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Welcome! When I delivered my first Christmas address three years ago, I began by thanking you. I'd like to do so again. As I mentioned then, most of the great work at our University takes place outside the direct vision of administrators: it is accomplished in lecture halls and seminar rooms and in informal conversations with students; it occurs with a musical instrument or an artwork in your hands or a manuscript on your computer. In any reflection on our accomplishments as a College, student learning and faculty scholarship remain our most central concerns. For the time that was given to me for scholarship last year, I would like to extend my profound gratitude to Christopher Fox, who stepped in as Acting Dean and served us splendidly.

While the principle of gratitude remains constant, our University is undergoing tremendous change, and this dramatic change is welcome because Notre Dame still has a long way to go before reaching its aspirations. At my first meeting with the faculty more than three years ago, I told you what had attracted me to Notre Dame, what I found magical about the University and its people, and I proposed some goals on behalf of the College. Today I would like to revisit some of those original goals and reflect on how far we have come in the past three and one half years. To do full justice to your contributions, I would need to speak for several hours. I will spare you a long version of my reflections and will speak today for just under forty-five minutes. I will touch on the topics selectively rather than exhaustively, focusing primarily on collective issues (instead of individual accomplishments) and areas that I did not address in my remarks to you two years ago. As is natural in a complex and dynamic environment, a few additional concerns or goals have arisen, to which I will turn at the end of my remarks.

I

The first goal I have consistently emphasized is that Notre Dame pursue its triadic identity, first, as a residential liberal arts college with an emphasis on excellent teaching; second, as a dynamic and ambitious research university; and third, as a Catholic institution of international standing.

In terms of teaching, the College of Arts and Letters has the highest rated classes of all colleges, both on overall perception of teaching and in each of the four broad subcategories on the numerical student evaluation forms. In addition, the College recommends for tenure and promotion only those colleagues who meet the highest standards not only in research but also in teaching. Excellent teaching is also being celebrated by the Kaneb Teaching Awards, which recognize a higher number of outstanding teachers than is possible by way of the Sheedy Award.

As of last year all university seminars, almost sixty per semester, are being taught by T and R faculty members. This development completed a three-year period of phasing in full faculty involvement and was not accomplished without considerable effort on your part. First-Year Composition has been thoroughly revised by Stuart Greene, Director of the University Writing Program; it now teaches students how to introduce different kinds of evidence in order to develop an argument and how to evaluate the work of peers and rewrite one's own essays. Related to this effort is our creation of the University Writing Center, directed by John Duffy, to help students at all levels with their writing skills. More than twenty trained peer tutors help other students, increasingly spread across all four years, to ask appropriate questions of their draft manuscripts, so that they can articulate their ideas more clearly and forcefully.

Also Core has been revitalized under the leadership of Steve Fredman and with the support of Joseph Morahan. We continue to experiment with new versions of Core, and Core now integrates the arts in significant ways. The College has developed an ambitious plan to have at least two-

thirds of the sections of Core be taught by T and R faculty beginning next year, up from less than 15% three years ago. This is a wonderful development, as Core realizes our goal of asking the great questions, and it brings faculty and students together in intimate settings. I am grateful to all of you for carrying through on this investment in the core education of arts and letters students.

Some sections of Core are being taught in the dormitories, which is one of several strategies we are undertaking to bridge academic and residential life and help our students gain greater intellectual maturity. We have also introduced funding for linked courses that create a more integrated learning experience for first-year students who engage one another also outside the classroom. Such courses involve anywhere from two to four 100-level courses that are taught in the same semester and enroll more or less the same group of students for each class. We are particularly encouraging linkages across college boundaries, especially between Arts and Letters and Science. We have also been fostering learning communities, that is, two courses in different departments that are taught in the same semester and meet in common at regular intervals. Opportunities for cross-pollination are fostered by some shared reading assignments and the visit of a guest lecturer. So far faculty members in American Studies, Biological Sciences, Economics, English, Government, History, Philosophy, and Theology are experimenting with such courses, and many others are developing proposals for future offerings. One of the side benefits of these collaborations lies in the new and enriched intellectual contacts that colleagues gain beyond their home departments. Also supporting the goal of intellectual community, the Theology Department led an effort last Fall to have over a hundred students read a papal encyclical and discuss it in their dorms in small groups with members of the Department.

