



UNIVERSITY OF NOTRE DAME

COLLEGE OF ARTS AND LETTERS

**Dean's Report
to Faculty Members and the Advisory Council
on the State of the College of Arts and Letters
2005**

[Introduction](#)

[Undergraduate Studies and Learning](#)

[Graduate Studies and Scholarship](#)

[Catholic Identity and Mission](#)

[Diversity and Internationalism](#)

[Division of the Arts](#)

[Division of the Humanities](#)

[Division of the Social Sciences](#)

[Selected College and University Issues](#)

Introduction

This marks the third year I have prepared a written *Dean's Report*. Instead of seeking to summarize a year's worth of activity in person, as had once been customary, I have instead been privileged to engage in dialogue with the full faculty three times per year, leaving details of our advances and challenges to these annual reports. No setting is more fitting for discussion than among colleagues dedicated to the liberal arts.

At the same time, providing you with a statement that outlines the direction of the College, celebrates our achievements, and explores ways to meet our challenges is critical. Throughout the following pages are examples of how the College has succeeded in integrating the various aspects of Notre Dame's triadic identity, an identity that makes it simultaneously a residential liberal arts college, a dynamic research university, and a Catholic institution of international standing. You have made it possible for us to achieve this integration and advance toward our highest aspirations as a college. As we enter a new academic year, I am encouraged by the leadership in our departments, and I am confident that we will continue to build on new initiatives in each of our strategic areas.

Undergraduate Studies and Learning

Working from last year's proposed strategies for the **liberal arts advising** initiative, Hugh Page, Associate Dean for Undergraduate Studies, invited instructors of University Seminars to take part in a pilot program that allowed them to choose students from their classes to mentor over the next two semesters. Executive Fellow Kristine Ibsen developed some recommended guidelines and prepared a database of first-year students mentored through the initiative. In December 2004, Stuart Greene, Associate Professor of English and O'Malley Director of the University Writing Program, coordinated a writing workshop for University Seminar faculty. With Kristine's assistance, this workshop was again offered in April 2005, this time including a second session focused on the mentoring initiative. In conjunction with the Office of Undergraduate Studies, First Year of Studies organized a series of first-year focus groups principally related to the issues of mentoring by faculty. Very meaningful in the world of students are one-on-one conversations with faculty members who encourage students and ask them questions about their intellectual trajectories. Notre Dame should be a leader in this kind of dialogue, which fosters the holistic development of students.

Ava Preacher, Assistant Dean and Associate Director of the Office of Undergraduate Studies, oversees a group of students through the new **Arts and Letters Dean's Fellows** Program. Ava mentors approximately 30 Dean's Fellows throughout the academic year. The Dean's Fellows

work on diverse and various projects, including enhancing student-faculty interaction and improving services to students. Each year, two Dean's Fellows serve on the College Council. For 2004–2005, these students were sophomore John Ray (Economics and Arts and Letters Pre-Professional) and senior Jacqueline Wilson (Political Science and Spanish). Last year, Ava arranged a session with the Office of Undergraduate and Post-Baccalaureate Fellowships on scholarship opportunities for the Fellows. She also organized individual advising sessions and three group meetings to assess the Fellows' interests and match them with mentors. In 2005–2006, the students will participate in a session offered by the University Writing Center focusing on the preparation of scholarship and fellowship applications. Siiri Scott, Associate Professional Specialist in Film, Television, and Theatre, will lead a workshop on interviewing methods derived from acting techniques. Ava also anticipates organizing mentoring dinners with faculty members and other activities. The Dean's Fellows Program replaced the Arts and Letters Student Advisory Council (ALSAC).

The Advisory Committee on Academic and Student Life (ACASL) has been exploring for the past two years the development of a greater culture for **scholarship as a vocation**. On average, just over half as many Notre Dame undergraduates pursue doctoral degrees as compared to students at our peer universities. This seems to be an extension of a prevailing attitude among our first-year students: 17% say they aspire to pursue a Ph.D. compared to 28% of first-year students in a comparison group including students at the California Institute of Technology, Emory, Georgetown, Northwestern, Stanford, and Vanderbilt. To understand our current situation, ACASL developed an electronic survey that was sent to approximately 27,300 Notre Dame alumni who graduated between 1979 and 2004; roughly 7,000 responded. Of those Notre Dame undergraduates who went on to earn Ph.D.s, 57% said that a faculty member influenced their decision to pursue graduate studies “a great deal.” For those receiving an advanced degree other than a Ph.D., only 13% said that a faculty member played a major role in their decision-making process. Clearly, a tremendous opportunity exists for us to mentor our brightest undergraduates and encourage them to become future leaders in higher education. Further, 53% of Notre Dame students who later received doctoral degrees assisted faculty members with research during their undergraduate years. This compares to just 13% for students whose studies ended with a bachelor's degree and 17% for those who pursued graduate studies in non-Ph.D. programs. The ACASL survey confirms that undergraduate research is the activity most strongly correlated with a student making a decision to pursue a Ph.D. In addition, undergraduate research is unrivaled as a mechanism to give our students one-on-one mentoring relationships with faculty members. Among other initiatives, we should seek means to expand the already highly successful Undergraduate Research Opportunity Program (UROP), create research training workshops for undergraduates, partner with the Career Center to develop a part of their Website that features “Frequently Asked Questions About Graduate School,” develop databases for students to find faculty members and vice versa, and explore ways to make undergraduate research more visible.

Working with department chairpersons, directors of undergraduate studies, and faculty members throughout the College, Assistant Dean Diana Philpott compiled a **Survey of Undergraduate Research** in Arts and Letters. Of a possible 41 departments, programs, and area and interdisciplinary minors, 26 responded to the request for data, including 16 departments. The survey found that at least 446 Arts and Letters students, or 15% of the College's total student

population in 2004–2005, were reported to have participated in 491 research projects. Earlier, in Fall 2004, the College Council defined the parameters of undergraduate research to ensure uniform tracking. Interestingly, women were twice as likely as men to have engaged in a research project. Not surprisingly, 69% of the research projects were conducted by seniors. The projects were mentored by 132 faculty members—21% of the total Arts and Letters faculty—and 29% of the projects received internal or external funding. Diana noted that student projects of an independent nature are more likely to be found in programs and area and interdisciplinary minors than in departments. For example, of more than 200 philosophy majors and supplementary majors, only seven were reported to have engaged in research projects, whereas the interdisciplinary minor in Philosophy, Politics, and Economics reported that 18 of its 24 students did so.

Student interest in the **Undergraduate Research Opportunity Program (UROP)** continues to grow. In 2004–2005, 103 students received UROP awards, with funds totaling \$145,221. These figures represent an all-time high. What makes the numbers even more impressive is that the total does not include students supported in their research by the increasing number of endowments within departments, centers, and institutes, nor does it include the burgeoning number of students supported by the grants of faculty members, especially in the social sciences. Furthermore, the UROP faculty selection committee introduced a higher bar for the approval of summer grants, which were awarded this year to only the top 18% of the applicants. Even with the higher standard, UROP awarded 11 summer grants, the most ever given by the program. As was the case in 2003–2004, summer fellowship recipients represented all three divisions of the College.

Faculty members throughout the College have developed **innovative ways to foster research** at all levels of undergraduate study. Don Crafton, Professor of Film and Chairperson of Music, taught a capstone course titled “Issues in Film and Media,” which was modeled after a graduate seminar and offered students an opportunity to pull together learning from prior classes. In the Department of Sociology, faculty members often encourage students to get involved in research projects early in their academic careers. Approximately 12 students per year, most of whom are sophomores, take the Department’s two-semester research course “Intermediate Analysis of Collective Contention.” In this course, students learn how to conduct a thorough literature review, write a formal proposal, perform statistical and interpretive analysis, and write a professional research report. Richard Jensen, Professor and Chairperson of the Department of Economics and Econometrics, asked students in his University Seminar on “Economics and the Environment” to help design a survey instrument and to collect data as part of a class project to estimate the willingness of Notre Dame students to pay to preserve tropical rain forests. Professor Teresa Ghilarducci of the Department of Economics and Policy Studies involved students from her “Economics of Aging” class in the compilation of her book *What You Need to Know About the Economics of Growing Old* (*But Were Afraid to Ask): A Provocative Reference Guide to the Economics of Aging*.

Each year, the **Arts and Letters/Science Honors Program** attracts some of the country’s best high school seniors to Notre Dame to enroll in its unique four-year course of study. Six years ago, the Program raised its admissions target from 40 to 60 students per year. To help reach this goal while still ensuring that all of its students are of the highest caliber, the Program has

actively begun recruiting students. In Spring 2005, the Program invited 80 of its top applicants to campus for the weekend; 60 students visited, of which 42 chose to come to Notre Dame. Given the academic credentials these students possess, this represents a very successful recruiting effort. Overall, 88 first-year students with an average SAT score of 1525 will enter the Honors Program in 2005–2006. One of the highlights of academic year 2004–2005 was the introduction of a “Cultural Immersion Experience,” for which 42 students traveled to Chicago to take guided tours of The Art Institute of Chicago and attend a performance of Richard Wagner’s *Twilight of the Gods* at the Lyric Opera.

This year’s Honors Program Senior Research Colloquium, at which selected students present their research, attracted over 120 people, with seating overflowing into the aisles. The three Arts and Letters student presenters were Erin Blondel, Brodie Butland, and David Salmon. Erin, who worked with Joseph Buttigieg, Kenan Professor of English, wrote a paper on modern dance and modernist literature; she plans to pursue a B. Phil. in English at the University of Oxford. Under the direction of Don Kommers, Robbie Professor of Political Science and Concurrent Professor of Law, Brodie wrote a legal analysis of the Goodridge decision on same-sex marriage; he is on his way to law school. David, guided by Brad Gregory, Associate Professor of History, wrote a thesis on the history of the Jesuits. In addition, Margaret Doig, who majored in mathematics and philosophy, presented research she conducted on “Braid Groups and Right Angled Artin Groups: The Configuration Space of a Linear Tree” under the direction of Frank Connolly, Professor of Mathematics. In May, Margaret won a National Science Foundation (NSF) Graduate Research Fellowship and a National Defense Science and Engineering Graduate Fellowship. She previously received a Barry M. Goldwater Scholarship for her senior year and will begin the doctoral program in mathematics at Princeton University in Fall 2005. Honors students entering graduate programs in Fall 2005 will do so at some of the country’s most prestigious institutions, including Columbia University, the Massachusetts Institute of Technology, and Princeton University. The Honors Program continued to be co-directed by Neil Delaney, Professor of Philosophy, and Alex Hahn, Professor of Mathematics. Neil’s appointment as Co-Director was extended three years, through August 2008.

