H. Bergstrand**, associate professor of finance and business economics and fellow in the Kroc Institute, presented the paper "The Growth and Regionalization of International Trade" co-authored with **Scott L. Baier**, assistant professor of finance and business economics, at a session of the American Economic Association annual meeting in Chicago, Ill., Jan. 3-5.

**Lawrence S. Cunningham**, professor of theology, spoke at three conferences on theology for the Deaconate Formation Program of the Diocese of Gary, Ind., in Hammond, Ind., Dec. 20-21.

**Fred R. Dallmayr**, chairperson and Deed professor of government and international studies, presented a talk on "Globalization: Curse or Promise?" at a conference on Civilizational Dialogue held at the University of Malaya in Kuala Lumpur, Malaysia, Sept. 15-17. He presented a lecture on "What is Self-Rule? Lessons from Gandhi" at a Gandhi conference held at the University of Calgary in Calgary, Canada, Nov. 13-15. He presented a talk on "Buddhism and the Kyoto School" at the meeting of the American Academy of Religion in San Francisco, Calif., Nov. 22-25.

**Alejandro Garcia**, assistant professor of physics, gave the invited seminar "Searches for Scalar Contributions to Weak Interaction" at the Argonne National Laboratory in Argonne Ill., Nov. 24; and at the National Superconducting Cyclotron Laboratory at Michigan State University in East Lansing, Mich., Dec. 10. He gave the invited talk "Neutrino-absorption Cross Section of the Icarus Detector" at the Institute for Theoretical Physics Conference on Solar Neutrinos: News about SNU's, Dec. 2-6.

**John H. Garvey**, professor of law, organized a symposium on Law and Logic to observe the publication of Robert Rhodes and Howard Pospesil's book, *Premises and Conclusions*, in Notre Dame, Ind., Nov. 14-15. He discussed the president's race initiative with President Clinton, Vice President Gore, the Secretaries of Health and Human Services, Labor, and Education, and a number of American religious opinion leaders at the White House, Washington, D.C., Nov. 20.

**James A. Glazier**, associate professor of physics, gave the invited seminar "How Cells Know Where to Go" for the Department of Physics at Fudan University in Shanghai, People's Republic of China, Jan. 6.

**J. Philip Gleason**, professor emeritus of history, led a seminar for the history group of the Young Scholars in American Religion, a national program sponsored by the Center for the Study of Religion in American Culture at Indiana University-Purdue University Indianapolis and by the Pew Charitable Trusts, held in Notre Dame, Ind., Oct. 9-11. He spoke on "Catholic Women's Colleges in the Twentieth Century" as part of inauguration activities of the new president of Rivier College in Nashua, N.H., Oct. 24. He served as a commentator at a workshop on Immigration, Naturalization, and Americanization at the Terry Sanford Center for Public Policy at Duke University in Durham, N.C., Oct. 30-Nov. 1. He presented "The Course of American Catholic History" at the symposium on American Catholicism in the Next Millennium held at Loras College in Dubuque, Iowa, Nov. 10.

**Denis Goulet**, O'Neill professor in education for justice, economics, organized and conducted the joint workshop on Alternative Development Indicators at the Hesburgh Center for International Studies, Notre Dame, Ind., Jan. 9-11.

**Ruthann K. Johansen**, associate professional specialist and concurrent associate professor and assistant director of the core course, lectured on "The Poetics of Self-Reconstruction" and

conducted research on narrative therapy at the University of Waikato in Hamilton, New Zealand.

**Erik A. Johnson**, visiting research assistant professor of civil engineering and geological sciences, presented the paper "Methods of System Identification for Monitoring Slowly Time-Varying Structural Systems" co-authored with L.A. Bergman and P.G. Voulgaris, professors at the University of Illinois at Urbana-Champaign, at IASTED Intelligent Information Systems (IIS '97) Conference in Freeport, Bahamas, Dec. 8-10.

**Maxwell E. Johnson**, associate professor of theology, presented "Baptism as 'New Birth by Water and the Holy Spirit,' according to Western Liturgical Sources: A Catena of Texts and the Beginnings of a Preliminary Study" to the Problems in the Early Church History of the Liturgy Seminar of the North American Academy of Liturgy in San Antonio, Tex., Jan. 5. He presented "Living Water, Sealing Spirit: The Holy Spirit and the Rites of Christian Initiation" to Winds of Hope: Sunshine State Conference for Catechists at the Roman Catholic Dioceses of Florida in St. Petersburg, Fla., Jan. 10.

**Douglas W. Kmiec**, professor of law, served as an invited commentator on the viability of neighborhood association and was the keynote speaker at a dinner honoring Attorney General Daniel Lungren of California hosted by the Notre Dame Clubs of Los Angeles and Orange County, Calif., in Long Beach, Calif., Nov. He conducted a Bible Study on the Gospel of Matthew at Pepperdine University Law School, Nov. He was interviewed by the Associated Press on the constitutionality of allowing religious organizations to be grantees and program directors under recent welfare reform legislation, Jan. He prepared a legal opinion for the Senate Judiciary Committee on legislation that would create new criminal liability for paparazzi-like events of the type that resulted in the death of Princess Diana and was an invited participant in the Liberty Fund Conference on Freedom and Federalism in Captiva Island, Fla., Jan.

**Julia F. Knight**, professor of mathematics, gave a talk titled "Computable Boolean Algebras, Part I" as a joint work with Michael Stob in a special session at the American Mathematical Society meeting held in Baltimore, M.D., Jan. 8.

**Patrick E. Murphy**, chairperson and professor of marketing, gave the keynote address "Ethics in Marketing: A Global View" at the VII Coloquio De Etica Empressarial Y Economica, a conference held at IESE, University of Navarra, Barcelona, Spain, Oct. 23.

**Rev. Hugh R. Page Jr.**, assistant professor of theology, presented "The Use of Lexical and Thematic Strategies in the Marking of Socio-Political, Religious, and Other Boundaries in Biblical Literature — A Case Study Using the Book of Judges" for the annual meeting of the Society for the Scientific Study of Religion in San Diego, Calif., Nov. He presented "Historical Reconstruction as Folklore: An Emic Assessment of Contemporary Research on the Exodus and Conquest Traditions in the Hebrew Bible" for the African-American Theology and Biblical Hermeneutics Group, and served on the panel review of "African Americans and the Bible" project at the 1997 AAR/SBL annual meetings in San Francisco, Calif., Nov. Page presented "Some Comments on G.G.M. James' *Stolen Legacy*" for the annual colloquium of the Institute for Ancient Near Eastern and Afroasiatic Cultural Research in San Francisco, Calif., Nov. He preached the sermon "Seeing . . . and Still Dreaming — Reflections on Habakkuk 3.17-19" at the Officer's Day Worship Service at the Sharon Baptist Church in Baltimore, Md., Nov. 30.

**Catherine Schrenker Poole**, assistant professor of art, art history and design, gave a lecture titled "Connecting Across Disciplines, Teaching Color Theory in the Philosophy Department of Warsaw University" at the Mid-American Art Conference sponsored by Virginia Commonwealth University in Richmond, Va., Oct. 16. Her "Color Deck," for which she received a patent, is on display at the Snite Museum of Art in an exhibition of Poole's graphic design work, Feb. 1-March 29.

**Gregory E. Sterling**, associate professor of theology, presided at a panel discussion on "The Hellenistic Jewish Fragments," jointly sponsored by the Hellenistic Judaism Section and the Luke-Acts Group of the Society of Biblical Literature, and presented "Opening the Scriptures: The Legitimacy of the Jewish Diaspora and the Early Christian Mission" to the Luke-Acts Group at the annual meeting of the American Academy of Religion and Society of Biblical Literature in San Francisco, Calif., Nov. 22-23.

**G.N.R. Tripathi**, professional specialist in the Radiation Laboratory, presented "Solvent Manifestations in the Time-Resolved Raman Spectra and Structure of Short-Lived Radicals in Water" to the international symposium on Free Radicals in Dalecarlia, Sweden, Aug. 17-22.

**Eugene C. Ulrich**, professor of theology, presented a lecture titled "The Dead Sea Scrolls and the Hebrew Scriptural Texts" at a symposium on Biblical Theology and the Dead Sea Scrolls at Princeton Theological Seminary in Princeton, N.J., Nov. 9-12. He presented the invited paper "The Scrolls and the Study of the Hebrew Bible" to the plenary session on the Dead Sea Scrolls after Fifty Years at the Society of Biblical Literature annual meeting in San Francisco, Calif., Nov. 24.

**J. Samuel Valenzuela**, professor of sociology and director of the Angers Program, served as an examiner for a doctoral dissertation at St. Antony's College, Oxford University, England, Dec. 14.

## Publications

**Rebecca L. Bordt**, assistant professor of sociology, wrote *The Structure of Women's Nonprofit Organizations*, Bloomington, Ind.: Indiana University Press, 1997, 114 pages. She wrote "How Alternative Ideas Become Institutions: The Case of Feminist Collectives" published in *Nonprofit and Voluntary Sector Quarterly*, vol. 26, no. 2, 1997, pages 132-155.

**Jianguo Cao**, associate professor of mathematics, wrote "Topics in Geometric Analysis via Gromov's Methods" published in *Advances in Mathematics*, vol. 26, no. 6, 1997, pages 481-506.

**Patricia Mei Yin Chang**, assistant professor of sociology, wrote "Female Clergy in the Contemporary Protestant Church: A Current Assessment" in *Journal for the Scientific Study of Religion*, vol. 36, no. 4, Dec. 1997. She wrote "In Search of a Pulpit: Sex Differences in the Transition from Seminary Training to the First Parish Job" published in *Journal for the Scientific Study of Religion*, vol. 36, no. 4, Dec. 1997.

**Kevin J. Christiano**, associate professor of sociology, co-authored a review of *Congregation and Community*, by Nancy Tatom Ammerman, with Arthur E. Farnsley II, et al., published in *Social Forces*, vol. 76, no. 2, Dec. 1997, pages 734-735.

**Marian E. Crowe**, adjunct assistant professor in the First Year Writing Program, wrote "G.K. Chesterton and the Orthodox Romance of *Pride and Prejudice*" published in *Renascence*, vol. 49, no. 3, spring 1997, pages 209-221.

**Lawrence S. Cunningham**, professor of theology, wrote "Theology and Theologies: Some Reflections" published in *Initiative Report*, no. 1/4, 1997, pages 3-6.

**Fred R. Dallmayr**, chairperson and Dee professor of government and international studies, wrote "Introduction: Toward a Comparative Political Theory" published in a special issue of *The Review of Politics*, edited by Dallmayr and Peter Moody, vol. 59, pages 421-427. He wrote "Truth and Diversity: Some Lessons from Herder" published in *Journal of Speculative Philosophy*, vol. 11, 1997, pages 101-124; and "Exit from Orientalism: Comments on Wilhelm Halbfass" published in *Beyond Orientalism: The Work of Wilhelm Halbfass and Its Impact on Indian and Cross-Cultural Studies*, edited by Eli Franco and Karin Preisendanz, Amsterdam: Rodopi, 1997, pages 49-69.

**Roberto A. DaMatta**, Joyce professor of anthropology, wrote "Brasil: Enfim Uma Sociedade Pos-Moderna" published in *Lições de Mestres: Entrevistas sobre Globalização e Desenvolvimento Econômico*, Rio de Janeiro: Associação Brasileira de Desenvolvimento Econômico e Editora Campus, 1998, pages 243-254. He wrote "Inversion del Mundo: En Torno de las Festas y del Carnaval del Brasil" published in *Brasil en Síntesis*, Publication of the Foundation and Center for Brazilian Studies of Buenos Aires, Argentina, 1997, pages 75-77.

**Amitava K. Dutt**, chairperson and professor of economics and fellow in the Kellogg Institute, wrote "On an Alleged Inconsistency in Aggregate-Supply/Aggregate-Demand Analysis" published in *Eastern Economic Journal*, vol. 23, no. 4, 1997, pages 469-476. He wrote "The Pattern of Direct Foreign Investment and Growth" published in *World Development*, vol. 25, no. 11, pages 1925-1936.

**William G. Dwyer**, Hank professor of mathematics, wrote "Sharp Homology Decompositions for Classifying Spaces of Finite Groups" published in *Proc. Symp. Pure Mathematics*, vol. 63 (Group representations, cohomology, group actions and topology), American Mathematical Society, Providence, R.I., 1998, pages 197-220.

**Mohamed Gad-el-Hak**, professor of aerospace and mechanical engineering, edited *Flow Control: Fundamentals and Practices*, with Andrew Pollard and Jean-Paul Bonnet. He wrote "Introduction to Flow Control" and "Frontiers of Flow Control," published in *Flow Control: Fundamentals and Practices*, Berlin: Springer-Verlag, 1998, pages 1-107; 109-153.

**Alejandro García**, assistant professor of physics, co-authored " $^{40}\text{Ti}$   $\beta$  Decay and the Neutrino Capture Cross-Section for  $^{40}\text{Ar}$ " with W. Trinder, R. Anne, M. Lewitowicz, M.G. Saint-Laurent, C. Donzaud, D. Guillemand-Muller, S. Leenardt, A.C. Mueller, F. Pougheon, O. Sorlin, M. Bhattacharya, N.I. Kaloskamis, E.G. Adelberger and H.E. Swanson, published in *Physics Letters B*, vol. 415, 1997, pages 211-215.