Among the ideas stressed in our College discussions of the Boyer Commission Report were more opportunities for undergraduate research projects and capstone experiences. Six undergraduate students in Sociology recently gave papers at a national conference, and students in programs as diverse as art history and developmental psychology have been working with faculty members on their research, whether in the field or in the laboratory. I have indicated to the College Council that our support for the Undergraduate Research Opportunities Program, which allows students to develop research projects under the supervision of faculty members, will be immediately replenished should our initial allocation be exhausted. Subsidies for faculty members to dine with students in the student cafeterias or to invite them to their homes are similarly unlimited. A new fund has also been established to support visiting speakers who address undergraduate audiences. In order to improve our chances for external support and simultaneously increase research opportunities for undergraduates, we created a fund for faculty-student research teams in the social sciences, so that they can conduct preliminary studies as the basis for formulating and justifying larger projects. Another initiative just on the horizon involves an effort by the Lab for Social Research to offer a free summer course for social science majors on quantitative methodologies and computer applications; in the subsequent academic year these students will be able to apply what they have learned as paid assistants in various research projects in the Lab.

Besides our increasing the size of the Arts and Sciences Honors Program and widening the distribution of its courses also into the social sciences, for which we are grateful to Neil Delaney and the chairs and teachers in those departments, the College Council approved a document that encourages departments to offer students opportunities for more challenging intellectual experiences, resulting in graduation with honors in a particular discipline. Each program includes a departmental selection process, appropriate preparatory work or enriching academic experiences, and a senior thesis or significant capstone project. Previously honors had been restricted to outstanding Arts and Sciences students who entered the University as honors students in their first year. This new program extends opportunities for advanced honors work to more students.

These initiatives should help elevate the intellectual life of undergraduates, which will serve them well whatever profession they choose. It may also spark more students to pursue academic

careers. In the 1980s only 4.1% of Notre Dame undergraduates earned PhD's. For comparison, consider Princeton at 12.2%, Rice at 9.2%, Duke at 7%, and Northwestern at 5.8%. Other Catholic universities, such as Georgetown at 3.8% and Boston College at 2.8%, are even further back than we are. If we could create the country's most stimulating intellectual environment to match our uniquely impressive communal atmosphere, these figures would change dramatically. More importantly, our students, whatever careers they might choose, would be more likely to reach their full potential.

One of the problems at Notre Dame, like other Catholic universities, has been the anti-intellectual streak in American Catholicism and the emphasis on preparing for a specific profession at the expense of focusing on the intrinsic value of a liberal arts education. Many of our peer institutions do not even offer Business as an undergraduate major. In response to this culture we need to do a better job of articulating the value of a liberal arts education, ranging from the development of critical thinking to the transformation of one's philosophy of life, not to mention the importance of helping students develop the requisite skills to flourish beyond college. How to recognize what is of greater and lesser value, how to listen carefully and attentively, how to formulate clear questions, how to analyze complex problems, how to research analogous situations, how to imagine alternative solutions, and how to express them eloquently are basic liberal arts skills that are imperative for success in any challenging environment. What our liberal arts students may lack in detailed knowledge of business and other professional pursuits, they compensate for with their ability to draw on a breadth of general knowledge, to think creatively and communicate effectively, and to adjust to evolving or unexpected circumstances.

The dynamic new leadership of Lee Svete at the Career Center is resulting in stronger links to Arts and Letters and more opportunities for our students, including internships, which represent a wonderful bridge between the intrinsic value of a liberal arts education and the importance of finding a meaningful vocation. These have risen dramatically--from 112 in 1999 to 464 in 2000. Next year I anticipate still greater growth, as we have been working on this initiative both within the College (for example, within the Gallivan Program in Journalism, Ethics, and Democracy) and in tandem with the Career Center and some of the University's institutes.