The **Kaneb Center for Teaching and Learning** sponsored a presentation by Teresa Ghilarducci, Professor of Economics and Policy Studies, and Dan Myers, Professor and Chairperson of Sociology, called “Getting Students Involved in Research in Early Semesters.” Teresa and Dan shared with colleagues how they have successfully engaged students—who are still in the early stages of their undergraduate studies—in research projects.

Under the leadership of Rev. Robert Sullivan, Associate Professor of History, the **Erasmus Institute** is planning to host two seminars in Summer 2006 designed to nurture the next generation of scholars. Both courses will be two-week credited seminars for no more than 12 undergraduates from Notre Dame and elsewhere who have completed at least two years of college with honors. “Catholic Intellectual Traditions” will be for those students considering

graduate studies and an academic vocation in any discipline who want to deepen their knowledge of Catholicism as both a faith and a culture. “Humanities and Social Sciences” will be for students who are considering graduate studies and an academic vocation in those fields, including law. In an effort to remedy the early specialization that keeps many bright students from asking big—even ultimate—questions, the latter seminar will introduce participants to major contemporary trends in disciplines in the humanities and the social sciences. Students will be admitted to both seminars by open competition. An academic who can mentor as well as teach undergraduates will lead each seminar, with the assistance of faculty colleagues. Each student will receive a stipend, plus room, board, and, when appropriate, travel expenses.

Just as departments engage in regular discussions about the progress and placement of their graduate students, similar discussions about their undergraduate majors might be equally meaningful. These discussions could serve as a means to identify the students who have the potential to win highly competitive awards or to enter graduate programs. As the ACASL survey shows, for Notre Dame undergraduates who have gone on to receive Ph.D.s, no one plays a greater role in influencing that decision than faculty members.

In addition to our significant initiatives in undergraduate research, we need as a college to think holistically about the various ways in which students develop and to ensure that students who focus on discrete projects continue to engage larger questions. Initiatives that create student-centered learning opportunities, including discussion classes and mentoring opportunities, are welcome in this context. Students also benefit from superbly crafted, interesting, and informative lectures that inspire a lifelong love of learning. We need to think about the variety of ways in which we can foster our students’ love of learning and their development of a full range of intellectual virtues.

One project that Stuart Greene, the College’s newly appointed Associate Dean for Undergraduate Studies, and I have discussed is creating an **occasional newsletter for faculty members** published by the Office of Undergraduate Studies. This newsletter would revive an earlier tradition, fostered by the College Fellow, in which faculty members share best practices. Such practices include developing writing assignments, encouraging discussion, using small groups to facilitate learning, teaching students the skills they need to carry out research, and assessing the extent to which teaching practices help students reach a given faculty member’s stated learning goals. To that end, Stuart will be welcoming and soliciting from faculty members suggestions of effective strategies that might ideally be shared with others. We need to draw on the outstanding teaching that is already taking place at Notre Dame and share those practices as well as draw on best practices that are informed by advances in our understanding of student learning. We also need to listen to the Dean’s Fellows to gain insights from our best students about what they believe constitutes effective teaching and mentoring—in particular, how faculty members have motivated these students both in and out of the classroom. Ideally, the newsletter would also occasionally include a summary, or even a brief article, on subjects of general

interest to Arts and Letters faculty members, such as a window onto student culture today or a superb article on student learning.

In August 2005, the Kaneb Center hosted the first **Kaneb Course Development and Teaching Workshop**. The five-day program is designed to help incoming faculty members—both beginning and experienced—prepare for the courses they will teach in their first semester at Notre Dame. Short presentations are immediately followed by opportunities for professors to develop clear student-learning goals, plan an assignment-centered course, develop engaging activities for the classroom, design assessment and grading rubrics, plan their first class, consider technology integration, plan for early feedback from students, and write a statement of teaching practice. Participants received a \$2,000 stipend for completing the workshop, which was funded equally by the Kaneb Center and the College of Arts and Letters.

In 2003, the College Council recommended that Arts and Letters replace its required, two-semester Core Course with the one-semester **College Seminar**. Under the leadership of George Howard, Professor of Psychology and Morahan Director of the College Seminar, the new course was implemented in 2004–2005. Anecdotal information suggests that teachers and students alike have found the course attractive. Rarely does a course engage larger questions by drawing simultaneously on the arts, the humanities, and the social sciences. The College Seminar is also distinctive in its focus on developing students' capacities for oral expression. A DVD video recorder, donated by Advisory Council member Patrick Moran and available for checkout in the Language Resource Center, has allowed students to interview each other and analyze their own unconscious speech patterns and body language. Offerings such as Associate Professor Christian Moev's "Dante: Poetry, Art, Politics" allowed students to go beyond traditional classroom learning. In this seminar, students wrote outstanding original papers on Dante in relation to painting, music, sculpture, film, and economic theory, but also had to present their work as polished lectures—and then sustain questions from fellow students—as at an academic conference. One student even wrote a piano and cello sonata based on the text of *Inferno* 5, complete with a full analysis of her own score, explaining how its structure expressed the deeper structure of the canto. Even though students reported spending a little less time on the College Seminar than on Core—a concern that will need to be addressed as the Seminar develops and devises more creative strategies to help students prepare for a class where at least 67% of the grade is based on oral performance—the new course has a promising beginning. Rev. Patrick Gaffney, C.S.C., Associate Professor of Anthropology, follows George as the Morahan Director and will guide the further development of this innovative and important course.

As the number of Notre Dame undergraduates majoring in business remains disproportionately high compared to figures at our peer institutions, the University continues to explore options that encourage students to consider majors in the arts and sciences. To that end, the College produced a DVD titled *Discover the Possibilities: The Value of a Liberal Arts Education*. Susan Guibert, Director of the Office of News and Publicity, served as executive producer of this eight-minute

video designed for students and their parents. The video underscores the intrinsic value of a liberal arts education and exhibits at the same time its practical value. It features interviews with several of the College's faculty members as well as Arts and Letters alumni who have gone on to successful careers in a variety of professional settings. The DVD is available in the Office of Undergraduate Admissions, First Year of Studies, the Career Center, and the Office of News and Publicity. Development officers also use the video to illustrate the vibrant life of the College of Arts and Letters.

The DVD furthers the College's efforts to communicate the value of our programs, a process that was enhanced by the creation of informational brochures for each department. The brochures—which convey the unique aspects of individual departments while still emphasizing the unity of the liberal arts through a consistent design standard—were supplemented in Fall 2004 with “Why Major in . . .?” insert cards. These cards explain both the intrinsic and practical value of a given discipline and serve as companion pieces to the general brochures. It is now a common sight in O'Shaughnessy Hall to see students stop at the two cases displaying these materials and read about potential programs of interest. The pieces are also distributed regularly to prospective students through the Office of Undergraduate Admissions.

PIN (Personal Identification Number) Night for rising sophomores is the official welcome to the College of Arts and Letters. For this year's program, we tried a new approach, with all students assembling in the DeBartolo Performing Arts Center to hear brief addresses by Hugh Page, Associate Dean for Undergraduate Studies, and myself on the opportunities and value of a liberal arts education at Notre Dame. Following our brief introductions, the students separated into small groups so that professors could walk them through the College's offerings and requirements before giving them their PINs for registration.

In September 2004, the College Council voted not to endorse a proposed **Business Principles Program (BPP)**. The Office of the Provost had asked the College to develop the proposal in collaboration with the Mendoza College of Business. One of the primary arguments against the BPP was philosophical. Council members argued that approving the BPP would contradict the primary message that the College of Arts and Letters has been sending students and their parents, that is, that a four-year liberal arts degree is the ideal preparation not only for graduate and post-baccalaureate professional programs but also for most careers, including business. They were concerned that the BPP, if housed in the College of Arts and Letters, would not only send a contradictory message to students, it might even be counter-productive, insofar as it might serve to underscore an aspect of undergraduate culture at Notre Dame that we wish to diminish: the expectation that business courses are necessary for career development. Colleagues rightly asked whether any aspirational peer university has such a program and if so, whether it is housed within the arts and sciences. The goal of the College of Arts and Letters, it was argued, should be to encourage more students to major in the arts and sciences, not to find alternative ways to

package business courses. Summaries of the discussions from the April and September meetings are available at <<http://al.nd.edu/resources-for/faculty-and-staff/general-information/>>.

Fortunately, the College is actively pursuing numerous, more attractive strategies to assist the University in directing students toward the arts and sciences. The College Seminar, which helps students develop formal skills that would be indirectly relevant for business, should become a signature course that will attract students to the College. More directly, the College is encouraging selected departments to offer courses that might have relevance for business.

Course Development Grants for the Study of the Business World provide materials grants of up to \$3,500 to faculty members outside of economics who wish to design a course that integrates traditional liberal arts areas with business-related concerns. The idea behind this initiative is to give Arts and Letters students a window into the business world from the perspective of the liberal arts. Courses dealing with the anthropological study of corporate culture, economic sociology, literary portrayals of the business world, the psychology of leadership, or Asian cultures and business are just a few of the possibilities that could be supported by these grants.

Both the Department of Economics and Econometrics and the Department of Economics and Policy Studies are working to enhance the study of **economics**, an initiative that could attract students considering business majors. The growing number of undergraduates majoring in economics is a testament to both departments' efforts in this regard. In Spring 2000, for instance, before we split the one department, there were 169 economics majors; by Spring 2005, there were 271, an increase of 60%. On the national level, the number of economics majors has been rising since the mid-1990s; in 2003–2004, nearly 40% more undergraduates graduated with a degree in economics than just five years before. Economics is currently the most popular major at Harvard, and the University of Chicago reported that 24% of its graduating class in 2004 received degrees in economics. Notre Dame is beginning to catch up with some of its national peers—both in its number of majors and in the mathematical rigor of its courses—without abandoning continuing opportunities for students to take courses that address, from the perspective of economics, major problems facing humanity.

The **Undergraduate Intellectual Initiative Program** (UIIP) provides funds to support off-campus excursions (for student research and activities that supplement classroom instruction) and an assortment of on-campus initiatives for which other funds are not readily available. UIIP granted more than \$150,000 during academic year 2004–2005 in support of such projects, all of which were aimed at enhancing the College's intellectual climate for the benefit of our undergraduates. This amount represents a substantial increase over totals from the previous two years. I have asked incoming Associate Dean Stuart Greene to draw on some recommendations prepared by outgoing Associate Dean Hugh Page in order to introduce stable policies and guidelines for UIIP, including greater faculty involvement in the vetting of proposals and greater

accountability in terms of reports on the use of the funds. Stuart will be in touch with faculty members about those new guidelines.