**Umesh Garg**, professor of physics, co-authored "Level Structures of  $^{96,97,98}\text{Ru}$  at High Angular Momentum" with B. Kharraja, S.S. Ghugre, et al., published in *Physical Review C*, vol. 57, no. 1, Jan. 1998, pages 83-96. Garg co-authored "First Investigation of  $^{115}\text{In}$  in the High Spin Regime" with S. Naguleswaran, S.S. Ghugre, B. Kharraja, et al., published in *Zeitschrift für Physik A*, vol. 359, 1997, pages 235-236. He co-authored "Identification of  $^{181}\text{Hg}$  and Shape Coexistence in Odd-A Hg Isotopes" with P.G. Varmette, et al., published in *Physics Letters B*, vol. 410, 1997, pages 103-109.

**Denis A. Goulet**, O'Neill professor in education for justice, economics, wrote "Desenvolvimento autêntico: fazendo-o sustentável" published in *Meio Ambiente, Desenvolvimento Sustentável E Políticas Públicas*, São Paulo, Brazil: Fundação Joaquim Nabuco, 1997, pages 72-82.

**Christopher S. Hamlin**, associate professor of history and fellow in the Kroc Institute, wrote a review of *Prisoners of the Crystal Palace*, by Peter Sreen, published in *ISIS*, vol. 88, no. 3, page 581. He wrote a review of *The Road to Love Canal: Industrial Waste before the EPA*, by Craig E. Colton and P.N. Skinner, published in *American Scientist*, vol. 85, July-Aug. 1997, pages 394-395.

**Erik A. Johnson**, visiting research assistant professor of civil engineering and geological sciences, co-authored "Methods of System Identification for Monitoring Slowly Time-Varying Structural Systems" with L.A. Bergman and P.G. Voulgaris, published in the *Proceedings of the IASTED Intelligent Information Systems Conference (ISS '97)*, Dec. 1997, pages 569-573. He co-authored *On-line Modal State Monitoring of Slowly Time-Varying Structures* with L.A. Bergman and P.G. Voulgaris, published as a NASA Contract Report, NASA CR 198057, Oct. 1997. He co-authored "A State-of-the-Art Report on Computational Stochastic Mechanics" with **Billie F. Spencer Jr.**, professor of civil engineering and geological sciences, and **Kazimierz Sobczyk**, Massman visiting professor of civil engineering and geological sciences, et al., published in *Probabilistic Engineering Mechanics*, vol. 12, no. 4, 1997, pages 197-321.

**Maxwell E. Johnson**, associate professor of theology, wrote a review of *Work of God: Benedictine Prayer*, by Judith Sutura, published in *Monastic Liturgy Forum*, fall 1997. He wrote "A Response to Gerard Austin's 'Identity of a Eucharistic Church in an Ecumenical Age'" published in *Worship*, vol. 72, no. 1, Jan. 1998, pages 35-43.

**Douglas W. Kmiec**, professor of law, wrote Vol. 1, *An Introduction to the History and Nature of American Constitutional Law*, Pepperdine University Federal-State Edition, 1997, 508 pages. He wrote Vol. 2, *An Introduction to the History and Nature of American Constitutional Law*, Pepperdine University Individual Rights Edition, 1998, 1098 pages.

**James J. Kolata**, assistant chairperson and professor of physics, co-authored " $\beta$  Decay of the Neutron-rich Isotope  $^{14}\text{Be}$ " with M. Belbot, M. Zahar et al., published in *Physical Review C*, vol. 56, no. 6, Dec. 1997, pages 3038-3044.

**Kwan S. Kim**, professor of economics and fellow in the Kellogg Institute, wrote "Income Distribution and Poverty: An Interregional Comparison" published in *World Development*, vol. 25, no. 11, 1997, pages 1909-1924. He edited *Economic Cooperation and Integration: East Asian Experience*, with Robert Riemer, Notre Dame: Kellogg Institute, 1997, 293 pages. He wrote "Toward Regional Integration in the Asian Pacific: Issues and Prospects" published in *Economic Cooperation and Integration: East Asian Experience*, Notre Dame: Kellogg Institute, 1997, pages 23-56.

**John M. LoSecco**, professor of physics, wrote the article "Bounds on Dark Matter from the 'Atmospheric Neutrino Anomaly'" published in *Physical Review D*, vol. 56, 1997, pages 4416-4418. He co-authored the article "The Atmospheric Muon Neutrino Fraction Above 1 GeV" with R. Clark, et al., published in *Physical Review Letters*, vol. 79, 1997, pages 345-348.

**Scott P. Mainwaring**, executive director of the Kellogg Institute and Conley professor of government and international studies, wrote "Políticos, Partidos e Sistemas Eleitorais" published in *Estudos Eleitorais*, no. 2, 1997, pages 335-381.

**Paul J. McGinn**, professor of chemical engineering, co-authored "Effects of Ce-based Additions During Texturing of  $\text{YBa}_2\text{Cu}_3\text{O}_{7-\delta}$ " with T. Meignan, A. Banerjee and J. Fultz, published in *Physica C*, vol. 281, 1997, pages 109-120. He edited *High Temperature Superconductors: Synthesis, Processing, and Applications II* with U. Balachandran, TMS, 1997, 228 pages. He co-authored "Interactions of Ce-based Additions with the Melt During Texturing of  $\text{YBa}_2\text{Cu}_3\text{O}_{7-\delta}$ " with T. Meignan, A. Banerjee and J. Fultz, and "Segregation of Second Phase Particles During Melt Texturing of  $\text{YBa}_2\text{Cu}_3\text{O}_{7-\delta}$ " with H. Balwada and T. Meignan, published in *High Temperature Superconductors: Synthesis, Processing, and Applications II*, pages 127-136; 137-146. He co-authored "Numerical Calculations of the Magnetic Behavior of a Superconductor Sample of Finite Size" with C.

Byrnes, published in *Superconductor Science and Technology*, vol. 10, 1997, pages 640-645. He co-authored "Effects of Processing Variables on the Magnetic Properties of Melt-Processed  $\text{YBa}_2\text{Cu}_3\text{O}_x$ " with S. Yeung and H.F. Yang, published in *Physica C*, vol. 290, 1997, pages 334-344. He co-authored "Improved Flux Pinning Through Ce-Mg Additions in Melt Textured  $\text{YBa}_2\text{Cu}_3\text{O}_{7-\delta}$ " with S. Yeung, A. Banerjee and J. Fultz, published in *Applied Physics Letters*, vol. 71, 1997, pages 3706-3708. He wrote "High Temperature Superconductivity — Ten Years After the Discovery" published in *JOM*, vol. 49, no. 10, 1997, page 11.

**Philip E. Mirowski**, Koch professor of economics, co-authored "Harold Hotelling and the Neoclassical Dream" published in *Economics and Methodology Crossing Boundaries*, edited by Roger E. Backhouse, Daniel M. Hausman, Uskali Maki and Andrea Salanti, Great Britain: MacMillan Press Ltd., 1998, pages 322-397.

**Rev. Wilson D. Miscamble, C.S.C.**, chairperson and associate professor of history, wrote a review of *FDR and the Creation of the U.N.*, by Townsend Hoopes and Douglas Brinkley, published in *The Journal of American History*, vol. 84, no. 3, Dec. 1997, pages 1124-1125. He wrote a joint review of the books *Shadows of Vietnam: Lyndon Johnson's Wars*, by Frank E. Vandiver, and *Dereliction of Duty: Lyndon Johnson, Robert McNamara, the Joint Chiefs of Staff, and the Lies that Lead to Vietnam*, by H.R. McMaster, published in *America*, vol. 178, no. 2, Jan. 17-24, 1998, pages 22-25.

**Patrick E. Murphy**, chairperson and professor of marketing, wrote "Ethics of Marketing" published in *Encyclopedic Dictionary of Business Ethics*, edited by Patricia H. Werhane and R. Edward Freeman, Oxford, England: Blackwell Publishers Inc., 1997, pages 261-264.

**Rev. Thomas O'Meara, O.P.**, Warren professor of theology, wrote *Thomas Aquinas, Theologian*, Notre Dame, Ind.: University of Notre Dame Press, 1997. He wrote *Seeing Theological Forms, Archives of Modern Christian Art: Monograph Number Six*, Belmont: The Ar-

chives of Modern Christian Art, 1997. He wrote "The Expansion of Ministry: Yesterday, Today, and Tomorrow" published in *The Renewal That Awaits Us*, Chicago, Ill.: Liturgical Training Publications, 1997, pages 91-103. He wrote "The Presence of Grace Outside of Evangelization, Baptism and Church in the Theology of Thomas Aquinas" published in *That Others May Know and Love*, edited by M. Cusato, St. Bonaventure: Franciscan Institute, 1997, pages 91-132. O'Meara wrote "Beyond 'Hierarchology': Johann Adam Möhler and Yves Congar" published in the Möhler Anniversary Volume of *The Legacy of the Tübingen School*, New York, N.Y.: Crossroad, 1997, pages 173-191. He wrote "Ministry in the Catholic Church Today. The Gift of Some Historical Trajectories." published in NCCB. He wrote "A French Resistance Hero" published in *America*, vol. 175, 1997, pages 12-17. He wrote "Virtues in the Theology of Thomas Aquinas" published in *Theological Studies*, vol. 58, 1997, pages 254-285.

**David. N. Ricchiute**, Deloitte and Touche professor of accountancy, wrote *Auditing and Assurance Services*, fifth edition, South-Western Publishing, 1998, 766 p.

**Mark W. Roche**, O'Shaughnessy dean of arts and letters and Joyce professor of German and Russian languages and literatures, published *Tragedy and Comedy: A Systematic Study and a Critique of Hegel* in the SUNY Series in Hegelian Studies, Albany: State University of New York Press, 1998.

**Elliot D. Rosen**, research associate professor of chemistry and biochemistry, and **Francis J. Castellino**, dean of science, Kleiderer-Pezold professor of biochemistry and director of the Center for Transgene Research, co-authored "Mice Lacking Factor VII Develop Normally But Suffer Fatal Perinatal Bleeding" with Joyce C.Y. Chan, Esohe Idusogie, Frederic Clotman, George Vlasuk, Thomas Luther, Louise R. Jalbert, Sybille Albrecht, Liang Zhong, Ann Lissens, Luc Schoonjans, Lieve Moons, Desire Collen and Peter Carmeliet, published in *Nature*, vol. 390, 1997, pages 290-294.



**Uri Sarid**, assistant professor of physics, co-authored "Low-Energy Signals for a Gauge-Mediated Model" with E. Gabrielli, published in *Physical Review Letters*, vol. 79, 1997, pages 4752-4755.

**Valerie Sayers**, professor of English, wrote a review of *Foreign Correspondence* by Geraldine Brooks published in *New York Times Book Review*, Jan. 4.

**Peter E. Schiffer**, assistant professor of physics, and **Albert-László Barabási**, assistant professor of physics, co-authored "Maximum Angle of Stability in Wet and Dry Spherical Granular Media" with Réka Albert, István Albert and Daniel Hornbaker, published in *Physical Review E*, vol. 56, no. 6, Dec. 1997, pages R6271-R6274.

**Mihir Sen**, professor of aerospace and mechanical engineering, and **Mohamed Gad-el-Hak**, professor of aerospace and mechanical engineering, co-authored "New Approach to Constrained Shape Optimization Using Genetic Algorithms" with M.C. Sharatchandara, published in *AIAA Journal*, vol. 36, no. 1, Jan. 1998, pages 51-61.

**Gregory E. Sterling**, associate professor of theology, co-edited *Wisdom and Logos: Studies in Jewish Thought in Honor of David Winston* (*The Studia Philonica Annual* 9), with David T. Runia, Atlanta, Ga.: Scholars Press, 1997, pages xxiii + 394. He wrote "The Path of Wisdom: A Portrait of David Winston" published in *The Studia Philonica Annual*, vol. 9, 1997, pages xi-xxiii. He wrote "Prepositional Metaphysics in Jewish Wisdom Speculation and Early Christological Liturgical Texts" published in *The Studia Philonica Annual*, vol. 9, 1997, 219-238. He wrote a review of *Philo Judaeus: His Universe of Discourse* by Naomi Cohen, published in *Religious Studies Review*, vol. 23, 1997, page 19. He wrote a review of *Her Share of the Blessings: Women's Religions Among Pagans, Jews, Christians in the Greco-Roman World* by Ross Kraemer, published in *The Restoration Quarterly*, vol. 39, 1997, page 60. He wrote a review of *Heresy and Criticism: The Search for Authenticity in Early Christian Literature* by Robert M. Grant, published in *Jour-*

*nal for the Study of the Pseudepigraphia*, vol. 15, 1997, page 93.

**James P. Thomas**, assistant professor of aerospace and mechanical engineering, and **John E. Renaud**, Clark assistant professor of aerospace and mechanical engineering, co-authored "Modeling the Mechanical Properties of Fused Deposition Parts" with J.F. Rodriguez, published in *CAE and Intelligent Processing of Polymeric Materials*, edited by H.P. Wang, L.-S. Turng and J.M. Marchal, ASME MD, vol. 79, 1997, pages 299-308, and presented at the ASME International Congress and Exposition, Dallas, Tex., Nov. 16-21, 1997.

**Eugene C. Ulrich**, professor of theology, wrote "The Community of Israel and the Composition of the Scriptures" published in *The Quest for Context and Meaning: Studies in Intertextuality in Honor of James A. Sanders*, edited by Craig A. Evans and Shemaryahu Talmon, Leiden, The Netherlands: Brill, 1997, pages 327-342. He wrote "An Index to the Contents of Isaiah Manuscripts from the Judean Desert" published in *Writing and Reading the Scroll of Isaiah: Studies of an Interpretive Tradition*, edited by Craig C. Broyles and Craig A. Evans, Leiden, The Netherlands: Brill, 1997, pages 477-480.