Independently of these broader concerns, we still have much to do to improve in teaching. Our discussions of the Boyer Report focused also on the need to give students more opportunities to integrate knowledge, to explore common topics across disciplines as well as the relations between disciplinary questions and ultimate questions. We may develop a future ISLA competition for integrative courses, which would make great sense in the light of the Catholic focus on the unity of knowledge. We recognized as well the need for greater emphasis on communication skills, especially oral expression. Each year I interview the Arts and Letters finalists for Rhodes and Marshall fellowships and continue to think that even our best students could become more effective in communicating complex thoughts orally. We also need to do a better job of drawing conclusions from our evaluations of student performance and constructively working to address those concerns. If, for example, in a given department senior theses do not meet our expectations, the department may want to offer targeted mid-level courses that help students develop research and writing skills. Along similar grounds I would suggest that we need throughout the College to offer more oral-intensive experiences in our classes.

Teaching and teaching innovations are vibrant and visible in our College even if much more needs to be done. In research we are also doing very well. Although most of our scholarly work cannot be measured quantitatively, to consider metrics when they are available is helpful. One such area concerns external grants. During the period from 1992 to 1997 the average number of external grant applications in the College was 49; during the past three years, it was 98, an increase of 100%. During the earlier period the average number of awarded grants was 34; the recent three-year average is 54, up 63%. During the earlier lustrum the average income from grants was \$1.4 million; the average for the last three years is \$3.7 million, a 265% percent increase. This year our 69 successful awards out of the 125 submitted are bringing in a record

high of \$4.4 million. Ken Garcia's records indicate that so far this year we are ahead of even last year's record pace--in applications, awards, and funds. During the past two years faculty in the College have won nine prestigious fellowships from the National Endowment for the Humanities (the highest total of any university in the country, three more than the next highest university, and as many as Harvard, Stanford, and Michigan combined).

Our research profile is being enhanced by both the tenuring of strong assistant professors and the hiring of significant senior scholars. To give just a few examples in the latter category since my last address, Philosophy has brought back to Notre Dame Alasdair MacIntyre, one of the world's leading philosophers; Theology has hired Gustavo Gutierrez, the founder of liberation theology; Government has recruited Rodney Hero, who has won several of political science's most prestigious book prizes; Psychology has brought to Notre Dame Donald Pope-Davis, a leading figure in multicultural psychology; and English has hired Margaret Doody, who previously held one of Vanderbilt's most prestigious chairs. In 1997 the Graham/Diamond book on research universities, which drew on the arts and humanities citation index, ranked our humanities programs 13th in the country. With the addition since then of so many extraordinary junior and senior colleagues and the further development of our continuing scholars, we should become even more competitive and not only in the humanities but in the divisions of the arts and the social sciences as well. I will expand on some of our research accomplishments when I comment below on selected departments.

The third central dimension of Notre Dame's complex identity is its Catholicism, which has led us to continue to foster Philosophy and Theology; it has encouraged us to engage social justice issues; and it has given us, through its sacramental vision, an unusual contemporary rationale for the elevation of literature and the arts. In recent years we have seen the approval of an interdisciplinary minor in Catholic social tradition and a major in sacred music. In the coming months a proposal for an interdisciplinary minor in literature and religion will reach the College Council.

Two other overarching goals might be mentioned in the context of Catholicism. First is the need for a Catholic university in the 21st century to engage the unique ethical challenges of our technological age, the increasing gap between developed and developing countries, and the still emerging ecological crisis. Especially with regard to the ecological issue we need to make more progress despite some recent hires in fields as diverse as Art, Economics, Literature, and Philosophy. Second is the need for all departments and programs to develop an identity that resonates with our broader institutional mission. One of our goals must be to present an intellectual and academic vision that allows us to compete with the country's best universities not despite, but because of, our mission as a Catholic university. The ways in which Catholicism animates our intellectual pursuits, ranging from the binding nature of the moral law to our ideal of integrative knowledge, may well appeal not only to Catholics but to many who are not immediately at home in Catholicism. I very much look forward to receiving both College and departmental proposals next month in response to a challenge from the Provost, discussed at a recent College Council meeting, that encouraged us to explore innovative ideas for making Notre Dame a greater Catholic university.