The Office of Undergraduate Studies launched two new **undergraduate publications** in 2004–2005: the *Journal of Undergraduate Research* and the *College of Arts and Letters Gazette*. The *Journal*, whose first academic advisor was Assistant Dean Diana Philpott, is an annual, peer-reviewed publication of research papers authored by students in the College. The *Journal* was founded by senior Marianne Magjuka, a history major; student representatives from Arts and Letters departments comprise the *Journal*'s editorial board. Of the 33 submissions, up to one article was chosen from each department and then published on the Web at <http://al.nd.edu/resources-for/undergraduates/research/>. The top three papers were published in the hard copy version of the *Journal*. The *College of Arts and Letters Gazette* is a newsletter for undergraduates that is expected to be published each semester. It offers calendars of upcoming lectures and fellowship deadlines, possible funding sources for research projects, and profiles of faculty and undergraduate creative initiatives. Diana was also the academic advisor for the *Gazette*, which could be transformed into an e-newsletter in the near future.

The Department of Anthropology once again placed four students in **summer internships** at the Field Museum of Chicago and the National Museum of Natural History at the Smithsonian. Melanie Irvine, who starts graduate school in anthropology at Yale University this autumn, conducted archaeological and environmental research in Mongolia with research professors from the Smithsonian, while Tom Thornton, who will graduate in 2006, undertook archaeological research on the peopling of the New World in New Mexico. The Notre Dame-Smithsonian Internship continues to be the only formal program between that museum and students of a particular university. A former Smithsonian intern, senior Lesley Gregoricka, received honorable mention for a National Science Foundation Graduate Research Fellowship in Spring 2005.

In 2005–2006 the **Higgins Labor Research Center** will once again host its labor history film series. The showings of the films, which include documented historical events, are intended to supplement a wide range of classes. This year's films include *Store Wars: When Wal-Mart Comes to Town* and *Clockwork*, which will be accompanied by a theatre piece on the life of Frederick Taylor, the “father” of scientific management.

The **University Writing Program** (UWP) focuses on helping first-year students become better writers. The Program has initiated a pilot study that will completely change how it assesses student portfolios, concentrating more on students' written products and less on their efforts in the writing process. This new approach should reduce the chance of grade inflation. Under the leadership of Connie Mick, Assistant Professional Specialist, UWP has added a new first-year composition course centered on multimedia. In this course, students learn to do rhetorical analyses of different media—such as essays, Websites, videos, and print visuals—in order to compose in multiple media with more critical awareness. By the end of the semester, students

have composed arguments presented as traditional essays, PowerPoint documents, and Websites, publishing all their original research on a Website that includes an introduction and critical analysis of their work. The class has proven to be extremely popular with students; all sections have filled very quickly. John Duffy, Assistant Professor of English and Director of the Writing Center, has been named Acting Director of UWP for the coming year.

While UWP assists first-year students with their writing, the **Writing Center** works with students at all levels. In 2004–2005, the Center’s tutors conducted 2,291 tutoring sessions for 1,235 student visitors. Beginning in Fall 2005, all new tutors will be required to take a one-credit course titled “Writing Center Theory and Practice.” This course will formalize the training that has been offered to tutors in the past. Last Spring, the Writing Center conducted an online evaluation of its teaching services. Of the 286 student respondents, 82% rated the Center as either “very helpful” or “helpful,” and 78% said their writing had improved as a result of visiting the Center. The Center is one example of the many ways in which Arts and Letters serves the entire University.

Following the recommendations of the “Final Report” of the Arts and Letters Committee on the **Writing-Intensive Requirement**, the College Council adopted a set of strategies to make writing a more integral part of what faculty members teach. We asked that departments prepare statements—and update them as needed—on how discipline-specific writing skills are obtained by majors, the purpose being to include these descriptions in the undergraduate *Bulletin of Information*. Representatives of the College, the Writing Center, and the Kaneb Center will develop faculty workshops that will be offered initially during Fall 2005; a minimum of two faculty workshops per term are expected to be offered each academic year. These workshops will provide insights on best practices for teaching students how to write well. In addition, we plan to have a series of talks about writing in the disciplines; the goal is to get faculty members to discuss what they believe constitutes good writing. In turn, these faculty members would be asked to provide the Writing Center with examples of assignments and “models” of student writing. The assignments and models would assist tutors in teaching undergraduates about writing across the disciplines. Specifics related to the creation of the workshops and other resources for students will be left to the discretion of John Duffy, Acting Director of the University Writing Program.

Arts and Letters faculty members have received more than 150 **Kaneb Teaching Awards** since they were introduced in 1999. Gail Bederman, Associate Professor of History, and Bill Ramsey, Associate Professor of Philosophy, are the co-recipients of the College’s 2005 **Sheedy Award for Excellence in Teaching**. Each will deliver a short public address on teaching and learning on Thursday, November 17, 2005, at 3:30 p.m. in advance of the Fall meeting of the Arts and Letters Advisory Council. The names of all Arts and Letters Kaneb Award recipients and Sheedy Award winners are available at <http://al.nd.edu/resources-for/faculty-and-staff/teaching-resources/>.

The College of Arts and Letters has an unusually large array of **interdisciplinary minors**, most of which offer programs that are especially appropriate for a Catholic university. These minors are in Catholic Social Tradition; Education, Schooling, and Society; Gender Studies; Journalism, Ethics, and Democracy; Latino Studies; Liturgical Music Ministry; Medieval Studies; Peace Studies; Philosophy in the Catholic Tradition; Philosophy and Literature; Philosophy, Politics, and Economics; Public Service (Hesburgh Program); Religion and Literature; and Science, Technology, and Values. Students in these programs complement the disciplinary expertise they acquire in their majors with a course of study that examines the intersection of methods and ideas across disciplines. Overall enrollment in the College's interdisciplinary minors has increased in each of the last three years. In Spring 2002, 302 students were pursuing these minors; by Spring 2005, the number had grown to 464. The program in Education, Schooling, and Society, which is directed by Associate Professor Julie Turner, has shown the most dramatic growth during this period, its enrollment rising from 36 to 82 students, an increase of 128%. The largest of the programs is the minor in Science, Technology, and Values, directed by Associate Professional Specialist Sheri Alpert. For Fall 2005, the minor boasts its largest class of continuing students (127) in its 19-year history.

While many other colleges and universities have programs focused on computing and information technology, the **Computer Applications Program (CAPP)** stands alone in its position within an academic unit devoted to the liberal arts, fulfilling a distinctive mission as a second major that provides skills in these fields to undergraduate students. Established in the College of Arts and Letters in the late 1970s, CAPP was created as a way for students to enhance their Notre Dame education through formalized training in computing, particularly as it related to research in the social sciences. Since its inception, CAPP has made a notable transition from a modest program providing only a few students with mainframe-based training in statistics and research methodology to a full-fledged supplementary major offering a vastly expanded curriculum. Today, a continuing mission of CAPP is to provide students with an understanding of, and proficiency in, various facets of computing and information technology as a supplement to their majors; this, in turn, acts as a springboard for further professional education or a career in a technology-related field. In addition, CAPP has served to expose students to the broader impact of information technologies on liberal arts disciplines and on society in general, including the new ethical challenges these technologies introduce. In 2004–2005, a new element was added to the CAPP curriculum with the creation of the Technology, Business, and Society (TBS) program. The new program requires five courses instead of the eight required by the CAPP supplementary major. Director Chuck Crowell, Associate Professor of Psychology, instituted the first annual CAPP/TBS survey to gain valuable feedback on the program from its students. In 2005–2006, Chuck plans to use the student survey results to improve and refine both CAPP and TBS. He also plans to implement a CAPP alumni survey to gain insight from the program's graduates.

More than 1,600 Arts and Letters undergraduate and graduate students met with counselors from the **Career Center** this year, and seniors set a record attendance of nearly 500 at the Fall Senior Kick-Off. English Career Night proved immensely successful, with more than 65 English majors participating in a speaker reception and a record 138 students from across the College's majors attending the main program. The History and Economics clubs partnered with the Center to present programs on graduate school, internships, and career options for their majors. For the first time, the Career Center collaborated with the Department of East Asian Languages and Literatures to sponsor the Asian Career Forum, featuring alumni and other professionals focused on international careers in business, law, and foreign policy. Integration of career considerations for Arts and Letters students also occurred through presentations in Design, Psychology, and Sociology classes, as well as through special programs such as "Internships in Television and Film," "Internships in Investment Banking," "Careers in Media," "Opportunities with the Federal Government," "Applying to Graduate School," and "Education Degree Information Night." Additionally, special employer presentations from outstanding organizations in communications, national security, public policy, youth development, and consulting further expanded career options for our majors. The Career Center is on the Web at <http://careercenter.nd.edu>.

Notre Dame is one of only two universities in the country to have two **mock trial** teams ranked in the American Mock Trial Association's top 25. Coached by Attorney Bill Dwyer, a Notre Dame alumnus and Adjunct Assistant Professor of Political Science, our "A" team is ranked ninth nationally, while our "B" team is ranked 25th. The rankings include approximately 200 teams from some 140 schools. At the American Mock Trial Association regional competition in February 2005, Notre Dame's three teams finished first, second, and third in a field of 24.

Enrique Schaerer, a double major in political science and finance, was named **valedictorian** of the University's 2005 graduating class. Graduating with a 4.0 grade point average, Enrique was also the recipient of Dailey Memorial, Starshak Family, and H. E. Vertin scholarships. In addition, Notre Dame's Hispanic Alumni Association awarded him its first Julian Samora Scholarship. During his time as an undergraduate, Enrique worked as a research assistant for faculty members in Political Science and Biology, volunteered for La Casa de Amistad and Christmas in April, tutored student-athletes, and served as a resident assistant in O'Neill Family Hall. This was the third consecutive year that an Arts and Letters student was the valedictorian of Notre Dame's graduating class. Sarah Streicher, an English and French major, earned the honor in 2004, while Margaret Larcy, who majored in psychology, was named valedictorian in 2003.

Enrique and Caitlin Polley, a 2004 graduate who majored in biology and Spanish, were among 76 students nationwide who received a **Jack Kent Cooke Graduate Scholarship** in 2005. Nearly 1,300 students from more than 600 colleges and universities were nominated for the scholarships, which fund up to \$50,000 per year for as many as six years of graduate or

professional study. A school may nominate no more than two individuals for the award; Notre Dame joined Brown University, Northwestern University, Stanford University, UCLA, and Yale University as the only institutions with two scholarship winners. The recipients were selected based on their academic achievement and financial need as well as their leadership abilities, community involvement, and will to succeed. Enriqwe will study law at Yale, while Caitlin is headed to the University of Pennsylvania to study medicine and public health.