**J. Samuel Valenzuela**, professor of sociology and director of the Angers Program, and **Scott P. Mainwaring**, executive director of the Kellogg Institute and Conley professor of government and international studies, co-edited *Politics Society and Democracy: Latin America*, Boulder, Co.: Westview Press, 1997. Valenzuela wrote "Macro Comparisons without the Pitfalls: A Protocol of Comparative Analysis" published in *Politics Society and Democracy: Latin America*, 1997, pages 237-266. He wrote "Hacia la formación de instituciones democráticas: Prácticas electorales en Chile durante el Siglo XIX" published in *Estudios Públicos*, no. 66, fall 1997, pages 215-257. He wrote "Orígenes y transformaciones del sistema de partidos en Chile" published in *Argentina-Chile: ¿Desarrollos Paralelos?* edited by Torcuato S. Di Tella, Buenos Aires, Argentina: Grupo Editor Latinoamericano, 1997, pages 73-145.

**J. Robert Wegs**, professor of history and director of the Nanovic Institute, wrote of review of *Urbanization and Crime: Germany, 1871-1914* by Eric A. Johnson, published in *The Journal of Modern History*, vol. 69, no. 4, Dec. 1997, pages 885-887.

**Rev. James F. White**, professor of theology, wrote "How to Bathe" published in *Liturgy*, vol. 14, summer 1997, pages 25-28.

**Olaf G. Wiest**, assistant professor of chemistry and biochemistry, co-authored "Thermodynamics of the Conversion of Chorismate to Prephenate: Experimental Results and Theoretical Predictions" in *Journal of Physical Chemistry B*, vol. 101, no. 50, 1997, pages 10976-10982.



# Documentation

## James A. Burns, C.S.C., Graduate School Award

Nominations are requested for the James A. Burns, C.S.C., Graduate School Award, given annually to a faculty member for distinction in graduate teaching or other exemplary contributions to graduate education. This honor will be presented at the President's Dinner for the faculty in May, and the recipient will receive a citation and cash prize.

The first Notre Dame president with an advanced degree, a doctorate from the Catholic University of America, Father Burns was the leading reformer of Catholic education in this country in the first quarter of the 20th century. One of his most significant contributions was to raise academic standards by recruiting faculty with doctoral degrees.

Questions and letters of nomination should be addressed to Barbara M. Turpin, Associate Dean of the Graduate School, 206 Hurley Building, and must be received by March 6. Letters of nomination must be accompanied by a copy of the nominee's curriculum vitae.

### James A. Burns, C.S.C., Graduate School Award Winners Since 1990

1989-90	Rev. Ernan McMullin
1990-91	Lawrence Marsh
1991-92	Wilhelm Stoll
1992-93	Scott Maxwell
1993-94	Joan Aldous
	Francis J. Castellino
1994-95	Robert C. Johansen
	Kwang-tzu Yang
1995-96	Jeanne D. Day
1996-97	Arvind Varma

## Special University Awards

Nominations are requested for the three special awards as well as sufficient background material and/or documentation to support the candidate's nomination. Selection is based on the letter and materials submitted by the nominator. Nominations should be sent to Collin Meissner, Assistant Provost, 233 Hayes-Healy Center, by Friday, March 6, to be forwarded to the selection committees. Award winners will be honored at the President's Dinner in May.

### Faculty Award

Established in the 1927-28 academic year by the Alumni Association, the Faculty Award singles out that faculty member who, in the opinion of his or her colleagues, has contributed outstanding service to the University of Notre Dame. Each year a selection committee, composed of prior winners and representing the colleges and the Law School, studies the recommendations submitted by former recipients of this award, by the deans, and by individual faculty members, and selects a winner.

### Faculty Award Winners Since 1960

1959-60	Otto Bird
1960-61	John Frederick
1961-62	Milton Burton
1962-63	Stephen Kertesz
1963-64	Raymond Gutschick
1964-65	Matthew Fitzsimons
1965-66	Bernard D. Cullity
1966-67	John Magee
1967-68	Rev. Charles E. Sheedy, C.S.C.
1968-69	Bernard Waldman
1969-70	James Massey
1970-71	Thomas Stritch
1971-72	Ernest Sandeen
1972-73	Rev. Ernan McMullin
1973-74	Robert E. Rodes Jr.
1974-75	Herbert E. Sim
1975-76	Ronald Weber
1976-77	Walter Miller

1977-78	J. Philip Gleason
1978-79	K.T. Yang
1979-80	Frederick J. Crosson
1980-81	Jeremiah P. Freeman
1981-82	Morris Pollard
1982-83	James Kohn
1983-84	John Malone
1984-85	Rudy Bottei
1985-86	Rev. David Burrell, C.S.C.
1986-87	Paul Weinstein
1987-88	Ray Powell
1988-89	Robert A. Leader
1989-90	Edward J. Murphy
1990-91	Eugene Henry
1991-92	George B. Craig Jr.
1992-93	Lee Tavis
1993-94	Sonia Gernes
1994-95	Ralph McInerny
1995-96	Carol Ann Mooney
1996-97	William B. Berry

### Reinhold Niebuhr Award

Rev. Theodore M. Hesburgh, C.S.C., and Chancellor Willy Brandt of West Germany were the first recipients of Reinhold Niebuhr awards sponsored by friends of the Protestant theologian and author. Receiving this award in September 1972, at ceremonies at Union Theological Seminary in New York City, Father Hesburgh announced the establishment of a Reinhold Niebuhr award at the University of Notre Dame. This award is made annually to a student, faculty member or administrator whose life and writings promote or exemplify the area of social justice in modern life. The initial award to Father Hesburgh was \$5,000. This he turned over to the Notre Dame endowment to underwrite an annual cash award of \$250 for the winner of this campus honor. The selection committee includes representatives from the colleges and Law School, Campus Ministry, Center for Social Concerns, rectors, Ladies of Notre Dame and the student body. All members of the Notre Dame community are invited to submit recommendations for this award.

### Reinhold Niebuhr Award Winners Since 1973

1973	Msgr. John J. Egan
1974	CILA (Community for the International Lay Apostolate)
1975	George N. Shuster
1976	Rev. Louis Putz, C.S.C.
1977	Mr. and Mrs. Arthur Quigley
1978	Thomas P. Broden
1979	Rev. William Toohey, C.S.C.
1980	Rev. Don McNeill, C.S.C.
1981	Charles K. Wilber
1982	Kenneth and Penny Jameson
1983	Julian Pleasants
1984	John W. Houck and Oliver F. Williams, C.S.C.
1985	James Sterba
1986	John H. Yoder
1987	Stephen Worland
1988	Denis Goulet
1989	Sharon Lynn O'Brien
1990	John J. Gilligan
1991	Thomas and Nancy Shaffer
1992	Patrick E. Murphy
1993	John Borkowski
1994	Bernard Doering
1995	Rev. Richard McCormick, S.J.
1996	Rev. William M. Lewers, C.S.C.
1997	Rev. Joseph D. Ross, C.S.C.

### Grenville Clark Award

On October 20, 1978, Father Hesburgh was one of three recipients of the Grenville Clark Prize, an award given every three years by the Grenville Clark Fund at Dartmouth College. Following the procedure established when he won the Reinhold Niebuhr award in 1972, Father Hesburgh donated the \$5,000 Clark stipend to the Notre Dame endowment to underwrite a cash prize of \$250 to be awarded each year. This award is made to a faculty member, administrator or student whose voluntary activities serve to advance the cause of peace and human rights to which Grenville Clark devoted his extraordinary life of public service. The selection committee includes representatives from the colleges and Law School, Campus Ministry, Center for Social Concerns, rectors, Ladies of Notre Dame and the student body. All members of the Notre Dame community are invited to submit recommendations for this award.

### Grenville Clark Award Winners Since 1979

1979	Peter Walshe
1980	James and Mary Ann Roemer
1981	Sr. Judith Ann Beattie, C.S.C.
1982	Kenneth W. Milani
1983	Peggy Roach
1984	The Notre Dame Legal Aid and Defender Association
1985	Cecil and Mary Mast
1986	Rev. Robert F. Griffin, C.S.C.
1987	Conrad Kellenberg
1988	D'Arcy Chisholm and David Link
1989	Lloyd and Shelley Ketchum Kevin and Kathy Misiewicz
1990	Peter Morgan and Sr. Annette Giarrante, O.S.F.
1991	Kathleen Maas Weigert and Dolores Tantoco-Stauder
1992	Rev. H. Thomas McDermott, C.S.C.
1993	Michael and Christine Etzel
1994	Bro. Bonaventure Scully, C.F.X.
1995	Eugene J. McClory
1996	Jennifer A. Morehead Matthew Fitzgerald
1997	Thomas V. Merluzzi

## Academic Council Minutes

**April 22, 1997**

**Members in Attendance:** Rev. Edward A. Malloy, C.S.C., Nathan Hatch, Rev. E. William Beauchamp, C.S.C., Rev. Timothy R. Scully, C.S.C., Jeffrey Kantor, Carol Mooney, Patricia O'Hara, James Merz, Harold Attridge, Francis Castellino, Eileen Kolman, David Link, Maureen Gleason, Rev. Richard McBrien, Kathleen Biddick, Rev. David Burrell, C.S.C., Joan Aldous, Walter Nicgorski, Jean Porter, Phillip Quinn, John VanEngen, Bruce Bunker, John Derwent, Andrew Sommese, Joan Brennecke, David Kirkner, John Affleck-Graves, Jeffrey Bergstrand, Fernand Dutile, Lorry Zeugner, Sr. Regina Coll, C.S.J., and Kathleen Maas Weigert.

**Guests in Attendance:** None

**Observers:** Andrea Midgett, Dennis Moore, Thomas Runge, Harold Pace, Ana Rodriguez-Gusta and Barbara Walvoord.

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

**1. Minutes approved.** The minutes of the January 22, 1997, meeting were approved without amendment.

**2. Proposal for additional modification of the Appeals Procedure.** Prof. Van Engen, chair of the Faculty Affairs Committee of the Academic Council, reported that when the council voted at its last meeting to modify the appeals process for Teaching-and-Research (T&R) Faculty, it left unresolved the process for all other members of the Regular Faculty (i.e., Research Faculty, Library Faculty and Special Professional Faculty). He noted the committee's recommendation that the basis for appeals for Regular Faculty should be brought in line with the procedures approved for T&R Faculty. (See Attachment A.) He explained that the proposed changes in the appeals procedures for Regular Faculty were largely language and title updates; few substantive changes

were made, and then only to conform with the approved procedures for T&R Faculty.

Ms. Gleason commented that in the case of an appeal brought by a member of the T&R faculty, a provision states that no member of the University Committee on Appeals can be from the appellant's department. However, in the case of an appeal involving Library Faculty, the Committee on Appointments and Promotions (CAP) is essentially the appellant's department and is from the library. Prof. Mooney replied that the proposed appeals procedure would not change the current procedure; both Library Faculty and Special Professional Faculty would elect committees from the appropriate professional bodies. Since neither group is formally departmentalized, it would be left to the discretion of the electing body to decide how committees should be elected for appeals.

Ms. Gleason asked if it would be possible to include a provision that would allow Library Faculty to elect appeals committee members from outside the library if they wish since the proposal does not state that committee members must be from the library or from the appellant's department. Prof. Mooney replied that, as proposed, committee members could be elected from within or outside the library. When asked her opinion of the proposal's clarity, Ms. Gleason said that her questions had been answered. She did not wish to see more detailed procedures added.

Prof. Dutile felt that it would be good to clarify further the origin of the committee, before any appeals cases issue from the library. But Prof. Hatch thought that the process should be left open-ended, since electing committee members from outside the library was debatable. Prof. Dutile said that the proposal should at least state the basic fact referred to by Prof. Hatch; however, it does not even say that committee members must be faculty. Prof. Van Engen said that the proposal would allow the individuals involved with a particular case to appropriately decide who should hear the appeal. He said it was assumed that anyone

elected to the committee would be a faculty member.

Fr. Malloy said that the proposal could be considered further by the Executive Committee of the Academic Council or some other entity, such as a committee from the library. Prof. Dutile asked if it would be appropriate to amend the proposal, so that appeals committee members must be elected from the Regular Faculty. But Ms. Gleason wanted to first discuss the issue with the Library Faculty. She said that if the openness of the proposed procedure presents a problem, she will return it to the Academic Council for amendment. Fr. Malloy called for a vote on the proposal, which passed unanimously. He reminded the council that the proposal must be brought before the Board of Trustees for final approval.

**3. Ten-year Review of the Academic Articles.** Fr. Scully said that Article V of the Academic Articles mandates that the Academic Articles be reviewed periodically, at least every 10 years, in a manner prescribed by the Academic Council. Prof. O'Meara, the former provost, named a committee to review the articles before he left office, over a year ago. The committee was not to pursue substantive changes, but to identify language and procedural changes needed to keep the articles current. During the transition between provosts, the committee did not submit its report. Since then, Prof. Hatch asked a few other individuals to join the committee and requested that the report be brought forward this academic year.