II

The second goal I articulated was that we become more efficient in our organizational structures and use of resources and that we gain an increase in resources through internal reallocation, requests to the Provost, and Development. The goal of efficiency is intimately connected to our teaching and research missions, as a leaner bureaucracy means more resources for faculty lines, and welcome innovations, such as the Document Delivery Service, and improved services, as in the Decio Copy Center, mean more efficient use of faculty members' research time. I am grateful to Mary Ellen Koepfle, Director of Finance and Operations, for helping us develop a variety of more efficient systems and improved services.

One of our most successful endeavors has been enrollment management, which is central to our reducing the number of large classes and offering more student-centered learning experiences. These efforts, led by Associate Dean Dian Murray, have allowed us to offer more appropriately sized classes and a greater percentage of faculty-taught classes. For example, we reduced in the first year the percentage of adjunct-taught classes from 18% to 9% and subsequently reduced it further to 8% last year and 7% this year. Annual feedback to faculty members has been another controversial initiative, but the principles of mentoring and accountability have overridden some of our initial caution. Assistant professors deserve detailed feedback on their performance beyond the renewal experience in year three, and all faculty members deserve both constructive suggestions on their performance and congratulations for their important contributions.

An advantage of Notre Dame is that most of our procedures have been relatively relaxed and non-bureaucratic, but that is also a danger, for clear guidelines and open meetings, with approved minutes, protect those who may themselves not be in positions of power, including the very persons we are seeking to recruit for affirmative action purposes. All departmental CAP documents will be reviewed and in most cases revised this year in the light of guidelines proposed by the Provost's Advisory Committee. In an effort to improve communication between my office and individual faculty members, the Guide for Chairpersons, which did not exist four years ago, is now available on the web, and our elections procedures are currently being revised and will soon be discussed in the College Council.

We have been making considerable progress with faculty lines, adding over the past three years more than forty T and R lines, a record that is likely unmatched anywhere in the country. Our growth has created strains on infrastructure, and in the coming years, until we catch up with support structures, we will slow this growth. Of course over time Notre Dame's ambitions will require still further additions, so that we eventually reach a student to faculty ratio of under 10:1, as is the case with the nation's top ten research universities. Currently we are at a ratio of 13:1.

Three years ago I addressed the severity of our space problem. In the meantime the University has found a donor for a new office building, such that our immediate space crunch will be alleviated already this Fall. Philosophy and Theology will have faculty offices, graduate student offices, undergraduate classrooms, and informal space in proximity to departmental offices, which is important for both identity and community. Parts of O'Shaughnessy will be reconfigured, so that other departmental and program needs can be met. Equally important, the Performing Arts Center, which will provide a home for Film, Television, and Theatre as well as significant performance space also for Music, will break ground this Spring. A welcome addition to the Hesburgh Center will add two dozen faculty offices, and the University is currently building residential space for visiting faculty members. After a long wait, Psychology is moving closer to claiming the basement of Haggar Hall, and a donor is being sought for a new structure adjacent to Haggar. In addition, earlier this month more than 7,000 square feet of space became immediately available off campus for federally funded research projects in Psychology,

Even as we address immediate concerns, we are articulating a long-term vision for space. This vision involves a humanities triangle consisting of O'Shaughnessy, Decio, and the new building. Departments will be clustered to the extent that our architecture permits, but the close proximity of departments will continue to allow for cross-departmental dialogue. A similarly long-range vision is imagined for Government and Economics or for all of the social sciences, minus Psychology, in the vicinity of the Hesburgh Center. Each of the Arts would have its own home, with its own performance and work space: Film, Television, and Theatre in the Performing Arts Center, Art in an expanded Riley Hall, and Music in Washington Hall. Since we represent one-half of the University and teach more than half the University's credit hours, it is important that our basic needs be met. It should not be that after Arts and Letters receives a new building, then a subsequent building goes to Science, another to Engineering, and the next to Law. Proportionately it should sound more like this: one for Arts and Letters, then one for Science, then

another for Arts and Letters, then one for Engineering, then another for Arts and Letters, then one for Law.