In May 2005, we moved the **Arts and Letters Honors Convocation** to the DeBartolo Performing Arts Center's Leighton Concert Hall and implemented a new format to make the event shorter and more cerebral. Highlights included brief addresses by Valerie Sayers, Professor of English, and Stephanie Aberger, a 2005 graduate who majored in history and peace studies.

Graduate Studies and Scholarship

We were delighted to see an increase this past year in the level of **graduate student stipends**. In the past, standard nine-month graduate stipends for students entering Ph.D. programs in the humanities and social sciences at Notre Dame ranged from \$11,700 to \$12,000. By tracking two peer groups for each department, the Graduate School determined that stipends at these other universities were regularly above those at Notre Dame and tended to range between \$13,000 and \$16,000. For us to reach our goals in graduate studies and research, this situation needed to be redressed. I am delighted to report that for Fall 2005, standard nine-month graduate stipends for incoming students were raised to \$15,000; current students' stipends were raised to \$13,350 for 2005–2006 and will be raised to \$15,000 beginning in 2006–2007. This much-needed increase in stipend levels is a direct result of the efforts of Provost Nathan Hatch, Vice President of the Graduate School Jeff Kantor, Associate Vice President of the Graduate School Don Pope-Davis, and the directors of graduate studies in Arts and Letters, led most prominently by Don Howard, Director of the Graduate Program in History and Philosophy of Science. In addition, for selected outstanding students with higher offers, the College and the Graduate School are funding a pool to top-off the base stipends.

Graduate programs have also been asked to track information on candidates who decide to enroll elsewhere, including the level of the stipend, whether or not they receive health insurance, and other possible benefits offered by competing institutions. Evidence to date suggests that, even with the increase, we are still behind the stipend levels of many of the country's leading universities. To that end, stipend levels will be reviewed again in 2005–2006 and 2006–2007. Nonetheless, we can be pleased that recruitment efforts, helped by these higher stipends, improved dramatically this past year.

With the increase in graduate student stipends, the College and the Graduate School established **expectations for our Ph.D. programs**. The criteria are centered around five broad areas:

standards for incoming classes, including a class undergraduate average over 3.5, combined GRE verbal and quantitative scores over 1250, and at least 40% of the class with a baccalaureate origin from a top research university or national liberal arts college; recruitment and retention of students, with attrition rates no greater than 33%; timeliness in completing the program, with a median time of less than seven years to receive the Ph.D.; professional development, focusing on innovative ways to develop our students as teachers and researchers; and placement, with the goal being that over 90% of our Ph.D.s adopt careers in research or college teaching. While these standards will serve as our baseline objectives, the majority of which should be uniform across departments, the College and the Graduate School will weigh complexities within certain departments that warrant flexibility. Our goal is to develop criteria that reflect appropriate goals for each program while simultaneously maintaining high standards. In addition, Julie Braungart-Rieker, Associate Dean for Research, Graduate Studies, and Centers, compiled data on the GPAs, GRE scores, and undergraduate institutions of students entering the College's Ph.D. programs from 1998–2003. The goal was to provide a quantitative assessment of the quality of these students, tracking the trends of incoming classes in each program. For the most part, the quality of graduate students appears to have risen over the six-year time period. Only one department exhibited a downward trend in both GPA and GRE scores, and its averages in those two categories at the beginning of the period—3.82 and 2242, respectively—were extremely high, leaving only marginal room for improvement. On average, students entering humanities programs tended to have higher GPAs and GRE scores than their counterparts in the social sciences. However, each social science program exhibited an upward trend in both categories during the period evaluated. Further, all but two programs followed an increasing trajectory in terms of the percentage of students who, as undergraduates, attended a leading college or university.

Julie has also been working with **directors of graduate studies** (DGSs) and with the Graduate School to foster communication, share best practices, and handle various issues that can arise within graduate programs. During several group meetings this year, DGSs shared best practices in recruiting strategies and brainstormed about the development, structure, and content of an emerging Arts and Letters Graduate Studies Website. One of our most important goals in graduate education should be to share these best practices across departments. In this spirit, a new annual report mechanism was implemented this Spring, in which DGSs communicated issues related to recruitment, retention, professional development activities, student accolades, challenges, and goals. Not only the quality of a student's research, but also credentials in teaching, the development of an intellectual frame of mind, collegiality, and other aspects pertaining to the holistic development of future professionals are of critical importance in helping our students obtain positions at leading programs around the country. We need to draw on a variety of best practices to ensure that our students have the best possible contexts in which to develop.

The Graduate School provided funding to convert the video-editing suites in O’Shaughnessy Hall—vacated by the Department of Film, Television, and Theatre when it moved to the DeBartolo Performing Arts Center—into **graduate student office space**. The project, which cost over \$83,000, created shared spaces to fit up to 40 graduate students who serve as instructors or teaching assistants. We are also working on creating graduate student office space in Flanner Hall. Although we still have a long way to go to offer all departments autonomous clusters with space for offices, faculty members, and graduate students, this represents a significant advance for our current graduate students.

Together, the Kaneb Center for Teaching and Learning and the College are expanding the **Kaneb Center’s Pre-doctoral Fellowship Program**. Designed to provide advanced graduate students with a mentored research and teaching experience at a nationally ranked liberal arts college or research university, the program was previously open to Notre Dame graduate students in the Department of English and the Department of History. Beginning with next year’s competition, all students already in place in any of the Ph.D. programs in Arts and Letters are eligible to apply. The fellowships, which will increase from two to four per year, are funded by the Graduate School and carry stipends of \$15,000. These are considered “add-on” stipends, meaning the money is treated as an additional stipend and does not affect a department’s allocation from the Graduate School. Alex Hahn, Director of the Kaneb Center, suggested that to make these fellowships even more attractive, the stipend be increased to \$20,000. The College has agreed to fund a pilot project whereby we will contribute the additional \$5,000 for each of the four students. In addition, the mentor at the host institution receives a \$1,000 stipend funded by the Kaneb Center.

The Kaneb Center also offers the **Striving for Excellence in Teaching Certification Program**, which allows graduate students to document their progress toward becoming better teachers by completing five teaching workshops. Unique in the College of Arts and Letters is a joint teaching certification program administered by the Kaneb Center and the Department of Psychology. In this optional program, psychology graduate students earn a teaching certificate by completing workshops through the Center as well as the Department’s more specialized “Teaching of Psychology” course.

The **Edward Sorin Postdoctoral Fellowship Program** provides recent Notre Dame Ph.D.s with two years of support to develop teaching experience and demonstrate research productivity before entering the academic job market. Jointly funded by the College and the Graduate School, the postdoctoral fellows teach three classes per year (down from an original expectation of four courses per year) and, with the guidance of a faculty sponsor, are expected to conduct, present, and publish research. They receive a salary of \$35,000 per calendar year (up from last year’s \$30,000 per year) and a \$2,000 research allowance. We recently expanded the program and now offer six new fellowships per year, which allows us to fund up to 12 first- and second-year fellows at any time. The program has already proven to be successful in allowing our graduates

to build their credentials, particularly as researchers, without the burden of having to secure a faculty appointment immediately upon graduation. Owing to this success, the number of applicants has increased dramatically. While approximately 16 students per year have submitted applications in the past, 29 applied to the program in 2004–2005. We hope that the program will help us recruit incoming graduate students as well as allow more students to develop the credentials to receive placements at the nation's leading colleges and universities.

Many of our donors like to elevate support for undergraduate students. Those donors should know that Ph.D. graduates of Notre Dame report an unusually high sense of **vocation**. In the above-mentioned survey from the Advisory Committee on Academic and Student Life, 44% of the graduate students who came to Notre Dame after receiving their undergraduate degrees elsewhere indicated that a sense of vocation had led them to pursue a Ph.D. The figure for Notre Dame undergraduates who pursued a Ph.D. was only 29%; for Notre Dame undergraduates who pursued advanced studies other than a Ph.D., only 18% indicated that they were influenced by a sense of vocation. Clearly, Notre Dame does an excellent job of attracting graduate students who are very much wedded to the higher ideals for which the University stands.

Interviews form an important step in the recruitment of a faculty member. Superb **interviewing skills**, then, will only enhance our graduate students' abilities to secure positions at leading colleges and universities. Directors of graduate studies may wish to consider taping students during mock interviews so that students can become more aware of how they respond to questions. The recently donated DVD video recorder is available for checkout from the Language Resource Center for just this sort of activity.

The College had several impressive **graduate placements** in the last year. Economics, for example, placed a student (Celestine Chukumba) in the School of Information Sciences and Technology at the Pennsylvania State University. The Department of English successfully placed a graduate at Indiana University, Bloomington (Shannon Gayk) and one at the University of Connecticut (Kathleen Tonry). A student in History secured an appointment at Purdue University (Darren Dochuk). The graduate program in History and Philosophy of Science placed a student at Georgia Tech (Roberta Berry) and one at Haverford College (Darin Hayton). The Department of Philosophy placed a student at the University of Virginia (Rebecca Stangl). Political Science placed a student at Kings College London (Harsh Pant), and one of its former graduates, Tim Power, has been named University Lecturer in Brazilian Studies, a Fellow of St. Cross College, and a member of the Department of Politics at Oxford University. Psychology placed a graduate at Indiana University, Bloomington (Kenneth Kelley); one at the University of Wisconsin, Madison (Lauren Papp) who will hold a postdoctoral position at Northwestern University until January 2006; and another in a postdoctoral position at the University of North Carolina at Chapel Hill (Tina Du Rocher Schudlich). The Department of Theology placed a student at Pepperdine University (Ronald Cox).