Fr. Scully said that the report represents the committee's attempt to conform the articles and their practices. (See Attachment B.) He explained that the first part of the document proposes amendments to the Academic Articles, such as simple word changes, title changes, etc. The final page lists eight items that the committee feels should be considered next fall by the Provost's Advisory Committee (PAC), the Academic Council, or a subcommittee of the council; an agenda will be established to see that appropriate action is taken for each item.

Dean Attridge said that the amendments proposed in the first part of the document would delete such titles as "Dean of Administration," a position that has not existed for several years. Fr. Scully added that the Executive Committee reviewed the proposed amendments and sent them to the council with its full endorsement. Prof. Dutile asked if line 12, page 23 could be changed from "dismissal may be immediate following" to "dismissal may immediately follow." Fr. Scully and others concurred with the suggestion. At Fr. Malloy's request, the council voted on the proposed amendments to the Academic Articles, which were approved unanimously. Final approval must come from the Board of Trustees.

**4. Proposal for a One-of-a-Kind (OAK) Ph.D. program.** Prof. Sommese, chair of the Graduate Studies Committee of the Academic Council, reviewed this revised proposal, which would allow faculty in non-Ph.D.-granting departments to take on individual doctoral students. (See Attachment C.) The original proposal was discussed at length during the council's last meeting. (See minutes of January 22, 1997.) Prof. Sommese explained again that the OAK program would be possible only in departments that meet a very stringent set of preconditions, including exceptional faculty, students who enter with a preexisting Master of Arts degree, departmental strength in several related fields, an excellent fit between student and faculty mentor, etc.

Prof. Sommese recalled that previous questions from the Academic Council loosely fell into two categories: program quality and graduate student experience. Since then, he reported, the quality of the proposed program had been readdressed by Prof. Merz and the Graduate School. He said that Prof. Merz had clearly promised that the quality of the program would be maintained. Prof. Merz had also welcomed the idea of a proposed review of the program at the end of its fifth year. However, concerns about the kind of graduate experience an OAK student would have were more difficult to answer. Of particular concern was an

imagined scenario where a student and his or her mentor could not work together. What would happen to the student? Where would he or she go?

Prof. Sommese said that this is a potential problem for any doctoral student in any program, even large programs, because there are generally few excellent mentors whose interest matches that of a particular student. Addressing the potential isolation of OAK students, he said that there would be other graduate students in related areas of study with whom OAK students would take courses. Also, OAK students would be very much integrated into the life of their departments via close contact with their advisors. Finally, Prof. Sommese reiterated that the many qualifying conditions for OAK students and their mentors would limit severely the number of students admitted to the program. And he reported that after discussing again the proposal and questions raised by the Academic Council, the Graduate Studies Committee had again recommended its approval.

Prof. Merz then circulated comments addressing the possible isolation of OAK students that were submitted by Prof. Roche, the author of the proposal. (See Attachment D.) Prof. Merz expressed his opinion that the revised proposal adequately answers other questions raised by the council. Speaking for Prof. Roche, Prof. Merz said that OAK students would have graduate peers in their departments. Their peers would perhaps be master's students, but they would nonetheless share the same academic and intellectual interests and would be able to engage in discussion and debate. OAK students would take a number of courses in other departments, would have on their committees faculty from other departments, and would be strongly urged to study for a year in a Ph.D.-granting department in this country or abroad. Tutorials, proven to be a highly effective learning tool for many individuals, would supplement but not replace traditional course work. Finally, in small departments, OAK students would in some ways be treated more as colleagues than as students, interacting closely with their advisors and other faculty.

Turning to other items that were addressed in the revised proposal, Prof. Merz said that the OAK program would not create custom designations for degrees that could ordinarily be pursued within existing Ph.D. programs. Rather, it would enable individual faculty in non-Ph.D. departments to offer a Ph.D. experience on a very limited basis. Prof. Merz said that previous service on dissertation committees had been added to the list of requirements for OAK mentors and the "potential for intellectual interaction with peers and faculty" had been added to the list of evaluative criteria for OAK applicants. It was previously proposed that the dean of the Graduate School, in consultation with a Graduate School OAK advisory committee, would review and approve each OAK application; it was added that the committee would include both ad hoc and standing membership.

Prof. Merz repeated his personal pledge to seriously consider all aspects of individual OAK applications. He said that if he and his committee thought that student isolation would be a serious problem, the application would not be approved. Also, he said, the Graduate School would review the program after five years to discern its quality and decide if any problems had proved to be insurmountable. If warranted, the program would be discontinued at that time. Prof. Merz said that the proposal had been given much time and thought by the Graduate School, Academic Council, Graduate Studies Committee and Executive Committee. He said that he had personally spent a lot of time discussing the proposal with his associate deans; together, they felt that they understood the potential weaknesses of the program and wished to see it approved and tried. He closed by asking for the Academic Council's approval of the proposal.

Prof. Nicgorski asked if Prof. Roche wished to see it required that OAK students spend a year in a Ph.D.-granting department in this country or abroad. Prof. Merz said that he read Prof. Roche's suggestion to be a strong endorsement of the idea, not a request for an additional requirement. Prof. Merz added that, as dean of the

Graduate School, he would not want to see the suggestion included as a requirement, but preferred to see it remain flexible to better meet the needs of individual students.

Prof. Porter asked for the Executive Committee's opinion of the proposal; did the revised version come to the Academic Council with or without the committee's recommendation? Prof. Hatch answered that the committee generally supported the proposal. However, there was some dissent, and the proposal was sent to the council without the committee's recommendation, but also without its disapproval. Prof. Porter asked what issues were unresolved for the Executive Committee. Prof. Quinn replied that his reservations, voiced at the previous council meeting, had not changed. He remained unpersuaded that the OAK program, with its limited number of graduate peers, could provide a doctoral student with the quality experience he or she should expect and would deserve. Prof. Merz agreed, and said that the review boards of both the College of Arts and Letters and the Graduate School would have to be convinced that proposals to the OAK program would not result in isolated student experiences.

Fr. Scully said that he had shared Prof. Quinn's concern in the Executive Committee meeting and had not voted to send the proposal to the council with the committee's endorsement. However, the comments that council members had since received from Prof. Roche and the further explanations of Profs. Sommese and Merz had satisfied his concerns, and he would now vote to approve the proposal. Fr. Scully stressed the unusual situation surrounding the proposal: though it did not come to the council with the approval of the Executive Committee, it was approved twice by both the Graduate Council and the Graduate Studies Committee.

Fr. Malloy said that he assumed that the proposal would apply only to the College of Arts and Letters, since all departments in the Colleges of Science and Engineering have doctoral programs, and since the Law School and

the College of Business Administration have equivalent programs or are working toward establishing equivalent programs. He asked which College of Arts and Letters departments would be viable candidates for the OAK program should it be approved. Dean Attridge replied that half of the departments in Arts and Letters currently have doctoral programs. He said that some departments without Ph.D. programs would, by the nature of their discipline, not be good candidates for the OAK program, such as American Studies or the Program of Liberal Studies. However, departments such as the languages, art history and design, and some areas in music would be likely venues for the OAK program; they have several faculty that could, and in some cases, have attracted interest from prospective doctoral students.

Prof. Quinn asked if Prof. Roche's first comment implied that the OAK program would not be possible in a department that does not have a master of arts program. Prof. Merz replied that the statement says that OAK students would have peers, even if they are only M.A. students, implying that the program would not be approved for any department lacking an M.A. program. Prof. Merz asked which departments would qualify under that condition. Dean Attridge answered that the language departments would qualify, as would art history, American studies, and some areas in music. Responding to another question, Dean Attridge said that the Department of Anthropology does not have an M.A. program.

Dean Castellino said that he would prefer to see the faculty of a given department decide whether a student is suitable for doctoral work. Also, he felt that there must be Ph.D.-granting departments with which potential OAK students could align themselves, and asked if it would be possible for students to be admitted into those departments, and then work with whatever faculty mentor they chose outside the department. Or, could a joint appointment be granted to an OAK mentor for the time that a graduate student studied with him or her? Dean Castellino praised the spirit of the proposal and

acknowledged faculty who probably would, but are not able to direct doctoral students. But he preferred that the program be approached via Ph.D.-granting departments, and for students to be accepted into departments that are experienced with exercising quality control for doctoral work. Dean Attridge replied that such Ph.D.-granting departments, aligned yet outside of a student's area of interest, might well say, "We have no way of judging quality in this field," and would, essentially, rely upon the word of the mentor to judge quality of the student's work.

Prof. Porter expressed two major concerns with the proposal. First, with Prof. Quinn, she was concerned about the quality of an OAK student's graduate experience and the potential for isolation. She said that though efforts had been made to address this potential problem, she was unconvinced that the program could offer the quality education that the student would receive in a regular doctoral program. Also, it troubled her that no provision was made for the student whose mentor left the University. She felt that to say that faculty leave universities regularly does not address the problem, since students in Ph.D. departments can turn to other faculty within the department. Another issue for her was that the Graduate School would monitor the quality of the program only at the point of student admission into the program, and that faculty mentor approval would come only from the mentor's department. She also felt it was unclear who would approve the student's program of study or the criteria by which it would be judged. Prof. Porter's second area of concern was more programmatic in nature. She feared that the program would take resources for graduate programs and give them to a few distinguished faculty, when the same resources could help build doctoral programs in departments that, on the merit of quality, should have them. She said that if the University has distinguished faculty who want to be involved in graduate programs, it should build programs in those departments, instead of responding in an ad hoc manner that would allow faculty to admit their own doctoral students.

Prof. Porter then asked Prof. Sommese if he had meant to imply that a doctoral student had already been admitted into a non-Ph.D. granting department. Prof. Sommese answered with an emphatic no, and added that he could think of only one case that would currently meet all of the conditions of the proposed program. Regardless, Prof. Porter said, the program would not ultimately help the University, and could undermine its efforts to carefully consider and build high-quality doctoral programs. But Prof. Hatch said that Prof. Porter's argument could be turned around, that the program could enable the University to attract faculty to certain, small departments, thus granting the departments a full complement of scholars essential for establishing a Ph.D. program. But Prof. Porter felt that two contradictory statements had been made: First, that the program could be used for the recruitment of distinguished faculty. Second, that the conditions of the program would be so difficult to meet that it would rarely be used.

Prof. Aldous commented that graduating Ph.D.s who won't be able to find work in their fields because of the very tight academic market is an issue of great importance to the Graduate Council. She asked if it would not be even harder for students graduating from a doctoral program that really isn't a program but that centers around one faculty mentor. And she asked what kind of data would be used to gauge the possibility of the eventual placement of OAK graduates in their fields.

Prof. Merz said that Prof. Aldous' concerns were valid. However, he felt that the argument could be turned around: One could argue that a student who receives a Ph.D. through the OAK program would be an unusual student with an attractive resume because of his or her work in an area of his or her design with a distinguished scholar, who has interacted frequently with other faculty. Such a student might be very competitive in the job market. Prof. Merz repeated his conviction that the program would be unique and innovative and said that it would not have a large impact on re-

sources from the Graduate School. He said that people are constantly seeking money from his office for fellowships and stipends, and that he would not misuse money on any project or program that he does not consider worthwhile. He argued that the OAK program should be tried, and repeated that if it is found unworkable or unsatisfactory, it would be stopped.

Prof. Bergstrand spoke in favor of the proposal. He said that he had sat in on both meetings of the Graduate Studies Committee and had ultimately voted for the proposal, though he had been unsure how to vote for some time. He finally decided in favor of the program because it would depend upon particular students, particular proposals and particular faculty mentors. He said that while the proposal works against a more programmatic approach toward the expansion of the University's doctoral programs, it would allow for flexibility. He said that his experience on dissertation committees outside of the College of Business Administration, which does not have a Ph.D. program, has enabled him to envision a case where the College of Arts and Letters might want to bring in a particular student under the OAK program. He was convinced that faculty mentors would make tremendous investments to bring students into the program. And he felt that the program offered an extensive screening process and series of checks.

Mr. Zeugner considered Prof. Roche's first and fifth comments to be contradictory. He said that an OAK student who has peer groups of both students and faculty could easily find himself peerless. He questioned whether OAK students would be accepted by either group.

But Prof. Van Engen said that the program's flexibility could be very beneficial, and that the program should be tried. Regarding the need and appropriateness of graduate peers, he pointed out that many areas of study in the humanities are small. Large bodies of philosophers, theologians, sociologists or historians do not exist across all areas of the disciplines; many students in these areas would be

in small settings no matter where they pursued their doctorate. Prof. Van Engen said that one could assume that such would be the case for OAK students since the program would not be considered a substitute for regular doctoral programs where resources, faculty and students are available. Furthermore, he continued, even in large disciplines, tremendous importance is attached to a student's advisor or mentor. While smaller programs do not allow students the same opportunity to learn from one another, the mentor whom they are identified with remains critical.

Fr. McBrien said that it had been clarified that the OAK program would really be an arts and letters program. And while he did not have a strong opinion for or against the program, he felt that it should be noted that the critical questions and objections to it had come from senior arts and letters faculty. He said that he did not wish to appear dismissive of comments by other faculty, but that they and their colleges did not have a stake in the program. He then asked if Dean Attridge would voice his opinion of the program. Dean Attridge replied that though potential problems exist, he considered the program worth trying. He agreed with Prof. Van Engen that some areas of study would likely be small in any institution, and that some faculty in some of these areas could effectively mentor doctoral students. He also felt that mechanisms were available for successfully integrating OAK students into the graduate community.