In the past three years we have begun to address another concern, support of research. During each of the past three years, the College has, through a combination of internal reallocation and enhancements from the Office of the Provost, increased the faculty conference and research travel budgets dramatically (by 12% in 1998-99, by 15% in 1999-00, and by 13% in 2000-01, a cumulative change over three years of 49.8%), even as the University allocated 0% for non-salary support in each of those years. The generosity of the Provost's Office in allocating funds for procards is not even reflected in these figures. Nonetheless, we remain relatively uncompetitive in infrastructure support, and I will be presenting to the Provost, who also desires to address this issue, a three to four year plan to solve the problem. Besides internal reallocation and allocations from the Provost, our third major source of revenue is income from private donors, and my office has been devoting considerable time to development opportunities, which will help make the difference for the College, especially in the years to come.

The College has only a modest infrastructure to support our vast enterprise. Let me give you a few examples. The number of majors per decanal advisor for the rest of the University ranges from 164 to 325. Arts and Letters is at 1,410. Outside of Arts and Letters upper division credit hours per decanal advisor range from 5,375 to 8,154. Arts and Letters is at 34,309. The ratio of associate deans to faculty members ranges for the rest of the University from 1:9 to 1:60. Arts and Letters is at 1:211. If we were to match the average ratio for the rest of the University, we would have not two associate deans, but twelve, and if we were to match the next most efficient college, the College of Science, we would still need to add five additional associate deans. Finally, the ratio of technology support persons per user (excluding Science and Engineering, which have unusual needs for these areas) ranges elsewhere at Notre Dame from 1:20 to 1:50; Arts and Letters is at 1:100. Such a ratio does not allow us to address basic needs, let alone provide significant web development or consulting on teaching, research, and administrative systems.

As you can see, though we are making progress, we still have a long way to go. The Provost has been generous, but there is a tremendous backlog in space and infrastructure support. Much of this was brought home during the Fall, when we had four departmental reviews. The size of our College is underscored by the fact that we had as many reviews in one semester as most other colleges have in an eight-year cycle. When one of the review teams was informed that Notre Dame can hire forty faculty members in Arts and Letters for capitalization or start-up expenses equivalent to one faculty member in Science or Engineering, the review team wisely argued that at that rate we are not adequately supporting the library and data collection needs of our new faculty members. The ratio, they proposed, should be cut in half, which, while doubling our capitalization resources, would still represent a great bargain for the University: twenty faculty members in Arts and Letters for one faculty member in Science and Engineering.

III

Another overriding goal has been that we become the best in the world in selected areas. In several fields, we are the best or are very close. Above all one thinks of medieval studies, in which we continue to invest, for example, with our hiring of Jill Mann and Michael Lappidge, and the splitting of one medieval line into two lines for medieval philosophy and medieval theology. Irish studies continues to advance, with the hiring of Luke Gibbons, extraordinary visitors, and a flourishing program in Dublin. Both programs were enriched by the largest National Endowment for the Humanities award in University history, which established permanent, endowed funds for faculty fellowships in the Medieval Institute and the Keough Institute and for medieval literature purchases in the Library. Also Latin American studies is strong and getting stronger, as the Kellogg Institute has worked to obtain two major grants to assist us in the teaching of Portuguese language and Brazilian culture. We are also arguably among the best universities in the world for

the study of religion across disciplines. Our most recent recognition in this area came in the form of a generous grant from the Luce Foundation for a Professorship in Religion, Conflict, and Peace Building, which was orchestrated by the Kroc Institute.

In terms of departments, Theology has strong leadership, it has made excellent hires and continues with impressive publications and curricular innovations. Throughout the past year, the Department sponsored a series of millennial conferences. These included an October consultation on the papal encyclical, *Ecclesia in America*, which brought bishops and theologians together for three days of papers, workshops, worship, and fellowship. A continuing concern, but one that is being addressed, is that the Department be more fully integrated into broader College pursuits and seek out more formal and informal ties to other disciplines, which is central to our goal of being a truly Catholic university and not simply a university with a strong Department of Theology.