One way in which Notre Dame can compete with other universities is by drawing on its distinctive search for the integration of knowledge across disciplines. Motivated by the philosophical idea that truth is ultimately one as well as by the pragmatic recognition that complex problems require the resources of multiple disciplines, Notre Dame places great emphasis on connections among different areas of scholarly inquiry. This summer, a collaborative project between the College of Arts and Letters and the College of Science received \$3.2 million in funding over a five-year period from the National Science Foundation. The grant for **Integrative Graduate Education and Research Training (IGERT)**, whose project director is Jeff Feder, Associate Professor of Biological Sciences, will launch a new program in “Global Linkages of Biology, the Environment, and Society.” Only 20 awards were given in a field of 600 proposals. The objective of the proposal is to meld research and teaching activities among our biology, humanities, law, and social science faculties into a new program of environmental and global health, with a particular emphasis on laboratory and field projects that explore the spread of infectious diseases and invasive species in West Africa, Bali, China, and North America. Already possessing a core group of faculty members in Anthropology, History, Philosophy, Psychology, Sociology, and Theology, we have added 10 new faculty members in recent years who pursue research in environmental studies. Their interests range from directly relevant issues such as environmental racism, the philosophy of the ecological crisis, and the use of recycled materials in design to broadly related research endeavors, such as views of nature in diverse cultures. These hires have been in Anthropology, Art, Economics, History, Literature, Philosophy, and Theology. Several of our faculty members have been teaching a College Seminar in multiple sections specifically targeted toward understanding environmental problems in a cross-disciplinary way. Nonetheless, our diverse efforts had yet to be fully embedded into graduate study; this will now change.

In recognition of its scholarly reputation in the field and the strength of Notre Dame’s library holdings, the **Keough Institute for Irish Studies** was recently designated as a site for one of the American Society for Eighteenth-Century Studies’ prestigious research fellowships. Other fellowship sites include the Folger Institute, the Newberry Library, the Yale Center for British Art, Harvard University’s Houghton Library, UCLA’s William Andrews Clark Memorial Library, and the Harry Ransom Humanities Research Center at the University of Texas at Austin. The fellowships, which are available to graduate students as well as post-doctoral scholars, promote and sustain research on the 18th century and are jointly funded by the Society and the participating universities and libraries.

Over the last eight years, **internal funding** for faculty members and students through the Institute for Scholarship in the Liberal Arts (ISLA) has increased at a rate of over \$23,000 per year. In 1996–1997, ISLA-funded projects totaled \$270,083; in 2004–2005, the figure was \$455,439. Faculty members use their ISLA awards for career enhancement, conference support, course development, publication subventions, research, travel, or exploratory seminars. These seminars promote either integrative scholarship or address community challenges. Seminars

require five or more faculty members from at least three departments who are committed to exploring a topic of significant importance in the arts, humanities, social sciences, or in the University community. Seminars can receive up to four years of funding. Currently, there are four such exploratory seminars, representing a broad range of disciplines and topics: “The Notre Dame Workshop on Ancient Philosophy,” “Re-Encountering the Americas: Ethnic and/or Racial Identities in New World Context,” “Gender and Women’s History Reading Group,” and the “Program in Russian and East-European Studies.”

The **Pilot Fund for Faculty-Student Teams in the Social Sciences** has been in existence for six years and has an excellent track record of helping social scientists develop pilot projects, with the assistance of students, that eventually lead to external funding. During this period the College has provided support for 22 projects with a total of \$238,485. So far, this support has resulted in 32 proposals that have been submitted to external sources, with 12 external grants totaling \$852,952 having been awarded. This represents a return on investment of \$614,467. Additional external grant proposals are pending, and others will soon be submitted.

External research funding in Arts and Letters continues to increase. Last year, the number of external grant applications was almost two-and-a-half times what it was eight years ago. The dollar amount of grants awarded last year was more than six times higher than in 1996–1997. During the seven-year period 1990–1997, the average income from grants was \$1.5 million; since then, the average is \$8.99 million, a total six times higher than the previous average. In this past fiscal year alone, faculty members in the College submitted 201 proposals requesting over \$20 million and received 66 awards, totaling almost \$14.4 million. Appendix A illustrates the College’s impressive trajectory of external research dollars over the past decade.

In the past seven fiscal years, scholars in the **social sciences** have submitted 477 proposals for external funding and received 273 awards, a 57.2% success rate. These awards have totaled \$45.2 million. In 2004–2005, faculty members in the social sciences received 42 awards, totaling \$10 million. This represents the highest dollar amount of external funding secured by the social sciences in a single year. We would like to see the pool of social scientists receiving grants continue to increase along with the number of major collaborative and interdisciplinary grants.

Notre Dame continues to be one of the country’s leading universities in the receipt of **research fellowships in the humanities**. Over the past six years, Notre Dame has received 20 research fellowships from the National Endowment for the Humanities (NEH), more than any other university in the country. Trailing Notre Dame are institutions such as the University of Michigan (18), Harvard University (17), the University of California–Berkeley (11), the University of Virginia (11), Columbia University (10), Cornell University (10), and the University of Chicago (9). Appendix B illustrates Notre Dame’s standing among these leading universities. Moreover, among the nation’s top-25 national research universities, as defined by *U.S. News and World Report*, Notre Dame ranks sixth in receipt of humanities fellowships from

the 17 agencies (NEH, American Council of Learned Societies, Guggenheim, Fulbright, National Humanities Center, etc.) used by the National Research Council in its rankings. We trail only Berkeley, Princeton, Chicago, Harvard, and Michigan, while leading such institutions as Columbia, Stanford, Brown, and Yale. We would like to see the number of faculty members receiving NEH and other prestigious fellowships continue to rise.

In Fall 2004, Ken Garcia, Associate Director of ISLA, and Peter Diffley, Associate Dean of the Graduate School, conducted a second round of **grant workshops for graduate students in the humanities**. The workshops covered the search for a funding source and the elements of a successful proposal. In the final session, the students and instructors reviewed and evaluated the draft proposals. Also in Fall 2004, ISLA held an academic publishing seminar. Peter Dougherty, the Director of Princeton University Press, led two separate seminars on academic publishing, one for faculty members and one for graduate students. With the Office of Research, ISLA presented a Fulbright fellowship seminar featuring Cynthia Crow, Senior Program Officer for the Europe/Eurasia unit at the Council for International Exchange of Scholars. Some 20 Arts and Letters faculty members attended this presentation, as did faculty members from other Notre Dame colleges.

In Fall 2004, the Office of Research finalized with the College an agreement that will offer up to two **NEH Summer Seminar Support** opportunities per year to encourage faculty members to apply to direct NEH Summer Seminars. Four options of support are available to faculty members: a 1/9th salary supplement during the Summer of the NEH award; a one-course reduction taken during the Fall or Spring semester that precedes the Summer of the NEH award in order to give the faculty member time to prepare for the NEH Seminar; a one-course reduction taken during the Fall semester that follows the Summer of the NEH award in order to allow the faculty member time to conduct research; or up to \$10,000 toward the costs associated with running the seminar, such as graduate assistance.

ISLA's **Research Grantsline** has now become an annual publication summarizing the external funding programs to which Arts and Letters faculty members are most likely to apply. In addition to this printed publication, which is distributed each Fall, ISLA also maintains an online list of links to sponsoring agencies so that faculty members can access the most up-to-date information available. Plans are underway to offer future versions of this online listing in a searchable database format.

The National Research Council (NRC) **assessment of research doctoral programs** will be delayed for at least one additional year. Originally scheduled to begin collecting data in July 2005, the NRC had to postpone this process because it had not reached its goals for federal funding. While the delay is something of an inconvenience, it does provide us with more time to consider comments on the questionnaire and taxonomy, more time to review the methodology, and ultimately more time to prepare and develop our credentials.

Several of the College's departments rose in the latest *U.S. News and World Report* **rankings** of the country's best graduate programs. While these rankings, which were last updated four years ago, in 2001, are by no means a comprehensive assessment of the quality of programs, they do provide a benchmark from which we can partially gauge our progress. The Department of History, for instance, climbed to a tie for 32nd in the 2006 rankings (computed in January 2005), up from a tie for 45th in the previous rankings and 59th in the National Research Council's 1993 list. This ranking is particularly encouraging because the Department is considerably smaller in terms of its number of faculty members relative to its peers. English moved from being tied for 52nd in the last set of rankings to tied for 36th in the 2006 rankings. Political Science rose to a tie for 41st after being tied for 49th in the previous list. The *U.S. News and World Report* rankings also include rankings of subfields in some disciplines. In political science, Notre Dame's political theory and comparative politics subfields were ranked 10th and 18th, respectively. In addition, according to the most recent Leiter Report, the Department of Philosophy ranks 11th in the country, tied with the programs at Cornell University, the University of North Carolina at Chapel Hill, and the University of Texas at Austin. It is considered the best department in the English-speaking world for the study of the philosophy of religion, and its subfields in epistemology, Kant and German idealism, logic, medieval philosophy, metaphysics, philosophy of action, philosophy of mathematics, and 20th-century continental philosophy, among others, are also rated among the world's best.

Kristin Shrader-Frechette, O'Neill Family Professor of Philosophy and Concurrent Professor of Biological Sciences, received the World Technology Network's 2004 **World Technology Award** in ethics. The World Technology Network and its awards program were created by a group of Nobel Laureates and business leaders to recognize achievement in disciplines related to engineering and technology, areas where Nobel Prizes are not awarded. Each year, the awards honor individuals and corporations "who are creating the future and changing the world" in each of 20 fields, ranging from design, education, and ethics to biotechnology, information technology, and law. Kristin received the award for her work in environmental and public health ethics. The U.S. National Science Foundation has continuously funded her research since 1982.

George Marsden, McAnaney Professor of History, received the **Louisville Grawemeyer Award in Religion** for his *Jonathan Edwards: A Life*. The award, which is jointly presented by the Louisville Presbyterian Theological Seminary and the University of Louisville, carries a cash prize of \$200,000. Recognizing powerful ideas in the arts, humanities, and social sciences, Grawemeyer awards are given annually in the areas of music composition, ideas improving world order, education, religion, and psychology. George's accomplishment was featured in an article in *The Chronicle of Higher Education*. All told, he has now received seven book awards for *Jonathan Edwards*, including a 2004 Bancroft Prize recognizing the biography as one of the year's best books in American history. The book was also selected as one of the best books of 2003 by *Atlantic Monthly*, among others.

The Dallas Institute of Humanities and Culture awarded Brad Gregory, Associate Professor of History, the inaugural **Hiett Prize in the Humanities**. According to the Institute's Website, the prize is "presented to a person who has not yet reached his or her full potential, but whose work in the humanities shows extraordinary promise and has a significant public or applied component related to cultural concerns. Its purpose is to encourage future leaders in the humanities by 1) recognizing their achievement and their potential and 2) assisting their work through a cash award of \$50,000." Brad was chosen from among more than 100 nominees, 30 semifinalists, and three finalists.