Fr. McBrien then asked about Prof. Porter's perception of a lack of quality control along the way for OAK students. He asked if Prof. Merz was satisfied that there would be adequate quality control, not just upon student admission and at the five-year review of the program. Prof. Merz answered that any student has to go through a series of reviews before he or she is granted a Ph.D. He also said that his very strong support of the program should be interpreted as an equally strong interest in how the program would proceed in its entirety. Not to think that he would actively monitor

the quality of the program by occasionally meeting with OAK students and their mentors would be to seriously underestimate his concern for the program and himself if it failed in its five-year review. Prof. Merz said that while it would be inappropriate to build in a formal mechanism for his continued involvement in the program, it would be entirely appropriate for him to actively monitor its progress and that of its students.

Prof. Brennecke felt that many of the concerns that had been raised were legitimate ones. One of the most important aspects of the program, she said, would be its review at the end of five years, which she suggested changing. Instead of proposing that the program be reviewed and continued unless it was found unworthy, she proposed that the program be reviewed and discontinued unless it could be shown to have been a success. But Prof. Merz said that Prof. Brennecke's suggestion could backfire, especially since there might not be enough cases to adequately judge the program at the end of five years. Her proposal would end the program anyway, even if it seemed to promise wonderful results. Prof. Brennecke said that in such a case, the program could be re-discussed and re-approved by the Academic Council.

Prof. Biddick said that, as an arts and letters member of the Graduate Studies Committee, she had voted in support of the proposal. She felt that the program's potential for bringing students together across disciplines could provide some interesting alternatives to current graduate student culture. She said that though the student would have a mentor, he or she would also have a committee that would presumably be constructed across departmental lines, with the result that the student would, presumably, circulate across departments. She recognized the program's potential as a recruiting tool, and added that it also has potential as a retention tool, to help keep some very talented faculty. She felt that the program could provide flexibility and create space for careful consideration about which departments should expand formally into doctoral education, all the while allowing indi-

vidual faculty and graduate students to progress. The program itself would not foreclose or exclude programmatic issues or expansion.

Prof. Porter repeated that the only point at which the Graduate School would exercise quality control for the OAK program would be in the admissions process. She noted that OAK mentors would be approved by their departments, but said that there was no indication of how a student's course of study would be approved. She said that while it is true that the Graduate School ultimately approves all graduate degrees, it normally does so on the attestation of the student's department regarding the fulfillment of departmental requirements. She expressed concern that no one, other than the mentor, would give final approval for an OAK degree. But Dean Attridge said that, as proposed, the student's course of study would have to be approved before acceptance into the program; the entire program would be planned and approved by the dean of the Graduate School in consultation with the Graduate School OAK advisory committee, the college dean in consultation with the college's OAK advisory committee, and the department chair in consultation with his or her colleagues.

Fr. Malloy asked the council to move forward with a vote on the proposal. First, he asked Prof. Brennecke if she would like to make a formal recommendation regarding her suggestion about the five-year review of the program, but she declined. Fr. Malloy called for a vote on the proposal for a One-of-a-Kind Ph.D. program at the University. It passed with 27 votes in its favor, three oppositions and two abstentions.

##### **5. Evaluation of Notre Dame's Teacher Course Evaluation Forms.**

Prof. Affleck-Graves, chair of the Undergraduate Studies Committee of the Academic Council, led this discussion on recommendations for the University's Teacher Evaluation Forms (TCEs). He began by briefly summarizing each recommendation. (See Attachment E.) Because research shows that they are a reasonably good and efficient way of

gaining feedback on the teaching of individual courses, Recommendation 1 proposes that the University continue using the TCEs. Recommendation 2, described as the highlight of the proposal, would add three questions to the current TCE to determine the teacher's enthusiasm, the degree of caring he or she shows, and the amount of contact he or she has with students outside of class. Recommendation 3 proposes that a statement be read to each class before they complete their TCEs; the statement would emphasize the purpose and value of the evaluations. Recommendation 4 proposes that each teacher receive suggestions on how to best interpret their TCEs and a summary of national research on the validity of TCEs. Recommendation 5 proposes that individuals and committees who interpret TCEs use them as a tool to indicate high achievement or difficulty; these individuals should be aware of the margin for error. Recommendation 6 proposes that the usefulness of TCEs be enhanced by making it possible for instructors to contrast and compare their course scores with other courses within or outside of their colleges and departments. And Recommendation 7 proposes that the Undergraduate Studies Committee review the TCEs over a three-year period to determine if they are yielding information that is relevant for faculty and the University.

Prof. Walvoord said that research indicates that when student evaluations are well done, they are among the most valid and reliable means available of assessing teaching effectiveness. However, she added, Notre Dame faculty often seem skeptical of TCEs. For this reason, the Undergraduate Studies Committee worked to improve and strengthen them.

Fr. Malloy asked about peer visitation and its relation to or independence from TCEs. Prof. Walvoord answered that peer visitation is questionable when undertaken for the purpose of making decisions about promotion and tenure, unless the observers have been trained. However, peer visitation can be very useful for helping faculty improve. At some institutions, pairs of faculty observe each other's classes as



equals, looking for particular things and sharing their observations with one another. Another type of support for improvement is for a trained individual, often someone associated with a teaching and learning center, to observe a class at the teacher's invitation and suggest ways he or she can improve.

Fr. Malloy asked if there were other ways to evaluate teaching besides the use of TCEs and teacher observation. Prof. Walvoord answered that a faculty committee can review a teacher's syllabi, handouts, tests, exams, etc., and make a professional judgment about whether the materials are appropriate, current, sequential, etc. She added that such evaluations would not be appropriate for students. She said that student evaluations are influenced by four questions: Is the instructor clear? Well-organized? Enthusiastic? Accessible and friendly? These four areas correlate with what the Undergraduate Studies Committee considered to be the University's TCE global question, No. 13: *Please evaluate only the instructor's teaching*. The global question does not ask what students cannot determine: Are they receiving good, current, well-organized information?

Dr. Weigert agreed that many faculty are skeptical of TCEs. She felt that such skepticism is partly the result of the University's attempts to use TCEs in various ways: to help students evaluate the faculty, to help faculty improve their teaching, and to reward faculty with promotions and tenure. She said that faculty will remain skeptical if they continue to feel that the evaluations will be used against them instead of being used to help them improve their classroom performance. She asked for Fr. Malloy's and Prof. Hatch's opinion of this issue, especially its potential implication on what is said to students about the value and use of TCEs, as proposed in Recommendation 3. She said that if there is truly a correlation between TCEs and the reward structure for faculty, it should be admitted.

Prof. Hatch said there is a third way TCEs are used by the University, for the teacher's personal use, and that Recommendation 6 would make them

even more useful. He also said that the committee found that many peer institutions make TCE results available to students, to help guide course selection. Notre Dame has not yet considered this possible use of TCEs.

Fr. Malloy said that, in his experience, TCEs are taken seriously at all levels of the University, although there is some variation between colleges and departments. He personally takes them very seriously. He felt that there is a general conviction that TCEs allow the University to discover and reward properly the very best teachers, in tandem with other qualities that are looked for in the professorate. They also help identify faculty who have not succeeded as teachers over a period of time. However, Fr. Malloy said, TCEs must be weighed very carefully when considering overall faculty achievement, inside and outside the classroom. He said that faculty evaluation is currently ranked in importance from an individual's department, followed by his or her college, PAC, etc. If the lower hierarchical groups do not impose a level of importance to TCEs it becomes progressively more difficult for the other groups to weigh the TCEs against other criteria at the time of promotion.

Prof. Dutile questioned Recommendation 3, which proposes that the instructor or a student read a three-sentence statement to the class before TCEs are administered. He said that students and instructors in the Law School are not authorized to distribute TCEs; it is done by staff. He also questioned the recommendation that a student or instructor ask if there are any questions after reading the statement. He asked what knowledge or experience a student would have to answer questions about TCEs.

Prof. Affleck-Graves said that the student representative on the committee felt that students often consider TCEs to be a waste of time. The proposed statement was seen as a way of informing students of the importance of the evaluations and as a way of letting students know that their questions about TCEs will be heard and answered. Prof. Affleck-Graves said that perhaps

the instructor should read the proposed statement, since he or she would be in a better position to answer such questions.

Prof. Dutile asked if the committee had discussed whether or not the importance students attribute to TCEs is in some way affected by who administers them? Prof. Affleck-Graves answered no. He said that research shows that TCEs generally do a good job of assessing how students feel about their instructors and their perceptions of their learning experiences. Other mechanisms will have to be used if the University wishes to ask about course content, etc. He also said that "Any questions?" could be removed from the statement proposed in Recommendation 3.

Prof. Derwent commented that students often write their essays on TCEs in the third person, as if someone other than the instructor will read them. If students were informed that the essays are written only for the instructor, he said, perhaps they would write more constructively. He also said that the rating categories (Excellent, Good, Average, Poor, and Very Poor) for global question No. 13 are poorly designed. He said that perhaps 70 to 80 percent of the teachers at Notre Dame are good teachers; the average teacher is good. But if a teacher were to consistently rate no higher than "average" on his or her TCEs, tenure would be questionable. He explained that PAC appraises the categories as follows: Excellent earns 4 points; Good earns 3.2; Average, 2.4; Poor, 1.6; and Very Poor, 0.8. Last semester's ratings averaged 3.3, which is better than "good." But if every student rated a teacher as "average," that would not be considered good. Prof. Derwent suggested changing the categories to "Excellent, Among the top 10 percent of teachers; Very Good, Among the top 30 percent," etc., so students know what is meant by the question and the rankings.

Prof. Porter expressed concern over the proposed additional question, "The instructor showed care for the students." She asked if the question was meant to ask if the instructor conscient-

tiously presented a well-organized class, worked to be clear, graded fairly, was available to the students, etc. If so, it would be redundant. If it was meant to ask something else, it was unclear. Was it asking if the instructor displayed warm, friendly feelings toward the students? Prof. Porter thought it unnecessary to ask such a question. Surely, she said, there are good teachers who are temperamentally more reserved than others, even frosty. While it could be beneficial to ask if the instructor showed care or concern for students, she was not sure it should be asked on the TCE, when most other questions ask about course design. She felt that an instructor's concern for students could best be assessed at the departmental level.

Prof. Brennecke asked for the committee's assessment of the essay questions, which she has found to be the most helpful because of the occasional detailed suggestions students give on how to improve a course. Prof. Affleck-Graves said that the committee left the questions untouched because of their validity and usefulness to instructors. Prof. Brennecke asked if anyone other than the instructor ever read the students' essays. Prof. Affleck-Graves and several others answered no.

Prof. Walvoord returned to Prof. Porter's question about care. She said that in order to make the TCEs diagnostic, specific questions that correlate closely with the global question must be asked. And the four areas that correlate most closely with the global question are clarity, organization, care and enthusiasm. The committee felt that specific questions and essay questions should be asked in those areas, so that a student's response to the global question can be more fully understood.

Prof. Biddick asked what constituted student/instructor contact outside the classroom. She felt that clarification was needed since some students may have instructors who use e-mail very creatively. Also, she said, graduate students are generally concerned that they do not receive much feedback on their teaching tutorials for large classes; they would like to see a

mechanism developed for tutorial evaluation. Instructors agree since some have several graduate students and need a better way to evaluate tutorial performance. Prof. Biddick also said that she was disturbed by an apparent growing emphasis on the global question. She was particularly disturbed that the question does not tease out factors that would seem to correlate with a student's impression of a course: class size, student level, tutorial quality, gender, etc. She was surprised that the committee had not commented on any of these factors, especially when question No. 13 seems to be growing in importance in relation to promotion and tenure decisions.

Prof. Bergstrand said that he has been displeased with the haphazard way students answer TCE essay questions; their essay answers have made him skeptical of answers on the quantitative portion of the evaluation. He felt that students are less haphazard with the quantitative questions, and asked that the Undergraduate Studies Committee address the disparity between the two types of questions and the students' reactions to them. More specifically, Prof. Bergstrand disagreed with the recommendation to delete question No. 12 from the current TCE, which asks students to evaluate course content. He said that the question is valuable because of its position and impact on question No. 13, the global question. Without question No. 12, he said, students who are unhappy with a course's content might rate instructors lower than they would if they could express their opinion of the course itself. For example, he said, the College of Business Administration requires courses such as economics that students do not want to take but that the college nonetheless considers important. Without question No. 12, students might express their dislike of such required courses with their answers to question No. 13. Prof. Bergstrand also felt that question No. 13 should be viewed with some skepticism unless components that affect students' responses are somehow taken into account. For instance, students may rate question No. 13 lower because of the amount of work a course requires or because it is consid-

ered to be difficult. Prof. Bergstrand said that question No. 13 alone should not carry such significance; some of that weight should be placed on other key questions that explain more about the course and the instructor being evaluated.

Prof. Affleck-Graves said that the issues raised by Prof. Bergstrand were valid. However, the committee could not design a TCE with one question that would adequately capture all of the aspects of teaching. He said that question No. 13 should be viewed more as it is written; it doesn't ask if the course was good or bad, but how the teacher taught. The other questions are meant to help the instructor understand a student's response to question No. 13. They deal with organization and preparation, availability outside the classroom, whether an attitude of caring was demonstrated, etc. Prof. Affleck-Graves said that he understands the problem faculty have with TCEs being used for both professional evaluation and promotion and personal development. However, he said, most TCE questions were written from a developmental perspective; they allow instructors to know what students think of their class. They also allow instructors to improve their teaching if that is called for or take other appropriate action, even deciding that "I teach a very tough course and I'm willing to take slightly lower evaluations because of it." He said that Recommendation 6 would allow instructors to make confidential points of comparison with other classes, once again for the purpose of undertaking improvements if they were called for. He also said that the essays were left unchanged because it was difficult to formalize them. Deleting question No. 12 was proposed because the committee thought that students are not in the position to judge course content; other mechanisms would be better employed for that purpose.