Philosophy continues to be ranked among the most outstanding programs in the nation in selected areas and indeed in some areas, such as medieval studies and the philosophy of religion, it is at the very top. Like Theology, one of its challenges is to continue to justify its size by its intellectual leadership across the College and its ability to reach out to students with courses that meaningfully fulfill the continuing historical role that the discipline plays within the Catholic tradition.

IV

A related goal has been to support those departments that have been moving forward in quality and whose progress warrants continuing investment. Government's recent review certainly justifies our continuing investment in this department, which has strong leadership, stellar recent hires, much improved grantsmanship, excellent graduate recruitment, and a very popular undergraduate program. Along with English it has garnered one of the first postdoctoral fellowships, which are competitive across departments and were created, together with the Graduate School, to help graduating PhD's develop further as researchers and teachers so as to compete successfully for the very best jobs in the country. While I have on other occasions discussed Psychology, History, and English in the context of departments moving forward and continue to see significant reasons to invest in these departments, I would like today to mention three other programs that are calling notice to themselves.

Anthropology had one of the best external reviews I have ever encountered. Impressive leadership, great collegial spirit, significant scholarship, excellent work with students, increasing numbers of majors, and a clear vision to become the best undergraduate anthropology program in the country. The Program in Liberal Studies, just having celebrated its 50th year, continues to attract very good students to its unique great books program. Its World Masterpieces Seminar at the South Bend Center for the Homeless has given intellectual sustenance to its participants and new perspectives to Notre Dame faculty members; the seminar has received international media coverage, which led to over thirty-five universities seeking the department's assistance in setting up similar programs. Sociology has responded to the idea of a healthy competition in the College by emphasizing its most prominent accomplishments. In a ranking of programs based on publications in the three leading journals of Sociology from 1997 to 1999, the Department ranks 24th, which means that since the last ranking it jumped over fifty departments. The next most dramatic move upward of any other department in the country was twenty slots.

V

Another consistent goal has been that we address several areas that had been neglected in previous years. First among these were the arts, but a variety of factors are changing the scene dramatically: the Performing Arts Center on the horizon; the Boehnen Fund for Excellence in the

Arts; an increasing percentage of first-year students with extensive experience in art, dance, music, and theater (44% of this year's incoming class); the fuller integration of the arts into Core; increasing numbers of majors in the division of the arts; an Obie Award for Jessica Chalmers and a Grammy nomination for Alex Blachly; an increasingly high-profile and successful creative writing program; the Shakespeare Initiative, including the Summer Shakespeare Festival, the McMeel Chair in Shakespeare Studies, for which a search is currently underway, and the relocation of Actors From the London Stage to Notre Dame. Last year's Annual Student Exhibition at the Snite Museum had the largest opening in the Snite's history, with more than 1,000 people in attendance, and the Student Film Festival continues to sell out every year. Symbolic of this revival, the last two Sheedy Award winners are from the arts. Much still needs to be done, but the recent record is on the whole encouraging.

A second widely revived area are foreign languages and literatures. We have new chairpersons in all four departments, all of them bringing fresh perspectives from other colleges and universities, and we have invested in additional lines as well as in the upgrading of special professional to T and R lines, most prominently in the area of directors of foreign language instruction, where we have moved from our having had no experts in foreign language learning to our having three experts and a search for a fourth. Consistently ranked among the top teaching departments in the College have been the three small language and literature programs, East Asian, German and Russian, and Classics, which indeed occupy the three top spots in the last semester for which we have reviews. An innovative proposal for a PhD in Literature will soon go forward to the Academic Council and, if fully supported, will allow us to develop a unique program that fully reflects the University's international focus and reinforces our strengths in the humanities. A new program in Rome, which will help International Studies increase the percentage of students studying in foreign language countries, will enhance not only Italian but other programs as well, such as Art History, Classics, and Theology.