Maria Tomasula, Grace Associate Professor of Art in the Department of Art, Art History, and Design, was recognized as **Best Established Artist** in Chicago by *Chicago Artists' News*, a publication of the Chicago Artists' Coalition. Maria's paintings are technically sophisticated, with saturated colors and glistening surfaces. Her work has been partly influenced by Latin American religious art, and the objects tend to assume symbolic significance, allowing flowers, fruit, bones, and other images to embody characteristics such as suffering and transcendence. Indeed, her paintings address the soul in often haunting ways. Maria is represented by the Zolla/Lieberman Gallery in Chicago and Forum Gallery in New York City and Los Angeles.

Vittorio Hösle, Kimball Professor of Arts and Letters, and Julia Adeney Thomas, Associate Professor of History, both spent 2004–2005 in residence at the **Institute for Advanced Study** in Princeton, New Jersey. Vittorio, a professor of German who also has appointments in Philosophy and Political Science, used his fellowship support to write a book about the literary genre of the philosophical dialogue. Julia, who held a National Endowment for the Humanities Fellowship while at the Institute, worked on a book on postwar Japanese ideas about democracy and the arts.

Arts and Letters faculty members generate and host approximately two-thirds of the academic conferences at Notre Dame, a pattern that has been well-established over the past two decades. Thanks largely to the efforts of Harriet Baldwin, **Director of Academic Conferences**, two new developments designed to enhance the planning of scholarly events began to take shape in 2004–2005. First, Harriet has been able to contribute to the professional development of our graduate students by providing counsel and assistance to them as they host speakers and organize conferences for the first time. Second, she has sought ways to help departments collate and organize non-conference scholarly events, especially lectures and symposia. Starting with English and Romance Languages and Literatures, a regularized process for scheduling, advertising, and handling the social and financial arrangements for these events will be established. This will include placing the events on a master calendar. In addition, Harriet has been instrumental in voicing the College's concerns about creating a more refined means to promote all academic activity to interested audiences. She has used a Corporate Time agenda as a stop-gap calendar of upcoming events, events which are also posted on the College's homepage. Matt Storin, Associate Vice President for News and Information, worked to gain

University commitment for a University-wide calendar software system, which was launched in early Fall 2005. This master calendar will be a good tool for scheduling and will also present to the public a lively picture of scholarly exchange on campus and in the College.

This past year saw a number of exciting **conferences** that brought scholars from around the country and the world to Notre Dame to interact with our own distinguished scholars as well as our students. In addition to the events mentioned elsewhere in this report, other notable conferences included: “Early Medieval Christianities, 600–1100,” which attracted scholars from the United States, the United Kingdom, Europe, and Israel; “Archbishop Romero: Martyr and Prophet: A Bishop for the New Millennium,” marking the 25th anniversary of the assassination of Salvadoran Archbishop Oscar Romero and featuring lectures by Bishop Gregorio Rosa Chávez, Auxiliary Bishop of San Salvador, and Monsignor Ricardo Urioste, Vicar General for the Archdiocese of San Salvador; “Latin America in the Global Economy,” with former Mexican President Ernesto Zedillo as the keynote speaker; “Philosophical Anthropology: Reviewed and Renewed: History, Theory, Synthesis & Normative Implications,” which explored the intersection of philosophy of biology with German philosophy and brought a number of scholars to campus from Germany; and “Epiphanies of Beauty: The Arts in a Post-Christian Culture,” with keynote speaker Gregory Wolfe, publisher and editor of *Image: A Journal of Arts and Religion*.

One of the obligations of a researcher is to make his or her insights intelligible to a wider audience. In that spirit the College sponsors the **Saturday Scholar Series**. Leading scholars from Arts and Letters give public presentations, followed by a question-and-answer period, in the auditorium of the Hesburgh Center for International Studies three-and-one-half hours before each home football game. These presentations, such as last year’s “*The Da Vinci Code: An Assessment*,” continue to attract large crowds. Led by Randy Coleman, Associate Professor of Art History; Rev. Richard McBrien, Crowley-O’Brien Professor of Roman Catholic Theology; and Valerie Sayers, Professor of English, “*The Da Vinci Code*” drew over 450 people, with many more having to be turned away at the door. The Website for the Saturday Scholar Series, <<http://www.saturdayscholar.nd.edu/>>, has been updated with a list of the Fall 2005 speakers and descriptions of their topics.

The **University Library** is essential to attaining our highest goals in scholarship. It received \$300,000 in one-time money from the Provost in 2004–2005, \$100,000 of which was designated for the humanities. In addition, the College and a variety of campus entities contributed over \$627,000 in one-time purchases to advance scholarship in Arts and Letters. For instance, the Graduate School, the Department of History, the University Library, the Medieval Institute, and Sabine MacCormack, Hesburgh Professor of Arts and Letters, all contributed to raising funds to acquire ten facsimiles of the spectacular illuminated manuscripts of the Apocalypse Commentary of Beatus of Liebana. We now believe that we have the largest collection of Beatus materials in the world. Other one-time purchases supported a variety of interests and departments. In

addition, for Fall 2005, when most units' budgets were stable and without growth, \$300,000 in continuing annual rate dollars was added to the Library's budget. These developments are welcome, but there is still a glaring disparity between our aspirations in scholarship and our library ranking, which fell from 52 to 58 last year. It is remarkable that the University and its supporters would, over so many years, tolerate such a low ranking in an area so much at the core of the University's primary mission.

The **Office of Research** (OR) provided over \$200,000 of the \$627,000 that went for Arts and Letters library purchases. Counting this amount, OR provided 25 awards totaling \$528,525 to the College in fiscal year 2005. This compares to just over \$350,000 in each of the two preceding years. The College's relationship with OR should only grow stronger in the coming years, thanks largely to the efforts of ISLA. Indeed, the Office of Research is one of ISLA's most important partners at the University level, as it allows the Institute to develop special projects it cannot fund by itself. In Fall 2004, ISLA asked OR—through reports issued in November, April, and at the end of the fiscal year—to provide information about the matching and cost-sharing funds it has channeled to the College. This new information system will make it easier for both partners to coordinate their efforts and communicate with the Office of the Dean.

The Review of Politics remains a very important Notre Dame institution. Over the years, it has published the work of well-known authors such as Hannah Arendt and Eric Voegelin. *The Review* also continues to be a major outlet for Catholic thought on a variety of issues, even though it is not strictly a Catholic journal. With 1,300 subscribers, manuscript submissions from around the world, and requests to review some 800 books last year alone, *The Review* is committed to retaining and increasing its status. In August 2004, Catherine Zuckert, Dreux Professor of Political Science, succeeded Walter Nicgorski, Professor in the Program of Liberal Studies and Concurrent Professor of Political Science, as the journal's chief editor. Since Catherine assumed her new duties, the journal has reviewed approximately 120 manuscripts, accepting 12 for publication and soliciting at least 16 more. Submissions first go through an internal review, with those that survive being sent to four or five external referees. In academic year 2004–2005, *The Review* contacted approximately 240 scholars at 160 different institutions to serve in this role.

Faculty members sometimes encounter difficulties in making the transition from associate professor to professor. There are multiple explanations for this phenomenon. In some instances, the University places increased demands on associate professors' time, asking them to serve in administrative roles or encumbering them with heavy service requirements that impede their progress to promotion. To assist those who have been slowed down for reasons other than personal choice, we developed, with the approval of the Provost, a competitive program of **special leaves for associate professors**. Administered by Senior Associate Dean Greg Sterling, this program awards a full-year leave at full pay to selected associate professors. Its intent is to provide qualified candidates with the time they need to complete major research projects. In

2003–2004, the program’s inaugural year, two associate professors were awarded special leaves. In 2004–2005, the number grew to three, and in 2005–2006, four associate professors will be on leave through the program. More details, including eligibility requirements, can be found in the *Reference Guide for Arts and Letters Chairpersons and Faculty*, which is available online by visiting <<http://al.nd.edu/resources-for/faculty-and-staff/general-information/>>.

The **Erasmus Institute** and the College will be awarding, on a competitive basis, one academic-year fellowship to an Arts and Letters faculty member who is working on a research project that fits the Institute’s guidelines and mission, which is to deepen or extend Catholic intellectual/cultural traditions. Projects that deepen or extend those traditions may come from any discipline in the College but should operate from within Catholic intellectual/cultural traditions. Such research should show the bearing of the traditions on disciplines or subjects where they are usually regarded as irrelevant. A fuller description of the guidelines, with examples of the kinds of projects that would fulfill the criteria, will be made available to faculty members in the Fall. The fellowship is open to faculty members from all ranks.

To ensure that our faculty continues to grow through the addition of outstanding scholars, several departments have developed **best practices for faculty hiring**. The Department of English, for instance, sends a two-page letter to each potential candidate outlining Notre Dame’s strengths in his or her particular field or subfield. Political Science also sends a two-page letter, with information on the field as well as on the department and some of Notre Dame’s singular strengths in student recruitment, faculty fellowships, and support of research. Sociology first sends personal e-mails to chairpersons and directors of graduate studies at leading sociology departments to solicit names of potential candidates. The Department follows with a letter to the candidates that outlines Notre Dame’s strengths and encourages them to apply for the open position. A packet of materials about the Department, Notre Dame, and Michiana is then sent to each person who applies. The Department of Economics and Econometrics calls placement directors of all the leading programs to discuss Notre Dame’s strengths and new vision for economics and to ask for the names of possible candidates, whom the Department then contacts. Best practices such as these, when circulated, allow all of our departments to innovate in their own distinctive ways.

Catholic Identity and Mission

The Institute for Scholarship in the Liberal Arts (ISLA), with funding from the Provost’s Office, is once again sponsoring a **faculty seminar** in the Catholic intellectual tradition. In 2005–2006, the seminar will focus on “The Catholic Ideal of Liberal Learning.” Led by Cyril O’Regan, Huisking Professor of Theology, the seminar will meet once a month from September 2005 through March 2006. Questions to be addressed include: What is the nature and mission of the Catholic university, and what distinguishes it from other kinds of universities? What should the

relationship of theology be to “secular” academic disciplines? Does “Christian scholarship” simply mean conducting scholarship on Christian history and thought, or does it imply, in addition, something about the *way* we conduct our scholarly inquiries and the kinds of questions we bring to our subject matter? Seminar participants will read both classic and contemporary works in Christian thought dealing with these topics. We hope to continue the series of seminars with an additional one in 2006–2007.