Prof. Kantor expressed reservations about the use of the word "caring" in the proposed additional question. He said that "care" is an emotionally charged word that invites an emotional response as opposed to an objective response to questions of accessibility.

Personally, he said, "care" is something he may or may not be able to do anything about, while "accessibility," one of the factors said to influence student opinion, is something he can work on.

Prof. Walvoord said that the four categories or factors are actually clusters; one of them is accessibility, which is often grouped with friendliness or fairness. She also said that the committee discussed at some length whether the "care question" should be asked since it does not describe specific behavior. The question could be phrased so that it does ask about specific behavior, but that could become problematic since individuals express care differently and since other factors such as class size and the structure of the course would need to be figured into the equation. For these reasons, the committee decided to ask a general question about caring. If an instructor were to receive a low rating, he or she should ask, "What does this mean in my case? How can I, given course and class-size limitations, convey to my students an attitude of care?" When instructors begin asking these kinds of questions, Prof. Walvoord said, it becomes possible to change what is happening in the classroom, thereby changing students' perceptions of whether the instructor cares.

Dean Link was concerned about the quantitative questions, which students use so differently. He said that the overview of national literature on the use of teacher evaluations was helpful, but he is unsure how closely Notre Dame's TCE correlates to those of other universities, and he is unsure how Notre Dame's culture relates to other universities. Research indicates how students regard TCEs nationally, not at Notre Dame. He said that it is true that good teachers get good course evaluations. However, he added, it is also true that some bad teachers get good course evaluations, and some good teachers get bad evaluations. He personally knew of a terrible teacher who received good evaluations because he or she was very popular with the students. And some female faculty have willingly shared with him written comments from students that simply

do not correlate with the quantitative section of their TCEs.

Prof. Brennecke considered many of the proposed changes to be positive, such as asking about enthusiasm, subject matter, etc. But she also had reservations about the "care question," because, she said, care has so many possible components. She said that students could wonder if she cares about their romantic relationships, or their roommate situation, etc. What is important is whether she demonstrates care about their learning. She said that one proposed question would ask if "The instructor was enthusiastic about the subject matter," not "Was the instructor enthusiastic?" She said she would be more comfortable if the care question were phrased, "Does the instructor show care about my learning?"

Prof. Derwent asked that another recommendation be added to the list, requiring that TCEs be returned to instructors a week before the second term of the year begins. He said that they are often returned three or more weeks after classes have begun, when instructors are well into teaching and cannot easily make use of some suggestions.

Prof. Bunker asked that question No. 12 be left on the TCE. He said that the Department of Physics finds the question to be very useful when working with the curriculum. While the department does not take the question at face value, they try to discern what or where the problem is if a course receives a low rating. Dean Attridge agreed, and said that the absence of question No. 12 might distort the answers given on question No. 13. He said that if students greatly dislike the content of a course, they might rate question No. 13 very low for reasons that have nothing to do with the teacher.

Prof. Walvoord said that Institutional Research is collecting information that will make the evaluations more helpful for faculty. It will eventually be possible to correlate evaluations with factors such as gender and class size. Regarding national research, she said that the wording of TCEs differs between

institutions. However, she thought that Notre Dame's TCE is as good as any she has seen, and once it is correlated for Notre Dame, it should be a reasonably reliable instrument. She said that it might be recommended that teachers refrain from giving the TCEs during the last few minutes of the last class of the semester. Instead, they would be encouraged to give the TCEs a week or two before the course ends, either at the beginning of the class or during a substantial time period at the end. Prof. Walvoord said that such a simple change might reduce the haphazard, hurried way in which many students approach TCEs, especially when they do not know how the evaluations will be used or if they will be used at all. To give the evaluations earlier, and to read a statement explaining their value and purpose might encourage students to take them more seriously.

Fr. Scully moved that the proposal of the Undergraduate Affairs Committee be adopted on the basis of that committee's recommendation and that of the Executive Committee, with the following amendments: In Recommendation 3, "or a student" would be stricken. In most instances, the instructor would read a statement regarding the use of the TCEs. It would be understood that in the Law School, and perhaps in other places, a staff member would take the place of the instructor. Under Recommendation 2, question No. 12 would not be deleted, but would be retained. The proposed, additional question about care, which is found in point 7, would read, "The instructor showed care for students' learning." Finally, in the existing evaluation, question Nos. 12 and 13 would be rated Excellent, Good, Satisfactory, Poor, or Very Poor. "Average" would be replaced with "Satisfactory." The motion was seconded. The proposal, as amended, received the unanimous approval of the council.

**6. Report Examining College Responses to Curriculum Committee Recommendations of 1995.** Prof. Affleck-Graves also led the discussion of this report of the Undergraduate Studies Committee, a review of what has transpired since 1995 when the

Curriculum Committee submitted 13 recommendations for the University-wide curriculum that were approved by the council. (See Attachment F.) He began by saying that most of the information in the report pertains to the provost's office and that most of the original 13 recommendations have been addressed; only three or four items still require attention. The first item requiring further action involves large classes, which the Undergraduate Studies Committee arbitrarily defined as classes with more than 100 students. Prof. Affleck-Graves reported that many such classes already have smaller tutorial or laboratory sections. Undergraduate Studies recommends that the provost ask the deans to monitor large classes that do not have tutorials or laboratories, asking what can be done to foster student-faculty interaction; that the provost request that the John A. Kaneb Center for Teaching and Learning assist with designing and offering a program on teaching tutorials, to enable department to most effectively use and aid their Teaching Assistants (TAs); and that the Undergraduate Studies Committee periodically review large classes, focusing on student-faculty interaction.

Item 4 involves requirements for honors at graduation. After discussing the issue with the different colleges, the Undergraduate Studies Committee decided that the issue should be handled by the individual colleges. Item 5 calls for Arts and Letters Seminars, now called University Seminars, to be taught by T&R Faculty. Dean Attridge reported that progress is being made in this area according to the original guidelines. Currently, 60 percent of the seminars are being taught by regular faculty. That should increase to 80 percent by next academic year and 100 percent the following year. The committee recommends that the dean continue to report progress toward this goal to the committee. Finally, Item 11 concerns academic advising. The original recommendation called for the Office of the Provost to survey student satisfaction with academic advising, which has been done. A report of the survey has been distributed to all colleges and departments. Undergraduate Studies recommends that the pro-

vost ask each college to undertake a detailed, departmental study of academic advising to discern what is and is not working, and to ask what improvements might be made. The deans should submit their findings to the committee in fall 1997.

Prof. Biddick asked if some sort of mechanism developed for the evaluation of TAs could be incorporated into Recommendation 3, such as individualized TCEs. Fr. Malloy answered yes. Prof. Walvoord said that a group of graduate students in the Department of Physics had requested help in constructing a TCE specifically for TAs who are teaching tutorials; the students hope that their model will eventually be useful to other graduate students. Prof. Quinn moved that designing a form to evaluate graduate student teaching be referred to the Undergraduate Studies Committee. Fr. Malloy said that it was his understanding that Prof. Affleck-Graves had already agreed to that, and that Prof. Affleck-Graves would add it to his year-end report. Fr. Malloy concluded the discussion by saying that all comments that had been made regarding the report will be taken into account by the Office of the Provost.

Fr. Malloy closed the meeting by saying that the Executive Committee had asked the chairs of the three subcommittees of the Academic Council to submit a report listing any leftover items of business for the academic year, to enable continuity as council membership changes. He thanked the subcommittees, their chairs and the Executive Committee for the profitable work accomplished during the year, and said that real progress was made toward clarifying and strengthening the relationship between the committees and the council. On behalf of the council, he also thanked Deans Attridge and Keane, who are leaving, for their outstanding work and contributions to the University.

There being no further business, the meeting was adjourned at 5 p.m.

Respectfully submitted,

Rev. Timothy R. Scully, C.S.C.

## Attachment A

### Article III, Section 4, Subsection (f) Allegations Involving Academic Freedom, Personal Bias, Procedural Error, or Sex Discrimination

*See copy in the Office of the Provost.*

## Attachment B

### Academic Articles

*See copy in the Office of the Provost.*

## Attachment C

*Revised Version: April 7, 1997. Substantive text changes shown in bold face.*

### A Proposal for a One-of-a-Kind (OAK) Ph.D. Program at the University of Notre Dame

The Graduate School and the Department of German and Russian Languages and Literatures

#### General Purpose

The OAK program is for students in the departments that are too small to embark on full-fledged Ph.D. programs but which have faculty who are among the best in the country and who can thus still attract and successfully mentor Ph.D. candidates.

#### Rationale

OAK is intended for departments that are too small to embark on full-fledged Ph.D. programs, but which have nationally distinguished faculty members and exceptional students who wish to pursue a Ph.D. with a particular faculty member. It is ideal for departments that have a small core faculty but many colleagues in neighboring disciplines who add significantly to the mission of the original department, such that together the faculty members form a cluster of strength that can attract, nurture, and place a small number of Ph.D. candidates. Finally, the program is ideal for departments that have the potential to expand toward Ph.D.-granting status but are in a transition period as far as faculty, ma-

terial resources, and growth are concerned. **OAK is not intended to create custom designations for degrees that could ordinarily be pursued within existing Ph.D. programs.**

#### *Faculty Mentor*

The achievement and reputation of the mentor are key to the success of an OAK student's Ph.D. program. Normally, OAK mentors would be expected to have the following characteristics:

- tenure
- extensive significant publications
- professional awards, offices or other recognition
- current activity in professional organizations

#### **previous service on dissertation committees**

- ability to place a Ph.D. student
- support of the department and recommendation of the department chair

#### *Program of Study*

As with other Ph.D. programs, OAK would include the following:

- course work
- exam preparation culminating in a qualifying examination
- research culminating in a dissertation

Courses within the home department would in most cases include an additional directed studies component. An OAK student would also gain experience as a teaching apprentice in at least one advanced undergraduate class or as an independent instructor.

#### *Admission and Advising*

Admission would require a master's degree, and would be based on an evaluation of the following:

- undergraduate and graduate GPA
- GRE scores
- letters of recommendation
- appropriate language skills
- a detailed statement of purpose
- a well-defined program of study
- compatibility of intentions with potential mentors and resources at Notre Dame

- compatibility of intentions with the research profile and academic record of the faculty mentor

#### **potential for intellectual interaction with peers and faculty during the program of study**

the likelihood of eventual placement in the field

Admission standards would be exceptionally high and are sources well-documented. In order to ensure that these standards are met, students would be approved, in turn, by:

- the department chairperson in consultation with his or her colleagues
- the college dean in consultation with a college OAK advisory committee
- the dean of the Graduate School in consultation with a Graduate School OAK advisory committee, **which would include both *ad hoc* and standing membership**

**Proposals for OAK Ph.D. degrees are expected to address all of the issues cited above.**

Whenever prospective students are informed of the OAK option, they would simultaneously be told that admission to such a program is very rare and is reserved only for the most exceptional students. OAK would in no sense be interpreted as the standard reward for academic success at Notre Dame.

Primary responsibility for advising would rest with the designated faculty advisor, who would be responsible for organizing a program of study and the appropriate examination and dissertation committees. (Each dissertation committee would include at least two members from Ph.D.-granting departments in neighboring fields at Notre Dame.)

#### *Student Support*

Financial support would come from existing graduate student lines within the home department, or from stipends provided by the Graduate School. The Graduate School would fund OAK students in accordance with graduate student guidelines and policies; however, no department would be allowed to enroll more than three OAK students at any given time. In addition, the Graduate School would set a cap on the total number of OAK students enrolled at any given time. Depending on the quality of proposals, its level of support would range from a total of 0 to 12 stipends in any given academic year.

#### *Degree*

The OAK Ph.D. would be conferred in the field of study agreed to by the student, the mentor, the chairperson of the home department, the dean of the college, the dean of the Graduate School and the final dissertation committee. The name given to the field of study would not overlap with a field already covered by an existing Ph.D. program at the University without approval from that department's chair.

#### *Program Benefits*

OAK would help Notre Dame recruit and retain the kinds of colleagues who are attracted to Notre Dame but who may be hesitant to relinquish being part of a developed graduate program elsewhere.

Many OAK students would be attracted to Notre Dame because of existing Ph.D. programs that are already strong, even though their principal research interests might be in bordering fields where Notre Dame grants only a master's degree. By bringing in such interdisciplinary scholars, the home department would be contributing indirectly to allied strengths.

#### *Economic Considerations*

The investment in OAK programs would be comparatively small. Instead of hiring large numbers of new faculty members, dramatically increasing the number of graduate stipends in an individual unit, and allocating significant additional dollars for laboratory and library resources, as would be necessary with any full-fledged Ph.D. program, the OAK program would allow the University to commit fewer funds to selected centers of excellence.

#### *Precedent*

The OAK concept is analogous to the successful practice of awarding undergraduate degrees to contract majors, who pursue an individualized program of study at the baccalaureate level. Students seeking a one-of-a-kind program are often among the most ambitious of students.