Notre Dame was relatively late in addressing affirmative action concerns. There were only three female chairholders four years ago; the number is now seven and is expected to increase to at least eight in the coming semester. All three members of my senior staff are women, and 45% of our hires during the past three years have been women. A second major in Gender Studies has been a significant contribution to the curriculum. Still, much work remains to be done: only two of our chairpersons are women, for example, and selected departments, including some of our more highly ranked departments, lag well below the availability figures for their disciplines. Under the direction of Associate Dean Julia Douthwaite, the innovative Women of Notre Dame Project was launched in March of this year. This collaborative venture will help the College work more closely with the Career Center and the Alumni Association to raise awareness of the achievements of Notre Dame's women alumnae, faculty, and administrators and to bring them into contact with our students as role models and mentors.

ISLA's new Young Scholar Lecture Series allows departments, programs, or institutes to invite young Catholic, female, or minority scholars for lectures on campus. Hugh Page has given African and African American Studies new life, as have the four inaugural Erskine Peters Fellows. Also the hiring of Gil Cardenas to found our Latino Studies Center has had a significant impact on our curricular offerings and our national visibility. We can be especially grateful to the Provost for helping us advance our affirmative action goals by funding selected target of opportunity scholars. 22% of our hires during the past three years have been minorities.

VI

There are at least three additional challenges I did not fully foresee when I became Dean. The first of these has to do with leadership. Although teaching and research justly represent the bulk of our time investment in the course of our careers, all faculty members are expected to contribute to the improvement of our programs. In most departments we can do a better job of cultivating strong and willing candidates for chair, persons eager to think imaginatively and work

creatively on behalf of their departments. Visionary and effective chairpersons can play a significant role in developing a vibrant community of learning. It would be wonderful to see more full professors and endowed chairs consider taking a turn in moving their departments forward (currently eight of our eighteen chairpersons are associate professors, and though some of them are among our best chairpersons, the toll on most associate professors is not insignificant). Although we have an unusually collegial college, the number of persons able and willing to assume such assignments is modest, and yet selfless service of this kind is one of the highest forms of collegiality.

A second new concern has to do with publicity. The College of Arts and Letters has a great story to tell, but we are not getting the message out to our constituencies as best we might. Besides prospective undergraduates, I'm thinking of those who follow higher education and rank the overall performance of colleges and universities; faculty members at other institutions and prospective graduate students, who help determine our departmental rankings; and alumni and friends of the University. We have begun to move forward in this area, but we have much more to do in the coming years and may need to hire resource persons to assist us in this endeavor.

Third, e-learning and the related issue of life-long learning have been the most discussed topics in higher education in recent years. They were the subject of two College Council discussions this Fall and are the focus of a series of fora this year. Among the most prominent questions in my mind are the following three. First, in what ways can integrating technology into the learning process enrich an arts and letters education? Fascinating to me, for example, is the idea that students are now experimenting with the creation of hypertexts. Although hypertextual material is often associated with the contemporary elevation of fragmentation, it is also a technological form that is highly conducive to the complex idea of organic knowledge. Second, while our primary devotion must be to our current students, we do have extraordinarily loyal alumni, many of whom are seeking opportunities to renew their intellectual development outside their professional domain. I wonder if our successful Teachers as Scholars program might not serve as a model for two or three day seminars that we could offer to alumni in the summer to bring them back into the liberal arts environment, either on campus or at our international sites, and engage them in the life of the mind. We could create this connection to life-long learners without redirecting technology support away from our primary mission; in fact, it would likely bring the College new resources for teaching and research. Third, would it be possible for us to link our strongest programs with our international and social justice mission and make a small number of our very best courses available to our contacts, especially our Holy Cross contacts, in developing countries or in the countries of Eastern Europe? While other universities see great potential for profit in e-learning, we may recognize the more meaningful possibility of providing assistance to underprivileged scholars and seminarians.

At this point I invite all of you to celebrate with me and with one another at our Christmas reception, as we give thanks to each other for our diverse contributions and thanks to God, in whom we recognize the inspiration for both our aspirations and our gratitude. Thank you.