Course development grants to enhance Notre Dame as a Catholic university are being generously supported by the Strake Endowment in the College of Arts and Letters. These are available to encourage faculty members to think about their common undertaking in relation to the religious affiliation of the institution. This should allow students, in turn, to think about issues that touch on faith and run across the disciplines. Providing summer grants of \$3,500, the initiative gives Notre Dame scholars an opportunity to integrate insights from the Catholic tradition into new or existing (non-theology) courses in their disciplines. The grants can now be used to develop graduate as well as undergraduate courses. We would also like to encourage faculty members, either as individuals or as teams, to develop capstone courses within their majors or across majors that attempt to view a particular discipline or set of disciplines within a broader context. This would allow students to experience something more holistic instead of the increasing specialization that is often characteristic of advanced study.

Each year, many of the University’s **senior theses explore Catholic themes**. This past year, some examples included Maureen Hattrup’s study of the influence of Duns Scotus on Gerald Manley Hopkins and James Joyce, which was advised by Kevin Hart, Notre Dame Professor of English; Katherine Nienaber’s thesis on the spiritual writings of Thomas Merton, which was advised by Larry Cunningham, O’Brien Professor of Theology; and Danielle Reyes’ study of Mary of Nazareth and Mary Magdalene as models of Christian discipleship, which was advised by Tim Matovina, Associate Professor of Theology and Director of the Cushwa Center for the Study of American Catholicism.

Several undergraduates who received summer fellowships through the **Undergraduate Research Opportunity Program** (UROP) used their funds to pursue research projects addressing specific aspects of Catholic identity. For example, senior Anna Nussbaum compared religious practices and their relation to sexuality. Based on the findings from interviews with women and men from diverse spiritual backgrounds, ages, classes, and sexual orientations, Anna will write a play about religion and sex that will be performed as a fundraiser for victims of sexual assault and that can be performed as an alternative to the *Vagina Monologues*. In an attempt to determine the viability of a Catholic candidate in the current political climate, senior Michelle McCarthy analyzed the media tactics employed by John F. Kennedy and the role religion played in his 1960 bid for the White House. At the John F. Kennedy Library in Massachusetts, Michelle studied the transcripts and memos from Kennedy’s campaign advisors and formulated a campaign strategy for future Catholic candidates seeking the presidency.

Two new academic programs emphasize sacred music. In November, the Academic Council approved a new degree program, the **Master of Sacred Music (M.S.M.)**, which will be administered by the Department of Theology with extended participation from faculty colleagues in the Department of Music. The M.S.M. will prepare students interested in liturgical music ministry for full-time employment in dioceses, parishes, and other church-related positions. Rev. Michael Driscoll, Associate Professor of Theology, will oversee the new M.S.M. in addition to his duties administering the **interdisciplinary minor in Liturgical Music Ministry**, which the Arts and Letters College Council approved in April 2004. The interdisciplinary minor cultivates a basic understanding of the theology and pragmatics of music ministry, so that students may be better qualified to engage in this ministry as learned amateurs. The program consists of 15 credit hours of course work in theology and music plus three credit hours of ensemble, piano, or organ work. The College's initiatives in sacred music will benefit in the coming years and beyond from the newly established Hunt Family Endowment for Sacred Music, generously established by Geoff and Debbie Hunt.

Held in July, **SummerSong 2005** was a comprehensive, two-week renewal for church musicians cosponsored by the Department of Theology, the Center for Liturgy, and the Office of Campus Ministry. The program is comprised of the following four elements: a graduate course in liturgical year or liturgical theology; applied clinical sessions in organ, piano, guitar, voice, and choir led by musicians from Notre Dame and St. Mary's, including faculty members from the Department of Music; daily spiritual conferences; and morning prayer, evening prayer, and daily Eucharist. Partial scholarships for the nearly 30 participants this past year were underwritten by J.S. Paluch Company/World Library Publications.

SummerSong served as a way to promote both the aforementioned academic year Master of Sacred Music, as well as the **Master of Arts in Liturgical Studies**. Like the other degrees in the Master of Arts program—which are in Biblical Studies, History of Christianity, Moral Theology, Spirituality, and Systematic Theology—the M.A. in Liturgical Studies is typically pursued during the summer. To find the genesis of the program, one has to look back to 1948 and the efforts of a “liturgical pioneer.” That year, Rev. Michael Mathis, C.S.C., launched an M.A. summer program in Liturgical Studies at Notre Dame; each summer, he brought in liturgical experts for the program, especially from Europe. This eventually led to the creation of the Master's Program. Throughout their program, students in Liturgical Studies strive to acquire a broad, graduate-level knowledge of the worship life of the Church in its various traditions and manifestations, including the pertinent official liturgical documents since Vatican II; the ability to trace the origins and evolution of the major liturgical acts of Christian worship (i.e., Initiation and Eucharist), together with the development of liturgical feasts, orders, and other sacraments, by means of the methodology of Comparative Liturgy; a critical understanding of liturgical-theological reflection (liturgical theology), including sacramental theology; and an awareness of

the ways in which ritual behavior involves the production of human meaning together with the social and cultural contexts in which the Church's liturgies take place.

The Department of Theology pursued several initiatives as part of its **outreach programming** in 2004–2005. This included offering its first-ever distance learning courses for credit at the M.A. level and preparing a proposal to offer distance learning courses for undergraduate credit at selected secular universities through the Newman Centers at those universities. The Department's satellite site at Purdue University continued to thrive, and it worked with Duke University and Michigan State University to try to establish sites at those schools. The Diocese of Phoenix and the Diocese of Des Moines began engaging the Department about offering courses in their areas, as well. The Department has also further partnered with the Instituto Cultural de Liderazgo en el Medio-oeste to build theology courses for Hispanic Catholics in the Midwest. Joining the University of Chicago Divinity School, Candler School of Theology (Emory University), Harvard Divinity School, and Vanderbilt Divinity School, the Department will participate in the Lexington Project, an ongoing study funded by the Lilly Endowment, Inc. to promote reflection on the relationship between theology and ministerial education.

The **Theology Summer Lecture Series** is the University's only summer lecture series. Over the years, its speakers have consistently drawn large crowds, usually in the range of 100 to 250 listeners, and the 2005 series was no different. Bernard McGinn, Professor Emeritus at the University of Chicago and a fellow of both the American Academy of Arts and Sciences and of the Medieval Academy, opened the series with a lecture titled "Visio Dei: Seeing God in the Here and the Hereafter." Through the course of the summer, Bernie was followed by three Notre Dame faculty members: Rev. Richard McBrien, Crowley-O'Brien Professor of Roman Catholic Theology, who spoke on "The New Pope's Agenda"; Rev. Gustavo Gutiérrez, O'Hara Professor of Theology and also a member of the American Academy of Arts and Sciences, on "Archbishop Romero: The Word of God in History"; and Robin Darling Young, Associate Professor of Theology, on "Remembering and Forgetting in the Early Christian Hymn of the Pearl."

The **NDVision Program**, overseen by John Cavadini, Director of the Institute for Church Life and Chairperson of Theology, has in the past four years gathered over 3,000 high school students on Notre Dame's campus to explore the theological meaning and personal significance of the idea of vocation. The program is supported by a grant from the Lilly Endowment, Inc. and funding from the Strake Endowment in the College of Arts and Letters. Over 200 Notre Dame counselors have served as counselors since the program's inception. In one-week sessions, participants are led to ask deeper questions about God and about the lives they are called to lead. In this way, students explore their life choices in the light of their faith commitments. The sessions have been valuable learning and leadership experiences for our own undergraduates as well as for the students they serve.

The most recent Leiter Report ranked Notre Dame as the undisputed leader in philosophy of religion in the English-speaking world. The **Center for Philosophy of Religion**, under the leadership of Tom Flint, Professor of Philosophy, coordinates the University's work in this field. Each year, the Center offers a number of fellowships that allow scholars from other colleges and universities to spend either a semester or a year at Notre Dame participating in the Center's activities and pursuing their work in philosophy of religion and Christian philosophy. The five fellows in residence in 2004–2005 were not only active and successful in their research projects but also universal in their praise for the Center, citing the quality of faculty members and graduate students and the unique opportunities their time in residence afforded. In April 2006, the Society of Christian Philosophers will host a regional conference at Notre Dame with the sponsorship of the Center. This will mark the first time in more than 20 years that the Society will hold one of these meetings at the University.

The National Endowment for the Humanities (NEH) has awarded a challenge grant to endow a new initiative at Notre Dame, the **Program for Inquiry into Religion in American Public Life**, which will be dedicated to ongoing studies and programs on the role of religion in American democracy. Since America's founding, three different and sometimes competing visions of religion in American political life have thrived on American soil: freedom from religion, of religion, and for religion. These three distinct conceptions converged at the time of the American founding in the form of the religion clauses of the First Amendment and many parallel provisions in state constitutions. Yet Americans have not always agreed on the role religion should play in American public life. Some advocate its exclusion from public life or favor restrictions on religious expression in the public sphere. Others believe religious citizens have the same right to advocate their values in public life as anyone else. Still others believe the democratic process is weakened and civic life diminished without the full participation of those with strong religious views. The aim of the new program is to provide scholarly depth and breadth—both historical and philosophical—to these issues, which are often treated superficially in political discourse and in the mass media. Michael Zuckert, Dreux Professor of Political Science, is the project director; he developed the proposal with the assistance of Ken Garcia, Associate Director of ISLA. The program will fund a distinguished visiting lecture series and interdisciplinary faculty seminars; a new faculty position; a postdoctoral teaching fellowship for a recent Notre Dame Ph.D.; a dissertation fellowship; graduate student stipends to encourage promising graduate students to pursue doctoral research in religion and American public life; conferences; and an annual summer seminar for journalists on the constitutional, historical, and philosophical principles affecting religion in American public life. The NEH will provide \$1 million over a three-year period, which must be matched by an additional \$3 million from other sources, resulting in a permanent endowment of \$4 million for the new program.

A team of scholars with Notre Dame ties has received the inaugural award for the best book on **religion and politics** published during the last three years. The award has been granted by the American Political Science Association's Section on Religion and Politics. The book, published by Princeton University Press in 2002, is *The Politics of Cultural Differences: Social Change and Voter Mobilization Strategies in the Post-New Deal Period*. The authors are David Legee, now Professor Emeritus of Political Science at Notre Dame; Kenneth Wald, Distinguished Professor of Political Science at the University of Florida; and methodology specialists Brian Krueger and Paul Mueller, then graduate students working with David. The book offers an original perspective on the cultural dimensions of American political life and formulates a theory of campaign strategies that emphasizes cultural conflict regarding patriotism, race, gender, and religion. Based on both theory and empirical data from presidential campaigns over the last four decades of the 20th century, the authors examine issues that have deepened cultural divisions in both political parties' coalitions. Since its publication, the book has been widely used in classrooms. It has also framed research projects, including projects on the political behavior of Catholics and Latinos.