A one-of-a-kind Ph.D. currently exists at Ohio State University. The OAK program, as it is called at Ohio State, was initially introduced as a response

to increasing interest in interdisciplinary approaches to academic problems; it supports interdisciplinary programs of study not covered by disciplinary fields. Prerequisites have included strong students, the availability of faculty and material resources, and the lack of a Ph.D. program at Ohio State in the specific field being pursued. Over time individualized programs of study have evolved into actual interdisciplinary Ph.D.-granting programs, which remain independent of the departmental structure.

Originally, all OOAK degrees were awarded only for research that was not covered by a single discipline, and students were required to enter this track from within a Ph.D.-granting program. A 1995 report of the Ohio State Graduate School Review Committee proposed innovations to permit students to enter the OOAK Ph.D. program from a master's program and to permit students to pursue a Ph.D. in a relatively well-defined field for which the university has no Ph.D. program.

#### *Evaluation*

The OAK Ph.D. program at Notre Dame would be reviewed by the Graduate School five years after its implementation to determine if the program should be continued and, if so, to determine what modifications would be made.

### **Attachment D**

**Quality of education under a One-of-A-Kind (OAK) Ph.D. Program**  
Comments from Mark Roche  
April 20, 1997

*To members of the Academic Council*

*Concerning the quality of education under the OAK model, especially the issue of isolation, I would like you to consider the following points:*

1. The student will have graduate student peers within his or her department, even if most of them will be seeking only an M.A.

2. The student will take courses in Ph.D.-granting departments and so will have doctoral student peers in neighboring fields. In some cases the issues confronting the students will be quite similar, so, for example, issues in literary theory; in other cases, the close exchange with students in allied fields should represent an extraordinary broadening of the graduate student's community of learning.

3. Ideally the student will spend a year in a Ph.D.-granting department, either in the United States or abroad. This strikes me as an important part of the overall program of study and a useful complement to the ND experience.\*

4. Because of the likelihood of tutorials, which will supplement, but not replace course work, an intense intellectual exchange should develop between the student and the advisor. In this context it is useful to keep in mind that the student will be self-motivated and will have chosen ND primarily because of a specific faculty member. [The tutorial system was criticized at the last Academic Council meeting, but the OAK student will draw on tutorials as a supplement, not as the only avenue of education; also ND faculty members who have been educated in the British system, such as Mark Pilkinton and Martha Merritt, sing its praises.]

5. Since we are talking about small departments, the OAK student will be integrated into the intellectual life of the department, and so be treated in some ways as a peer of its faculty members, which will aid in the student's development as a professional.

Thanks for considering these reflections.

Mark

\* I would prefer to see this added as a requirement in the final proposal.

### **Attachment E**

#### **Evaluation of Notre Dame's TCE Form**

Undergraduate Affairs Committee  
Academic Council  
February 1997

#### *Summary of Recommendations:*

Recommendation 1:  
Notre Dame continue to conduct Teacher Course Evaluations for all courses each semester.

Recommendation 2:  
The current TCE form be modified as explained in the attached report.

Recommendation 3:  
Before administering TCEs, the instructor will read a three-sentence statement about how the TCEs will be used. "TCEs are an important instrument used by individual instructors, departments, colleges, and the entire university to evaluate and improve teaching. This is the principal way that students participate in this process. Any questions?"

Recommendation 4:  
Along with the TCE forms, each instructor receives information and guidance for using and interpreting the TCEs.

Recommendation 5:  
Those who interpret TCEs, including departmental appointments and promotion committees, chairs, deans and PAC, use TCEs principally to indicate high achievement or trouble. They should be cognizant of margins of error, sample size, etc.

Recommendation 6:  
The Undergraduate Studies Committee appoint a subcommittee to work with Institutional Research to provide faculty with summary data in a more reader-friendly form. This committee should also propose ways in which more useful aggregations and comparisons can be requested by individual faculty. In addition, the committee should consider ways in which the data available might be useful for understanding teaching trends at Notre Dame.



### Recommendation 7:

These questions be reviewed by the Undergraduate Studies Committee over a three-year period to evaluate whether or not the qualities being tested are in fact yielding the information we desire.

Note: These recommendation reflect the subcommittee's review of the research literature about student evaluations, discussions with Notre Dame's Institutional Research staff, and discussions within the subcommittee.

### Next Steps

Faculty development is important. According to the research literature, student evaluations are much more effective for improvement when the teacher talks them over with someone. The subcommittee will discuss faculty development over the course of the next semester.

*Recommendation 1: Notre Dame continue to conduct Teacher Course Evaluations for all courses each semester.*

### Useful Features of Student Evaluations in General

*Based on an extensive literature about student evaluations, reviewed in Cashin 1988, 1989, 1990; Centra 1992*

1. Student "global" evaluations of overall instructor effectiveness (e.g., Notre Dame's Q. #13) have been shown to correlate with student learning as measured on independent tests, though other important factors such as student motivation and student ability also influence learning (Cashin 1988)

2. "In general, student ratings tend to be statistically reliable, valid, and relatively free from bias, probably more so than any other data used for faculty evaluation." (Cashin 1988)

3. In the national literature, global evaluations (e.g., Notre Dame's question 13) do NOT correlate significantly with gender of instructor, class size, class time of day, or time during the term when the ratings are collected. They DO correlate with students' perception of what they thought they

learned, with teacher skills (e.g., "explains clearly"), with teacher structure (e.g., "uses class time well"), with teacher structure (e.g., "uses class time well"), and with teacher rapport (e.g., "is friendly").

4. In the national literature, global evaluations (e.g., Notre Dame's question 13) correlate positively with perceived difficulty: that is, students tend to give slightly HIGHER ratings to courses in which they report heavy reading and assignments, high difficulty of subject matter, and having to work harder than for most other courses they have taken.

### Useful Features of Notre Dame's Student Evaluation Form

5. Contains a reasonably-worded global question

6. Includes most of the variables that correlate significantly with the "global" question (#13): clarity, organization, fairness, availability. (But omits enthusiasm: see suggestions, below).

7. Asks students to evaluate different kinds of learning (question 15)

*Recommendation 2: The current TCE form be modified as explained in the attached report.*

*General Rationale:* We suggest strengthening the form by adding items about instructor enthusiasm, about professor's care/concern for students, and about professor's outside-class contact with students. We suggest other changes to streamline the form.

Question 13 is the "global" question. Other questions should address those factors that research has shown to influence the global rating. Thus, the other questions help explain the global rating. Notre Dame's present form includes most of the factors that have been shown to correlate significantly with the global rating, except instructor enthusiasm (sometimes called "expressiveness") and care/concern for students. Thus we have suggested adding an item on enthusiasm.

We also suggest adding an item for the professor's care/concern for students and an item about his or her outside class contact with students. National literature (e.g., Astin, 1985; Pascarella and Terenzini, 1991) strongly suggest that the most important single key to student learning, student satisfaction, and student retention is instructor-student contact, inside and outside of class. Notre Dame's own student data, as present, for example in the student senate report, *Back to Basics* (1992), strongly suggest that Notre Dame students crave contact and involvement with teachers. The present form only peripherally addresses this issue (#8: "help is available to students outside of class"). We suggest adding two questions: one that asks about teacher's caring/concern for students; another that asks about student-professor contact, inside and outside of class. Such questions would bring this aspect visibly to the fore in the promotion-tenure process and in the life of the University.

1. *Change:* Delete question 14  
*Specific Rationale:* Repetitious of question 13. Confusing to responder.

2. *Change:* Add items to indicate student's gender, citizenship (U.S., non-U.S. and race (using U.S. Census categories)). By each item add the word "optional"  
*Specific Rationale:* We believe the faculty member may want to know whether women, minorities, or international students feel differently about the course than majority males. Helpful for teacher. Consonant with Notre Dame's attempt to address gender and race issues on campus. Word "optional" assures students that they can fill out the rest of the form but leave these questions blank.

3. *Change:* Question 13: change to read: "Now please evaluate the quality of the instructor's teaching."  
*Specific Rationale:* Necessitated by elimination of question 12.

4. *Change:* Question 9: eliminate "explanations or"  
*Specific Rationale:* Word is confusing. "Evaluations" is enough.



5. *Change:* Add new question after question 10: "The instructor was enthusiastic about the subject matter."

*Specific Rationale:* Our goal is that the questions in the middle column should address all major variables that affect global ratings (our question 13). According to the research literature on student evaluations, instructor enthusiasm affects the global rating, as do the other items currently included in the middle column. Thus the middle column tells the teacher why question 13 is the way it is.

6. *Change:* Add new question after question 10: "The instructor showed care about my learning."

*Specific Rationale:* Again, trying to include variables that affect global ratings. The quality of caring is a special quality of a Notre Dame education, and we want to emphasize its importance to both students and faculty. We have deliberately kept the wording quite general because caring may be communicated in many different ways depending on the teacher's personality, discipline, size of class, etc.

7. *Change:* Add new question after question 10: "The instructor welcomed contact with students outside of class."

*Specific Rationale:* Research indicates that faculty-student contact is perhaps THE MOST significant influence on student learning, student satisfaction, and student retention. We hope to build faculty-student contact as an outstanding quality of a Notre Dame education. We believe this question will call faculty and student attention to the importance of faculty-student contact. We would hope over time to demonstrate that Notre Dame's effort to revitalize undergraduate education had produced some change in this item.

8. *Change:* Add new question after question 10: "On at least one occasion, I had a discussion with my teacher outside class."

*Specific Rationale:* This question continues the emphasis on faculty-student contact. It measures whether students did have such contact. We would hope over time to demonstrate that Notre

Dame's effort to revitalize undergraduate education had produced some change in this item.

*Recommendation 3: Before administering TCEs, the instructor will read a three-sentence statement about how the TCEs will be used. "TCEs are an important instrument used by individual instructors, departments, colleges, and the entire university to evaluate and improve teaching. This is the principal way that students participate in this process. Any questions?"*

With the blank TCE forms, give each instructor a written statement (two or three sentences long) for students, about the intended use of the TCEs. The instructor or student monitor reads the statement in class prior to administering the TCEs.

"TCEs are an important instrument used by individual instructors, departments, colleges, and the entire University to evaluate and improve teaching. This is the principal way that students participate in this process. Any questions?"

*Rationale:* Students at Notre Dame report in *Back to Basics* and *Imagining* that students do not always realize how the forms will be used, and thus may tend to complete the forms hastily and carelessly. Student government representative Brendan Kelly confirmed this in conversations with the subcommittee. The literature recommends that the instructor read a prepared statement that tells the students how the forms will be used (Cashin, 1990).

*Recommendation 4: Along with the TCE forms, each instructor receives information and guidance for using and interpreting the TCEs.*

Along with the TCE forms, send each instructor: 1) suggestions about how best to use and interpret TCEs, and 2) a one-page summary of the national literature on the reliability and validity of student evaluations and the factors that affect global ratings (our question 13).

The sheet might contain some of the following kinds of information:

- a. The existence of a national research literature about student evaluations. Where the instructor can obtain a short summary of this research (e.g., the Kaneb Center, and/or a web address).
- b. Some of the relevant findings from that literature, including the factors that do and do not correlate with the global question (#13).
- c. A statement that students' global evaluations have been shown to correlate weakly with students' expected grades. A discussion of the three hypotheses Cashin (1988) proposes to explain this correlation: 1) that grading leniency encourages students to give higher ratings; 2) that students who learned more give higher ratings; and 3) student characteristics such as motivation lead to greater learning, higher grades, and higher ratings. Cashin argues that the last two are the ones best supported by other research.
- d. Suggestions from the literature about how to administer the TCEs.
- e. Suggestions from the literature about how to use the TCEs for teaching improvement and about how to get other kinds of student feedback: e.g., querying students early in the semester, asking a group of students to act as an advisory board to the professor, etc.
- f. Offer of confidential consultation and help from the Kaneb Center.
- g. Explanation of how the department, college, provost, and PAC will use TCE results.
- h. Suggestions for the use and working of questions 17-25 (the instructor's optional additions).

*Recommendation 5: Those who interpret TCEs, including departmental appointments and promotion committees, chairs, deans and PAC, use TCEs principally to indicate high achievement or trouble. They should be cognizant of margins of error, sample size, etc.*

These recommendations arise from the literature (e.g., Cashin, 1988).

*Recommendation 6: The Undergraduate Studies Committee appoint a subcommittee to work with Institutional Research to provide faculty with summary data in a*

more reader-friendly form. This committee should also propose ways in which more useful aggregations and comparisons can be requested by individual faculty. In addition, the committee should consider ways in which the data available might be useful for understanding teaching trends at Notre Dame.

**Rationale:** The committee examined TCE forms from other institutions that were much easier for the teacher to read and understand. Preliminary conversations with Institutional Research at Notre Dame indicates that they will be happy to work with us toward that end.

*Recommendation 7: These questions be reviewed by the Undergraduate Studies Committee over a three-year period to evaluate whether or not the qualities being tested are in fact yielding the information we desire.*

Astin, Alexander. (1985). *Achieving Educational Excellence*. San Francisco: Jossey-Bass.

Cashin, William. 1988. Student ratings of teaching: A summary of the research. IDEA Paper No. 20. Center for Faculty Evaluation and Development. Kansas State University.

Cashin, William. 1989. Defining and evaluating college teaching. IDEA Paper No. 21.

Cashin, William. 1990. Student ratings of instruction — The most frequently asked questions. ETS Higher Education Assessment News.

Pascarella, Ernest T., and Terenzini, Patrick T. (1991). *How college affects students*. San Francisco: Jossey-Bass.

## Attachment F

### Undergraduate Studies Committee of Academic Council

#### Report of Subcommittee Examining College Responses to Curriculum Committee Recommendations of 1995

See copy in the Office of the Provost.

## University Committee on Libraries

### December 10, 1997

The meeting was called to order at 7:30 a.m. in the Council Room at the Morris Inn by Chairman John Halloran. Also in attendance were Harvey Bender, Maureen Boulton, Robert Coleman, Roger Jacobs, David Mengel, Larry Rapagnani, Jennifer Younger and secretary Melodie Eiteljorge.

The minutes of the meeting of November 19, 1997, were approved as written.

There has been some question in the past about the fact that the director's secretary writes the minutes for this group. Halloran asked if someone from within the group should write minutes. After some discussion, it was agreed that there will be no change at this time.

**Director's Report:** Younger reported that we have reached agreement with Ex Libris on key issues as contract negotiations proceed for a new library system. There are a few legal issues to work out, but a signed contract should be in place in a month. Meanwhile we are proceeding with migration with a target date of late May/early June. Bender asked about the choice of Ex Libris and whether there was significant competition. Younger replied that the three criteria considered by the libraries in choosing a vendor were functionality, partnership possibilities and cost. Ex Libris is a very flexible system in a client server environment. Several other institutions are in the process of selecting vendors for migration, and Ex Libris is on the short list of several of these.

The libraries are also starting to look at the budget for 1998-99 and developing a "wish list" for electronic resources. We are taking into consideration an anticipated 9 to 10 percent increase in the cost of serials.

Halloran asked if there is satisfaction with the current approval plan. Younger replied that there is a return rate of 11 percent, which is high, but it is mostly from the sciences. This will need attention. One alternative is to split the approval plan. She would welcome any input on this.

Jacobs asked if there has been any discussion regarding a recommendation of the post-Colloquy Ad Hoc Committee on University Libraries to adjust library enhancement funds to meet inflation. Younger replied that she had not heard of this recommendation but will follow up on it.

Bender asked if the libraries are aggressively looking at private collections. Younger replied that we are always involved in this in various ways. The Anastos Collection was received, and Maureen Gleason and Lou Jordan are meeting with various faculty to discuss the collection and its development. We will also recruit a curator for the collection. Boulton asked if there will be funding to maintain the collection and to expand it. Younger replied that we intend to keep it growing. Bender suggested that a dedication involving Anastos' widow, Rosemary Park, might be appropriate at some point.

**Circulation of Serials:** Younger reported that a task force is meeting on this and that she expects to receive some recommendations from them in January. The libraries are giving consideration to shortening the loan period for serials. Halloran recalled that last year this group discussed the opposite. Boulton stated that when she came to Notre Dame, she was surprised to see that journals circulate at all. Jacobs asked how we are defining serials. Younger replied that for this purpose the definition is current journals. She stated that any recommendations from the task force will be brought to this group.

**Bibliographic Instruction:** Younger stated that Instructional Services Librarian Patrick Hall gave a presentation to the First Year of Studies Committee last spring regarding electronic resources. They agreed that greater

awareness of what is available would be valuable to faculty. They also expressed wide-spread faculty interest in our bibliographic instruction program. Younger and Joanne Bessler recently met with Eileen Kolman. Alternatives for instruction include general "information retrieval resources" presentations and individual sessions for specific products. Kolman was concerned that there is not enough instruction and that it does not include faculty.

Boulton stated that she received an invitation for her first-year seminar class to attend a session. However, her seminar course was very intensive and was not geared toward research. She did not feel there was time for them to attend or that it would be particularly useful to them in relation to the course. Jacobs noted that different disciplines have different sets of materials and that it is difficult to determine what should be covered in a one-hour session. Since disciplines are mixed in first-year seminars, instruction might be more useful at the next level.

Younger stated that the invitation to first-year seminar instructors came out of the meeting with Eileen Kolman. She stated that a combination of approaches will probably be used. Bender suggested that, since freshmen arrive a week ahead of other students, perhaps something could be scheduled for that time. That week is filled with activities for them, however. He also suggested that an ad hoc committee to address these issues might be useful at some point. Coleman suggested that departments which offer a course in methods can incorporate library instruction into that.

Younger asked about timing of information to be sent to faculty about inclusion of library instruction in courses. Boulton responded that invitations toward the end of the previous semester would be useful.

Rapagnani observed that the Internet should not be overlooked as a resource. Coleman responded that students have skills in navigating the Internet, but the problem is in discriminating among source materials.

Younger stated that another part of reaching students is the development of interactive tutorials. Boulton added that the Medieval Institute Library Committee is talking about adding links on their homepage to important reference points. It was agreed that this is becoming more common and that it is a good approach.

Snite Museum Collection: Last year this committee passed a resolution for the new architecture and arts librarian to work with Snite Museum staff to develop a proposal for cataloging the Snite's collection. Since that time Jane Devine has been hired in this position, and she will follow through with the Snite. Halloran noted that the intent was also to get specifics so that the University could seek a donor for this project.

The next agenda item, "Electronic Resources," was deferred because of time restraints.

There being no further business, the meeting adjourned at 8:40 a.m.

Respectfully submitted,

Melodie Eiteljorge  
Secretary

## Awards Received and Proposals Submitted

In the period December 1, 1997, through December 31, 1997

### AWARDS RECEIVED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	3	586,701	20	1,214,131	23	1,800,832
Facilities and Equipment	0	0	0	0	0	0
Instructional Programs	0	0	1	62,502	1	62,502
Service Programs	0	0	0	0	0	0
Other Programs	<u>0</u>	<u>0</u>	<u>1</u>	<u>8,695</u>	<u>1</u>	<u>8,695</u>
Total	3	586,701	22	1,285,328	25	1,872,029

### PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	5	1,524,272	11	1,213,575	16	2,737,847
Facilities and Equipment	0	0	0	0	0	0
Instructional Programs	0	0	1	1,500,000	1	1,500,000
Service Programs	0	0	0	0	0	0
Other Programs	<u>0</u>	<u>0</u>	<u>1</u>	<u>22,113</u>	<u>1</u>	<u>22,113</u>
Total	5	1,524,272	13	2,735,688	18	4,259,960

## Awards Received

In the period December 1, 1997, through December 31, 1997

### AWARDS FOR RESEARCH

#### Aerospace and Mechanical Engineering

##### Eric J. Jumper

IPA Assignment — Dr. Hugo  
Phillips Lab  
51,801 12 months

#### Biological Sciences

##### Frank H. Collins

Production of A. Gambiae Strains with Eye Color Mutation  
World Health Organization

\$29,108 12 months

Molecular Basis of Permethrin Resistance in Anopheles gambiae

World Health Organization  
\$36,000 12 months

Map-Based Cloning of Anopheles gambiae Genes  
World Health Organization

\$36,000 12 months

Malaria Parasite Encapsulation in Anopheles Gambiae  
World Health Organization

\$18,421 12 months

##### Paul R. Grimstad

Vector Competence for LaCrosse Virus in Aedes  
National Institutes of Health

\$401,718 12 months

##### Gary A. Lamberti

Restoration of Midwestern Streams

Purdue University  
\$75,000 36 months

##### David M. Lodge

Degradation and Restoration of Lake Michigan  
Purdue University

\$121,354 24 months

#### Chemical Engineering

##### Mark J. McCready, Hsueh-Chia Chang, et al.

Fundamental Processes of Atomization

National Aeronautics and Space Administration  
\$31,999 48 months

#### Chemistry and Biochemistry

##### Dennis C. Jacobs

Reactive Collisions of State-Sel. Molecular Ions with  
Surfaces

National Science Foundation  
\$100,000 24 months

##### J. Kerry Thomas

Photochemistry at Surfaces

National Science Foundation  
\$52,500 12 months

##### Olaf G. Wiest

New Building Blocks for Molecular Computing  
Research Corp.

\$35,000 24 months

Mechanism and Models of DNA Photolyase

National Institutes of Health  
\$103,032 12 months

#### Computer Science and Engineering

##### Xiaobo (Sharon) Hu

Architectural Design for Embedding Systems

ARMY/DARPA  
\$95,737 24 months

#### Electrical Engineering

##### Daniel J. Costello Jr.

New Directions in Convolutional Codes

National Science Foundation  
\$85,676 36 months

##### Douglas C. Hall

Superfluorescent Fiber Sources for Fiber Optic Gyroscopes

NAVY/SPAWAR/DARPA  
\$70,000 20 months

##### Douglas C. Hall, Gregory L. Snider, et al.

Compound Semiconductor Oxide MOSFETs: Interface  
Studies

Department of the Air Force  
\$215,000 12 months

##### Robert L. Stevenson

Enhancement of Compressed Images

Intel Corp.  
\$5,685

## Physics

### David P. Bennett

Search for Extra-Solar Planets via Gravitational  
Microlensing

Research Corp.

\$34,968

12 months

Snapshot Survey of Microlensed Source Stars

Space Telescope Science Institute

\$31,850

24 months

### H. Gordon Berry

Multipole Moments of Nuclei

Research Corp.

\$25,000

24 months

### Walter R. Johnson

Autoionizing Rates for Ions

Lawrence Livermore National Laboratory

\$60,000

24 months

### A. Eugene Livingston

Atomic Structure of Highly-Charged Ions

Department of Energy

\$84,983

12 months

## AWARDS FOR INSTRUCTIONAL PROGRAMS

### Aerospace and Mechanical Engineering

### Stephen M. Batill

Engineering Faculty Development Workshop

National Science Foundation

\$62,502

24 months

## AWARDS FOR OTHER PROGRAMS

### Architecture

### Duncan G. Stroik

Conference on Sacred Architecture

Our Sunday Visitor, Inc.

\$8,695

18 months

## Proposals Submitted

In the period December 1, 1997, through December 31, 1997

## PROPOSALS FOR RESEARCH

### Aerospace and Mechanical Engineering

### Steven Schmid

Tribology of Polymer Coated Steels

Weirton Steel Corp.

\$21,700

12 months

### Anthropology

### Mark R. Schurr

Geophysical Investigations of Middle Woodland Mounds

National Park Service

\$39,907

12 months

### Biological Sciences

### Scott D. Bridgham

Retention of Soluble Organic Nutrients in Succession

University of Nevada, Reno

\$224,628

36 months

### Jeffrey L. Feder

Bioluminescence in Jamaican Click Beetles

National Science Foundation

\$571,512

48 months

### Paul R. Grimstad

Arbovirus Surveillance Laboratory Service

Indiana State Department of Health

\$27,897

12 months

### Center for Environmental Science and Technology

### Charles F. Kulpa Jr.

Support for Scientific Meeting at Notre Dame

Department of Energy

\$10,000

3 months

### Chemical Engineering

### Hsueh-Chia Chang

REU Supplement for CTS 95-22277 Nonlinear Dynamics  
and Control

National Science Foundation

\$10,000

12 months

### Paul J. McGinn

Combinatorial Synthesis of Catalysts

American Chemical Society

\$90,000

36 months

**Chemistry and Biochemistry****Francis J. Castellino**

Blood Coagulation Protein-Metal Ion-Lipid Interactions  
National Institutes of Health  
\$276,026 12 months

**Economics****Esther-Mirjam Sent**

Bounded Rationality: Past, Present, and Future  
National Science Foundation  
\$33,898 9 months

**Electrical Engineering****Robert L. Stevenson and Andrew Lumsdaine**

Temporal Image Enhancement  
Department of Defense  
\$124,150 12 months

**Government and International Studies****Gilbert D. Loescher**

The United Nations High Commissioner for Refugees  
U.S. Institute of Peace  
\$42,780 12 months

**Physics****Grant J. Mathews**

Nuclear Properties at Extreme Density, Temperature and Spin  
Department of Energy  
\$1,160,349 36 months

**Jonathan R. Sapirstein**

Calculations of Higher Order QED Effects in Helium  
National Institutes of Standards and Technology  
\$50,000 12 months

**Theology****Rev. Michael S. Driscoll**

Biocultural Study of Urban Monasticism  
Pew Charitable Trust  
\$35,000 12 months  
A Biocultural Model for the Study of Urban Monasticism  
Association of Theological Schools  
\$20,000 9 months

**PROPOSALS FOR INSTRUCTIONAL PROGRAM****Nanovic Institute****Donald P. Kommers**

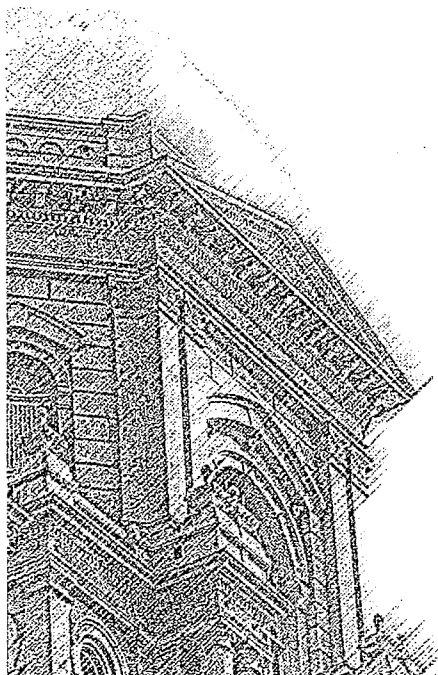
Establishment of Center for German and European Studies  
German Academic Exchange Service  
\$1,500,000 60 months

**PROPOSALS FOR OTHER PROGRAMS****Chemical Engineering****David T. Leighton Jr.**

7th NSF Workshop on Flow of Particulates and Fluids  
National Science Foundation  
\$22,113 12 months



# Notre Dame Report



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