For several years, the **College of Engineering** has been looking for opportunities to better integrate ethical considerations into its curriculum, especially in the light of Notre Dame's distinctive mission. The College of Engineering has worked with Philosophy and Theology to identify a cluster of 200-level philosophy and theology courses that are strongly linked to ethics and to which engineering majors will be given preferential access. In August 2005, faculty members from the College of Engineering participated in a workshop titled "Fundamental Ethical Issues for Engineers." The workshop was led by Maura Ryan, Associate Professor of Theology, and David Solomon, Associate Professor of Philosophy.

In 2005–2006, the College's interdisciplinary minor in **Science, Technology, and Values** (STV) is cross-listing more classes with the College of Engineering and the College of Science than ever before. Engineering, meanwhile, is establishing several new courses over the next few years, the first two of which—"The Future of Energy" and "Wireless Communications"—are being taught and cross-listed with STV this Fall.

The Institute for Church Life (ICL) sponsored a **conference for bishop members of the United States Conference of Catholic Bishops** (USCCB) on the occasion of the 40th anniversary of the Vatican II Dogmatic Constitution *Verbum Dei* (on revelation). Most of the conference papers were presented by faculty members from the Department of Theology and focused on various

aspects of the Bible in the life of the Church. Underwritten by the “Sustaining Pastoral Excellence” grant received by the ICL from the Lilly Endowment, Inc., the conference was cosponsored by the USCCB Committee on Doctrine and the Department of Theology. Archbishop William Levada, Chairman of the Committee, celebrated Mass during the conference; he was recently appointed by Pope Benedict XVI as Head of the Congregation for the Doctrine of the Faith, filling the position the Pope himself previously held. Also in attendance were the other members of the doctrine committee and the committee’s consultants, including Cardinal Avery Dulles, Cardinal Francis George, and Notre Dame’s John Cavadini, Director of ICL and Chairperson of Theology. Rev. John Jenkins, C.S.C., President of the University, presided at a dinner for the bishops, and Bishop John D’Arcy presided at a Mass in the Basilica of the Sacred Heart.

The Nanovic Institute for European Studies now sponsors an annual **Vatican Lecture**. In November 2004, Monsignor Charles Brown, a 1981 Notre Dame graduate who majored in history and is an official of the Congregation for the Doctrine of the Faith, delivered a lecture titled “From Notre Dame to the Vatican and Home Again: An Insider’s View of the Papacy of John Paul II.” In Fall 2005, the lecture will be given by Archbishop Michael Miller, Secretary of the Congregation of Catholic Education. Archbishop Miller, former president of the University of St. Thomas in Houston, Texas, will speak about relations between the Vatican and European and American Catholic universities.

Many of our initiatives in support of Catholic identity emerge directly from faculty members and departments. Sara Maurer, Assistant Professor of English, and Catherine Winikates, Rector of Lewis Hall, have formed a group of faculty and staff members to participate in a two-semester sequence of sustained study and dialogue on **social justice** issues in the context of Catholic teaching. The group’s readings are based on the Catholic Charities curriculum, JustFaith, which explores poverty, inequality, and hope through reading, discussion, prayer, and community experience. The group is cosponsored by the Center for Social Concerns and the Office of Campus Ministry. Last year, graduate students in the Department of Psychology, who worked in the local community to facilitate a JustFaith program, helped create an interfaith initiative to help make Notre Dame a more welcoming and inclusive place. The initiative has included a series of authentic prayer experiences, led by student, staff, or community practitioners of some of the world’s great faith traditions.

Rev. Gustavo Gutiérrez, O.P., O’Hara Professor of Theology, received the 2004 **Yves Congar Award for Theological Excellence**. The award is presented annually to honor a contemporary theologian whose work, writing, and teaching both embrace tradition and move that tradition

forward to meet current challenges. Gustavo's book *A Theology of Liberation* is considered the foundational text for liberation theology, a largely Latin American movement that calls attention to the Catholic Church's vocation to resist the oppression of the poor. He is the second Notre Dame theologian to win the award, joining Rev. Thomas O'Meara, O.P., Warren Professor of Theology Emeritus, who received it in 1995–1996.

John Sherman, Associate Professional Specialist in the Department of Art, Art History, and Design, designed a **new artistic interpretation of Christ's Way of the Cross**. Based on a set of stations celebrated by Pope John Paul II on Good Friday in 1991, John's depiction of Christ's journey to the cross is text-based rather than traditionally illustrated. With scriptural texts on the Passion and death of Christ printed in a new font called Felicitas that was designed by John, each of the 14 prints employs 23 languages in an effort to invoke in the viewer empathy for the suffering of people around the world. Produced in the Center for Creative Computing's Digital Imaging Studio in Riley Hall, the prints were on display in the Chapel of Mary, Seat of Wisdom in Malloy Hall during Lent. To view John's work online, visit <http://www.nd.edu/~jsherman/stations/>.

Rabbi Michael Signer, Abrams Professor of Jewish Thought and Culture, was named the **Man of Reconciliation 2005** by the Polish Council of Christians and Jews. The Council annually awards the title to individuals from outside Poland who have made important contributions to the Christian-Jewish dialogue in that country. The Council simultaneously recognized Michael's cooperation with Professor Hanspeter Heinz of the University of Augsburg, Germany, who was named the Man of Reconciliation 2004.

Robert Sedlack, Assistant Professor of Graphic Design; Paul Down, Associate Professor of Industrial Design; and Rev. Thomas Streit, C.S.C., Research Assistant Professor of Biological Sciences, have been leading a group of 12 undergraduate design majors on a project that is addressing the production, distribution, packaging, and marketing of co-fortified salt in **Haiti**. Co-fortified salt is one way to interrupt the transmission of lymphatic filariasis (LF), a disease that plagues Haiti. Notre Dame's Haiti Program, which was founded by Tom, has been working to eliminate LF from Haiti for over a decade and has provided the means for the design students to become involved. The nine-member industrial design team has been charged with the task of increasing salt yield, while the three members of the graphic design team are working to develop an identity program and marketing campaign that ensures the product is purchased and clearly communicates the benefits of co-fortified salt. This project—which has also involved two graduate design students and three M.B.A. students—demonstrates how design conceived as service to society rather than as a tool of commerce can be an effective vehicle for realizing

Notre Dame's ideal of turning scholarship into service.

Amy Peterson, a 2005 graduate who majored in art and environmental science, was commissioned to create a painting of a multi-cultural Virgin Mary to be presented by the Minority Alumni Network to retiring President Rev. Edward Malloy, C.S.C., as a tribute to his commitment to diversity. Amy's painting, "**Notre Dame, Our Universal Mother,**" uses various symbols to represent African-American, Asian-American, East Indian, Hispanic, and Native American alumni. Members of the Minority Alumni Network contributed the inspiration and textile samples that Amy used as references in creating imagery specific to each ethnic group. A Hispanic-American, Amy has a particular interest in indigenous cultural values, and the themes of environmental, cultural, and spiritual identity are prominent in her work.

Arts and Letters continues to play a leadership role in educating doctoral students who will eventually become **scholar-teachers at outstanding Catholic and Christian universities**. In addition to the impressive graduate placements mentioned earlier, graduating Ph.D.s in Arts and Letters received tenure-track positions last year at a number of religious universities. Economics, for example, placed a student (Justin Dubas) at St. Norbert College. English placed students at Loyola University Chicago (Badia Ahad) and Villanova University (Michael Tomko). A student in History (Owen Phelan) will spend one year as a visiting lecturer at the University of Michigan before joining the faculty of Mount St. Mary's University; History also placed a student (Troy Feay) at Belmont Abbey College. A student in the Medieval Institute (Robin Vose) secured an appointment at St. Thomas University. Philosophy placed a student at St. Michael's College in Vermont (Lara Ostaric) and, like History, one at Mount St. Mary's University (Joshua Hochschild). Boyd Coolman, a recent graduate of the doctoral program in Theology, secured the top theology position advertised last year in any historical discipline, landing a tenure-track job in medieval theology at Boston College. In addition, Psychology placed a student in a postdoctoral position at Georgetown University (Shannon Carothers).

From September 19–22, 2004, scholars from around the United States and the world came to Notre Dame to take part in "**Migration and Theology: An International Conference.**" The purpose was to bring together concerned members of academic, religious, and professional communities to examine the challenges facing Mexican migrants in the United States. Speakers included Cardinal Oscar Andres Rodríguez Maradiaga, Archbishop of Tegucigalpa, Honduras; Rev. Peter Phan, Ellacuria Professor of Catholic Social Thought at Georgetown University; Rev. Donald Senior, C.P., President of Catholic Theological Union in Chicago; Pulitzer Prize-winning photographer Don Bartletti of the *Los Angeles Times*; and Olivia Ruiz, Professor of Cultural Studies at the Colegio de la Frontera Norte, Tijuana BC, Mexico. These and other scholars

examined the cultural, political, economic, legal, and social marginalization experienced by many Mexican immigrants, both legal and illegal. The conference broke new ground in exploring migration as a theological issue, and those involved hope it will pave the way for future work in the area. Principally organized by the Institute for Latino Studies and the Department of Theology, the conference also allowed Notre Dame to build a network with major organizations that work with migrants, including Catholic Relief Services, the United States Conference of Catholic Bishops, and the Congregation of the Missionaries of St. Charles Borromeo. A publication of selected conference proceedings and a 30-minute video documentary on the conference's content are in their final stages of production.

The Cushwa Center for the Study of American Catholicism hosted a national conference on the **future of American Catholic history**. The opening conference session focused on the current state of U.S. Catholic historical studies within the wider framework of American history. For the remaining sessions, speakers and participants explored the research agendas, primary documents, and trends in the field that are necessary to advance historical analyses of Catholicism in the United States. Two significant intellectual concerns were interwoven throughout all sessions of the conference: the need to integrate analyses of Catholic history with wider bodies of scholarship and the importance of developing a new paradigm or general narrative of Catholics in America that will synthesize recent developments on topics such as women, devotional practice, African-Americans, Latinos, the intellectual life, and regional variations in U.S. Catholicism.

“Aesthetics of Belief: A Conference for Catholic Writers” brought four prominent Catholic poets and writers to campus to offer public readings of their work and reflect on the current state of Catholic literature in the United States. The featured authors were Tim Gautreaux, Professor Emeritus and Writer-in-Residence at Southeastern Louisiana University, whose stories have appeared in numerous anthologies, including *The Best American Short Stories*; Paul Mariani, University Professor of English at Boston College, whose work has been short-listed for the American Book Awards; Demetria Martinez, a columnist for the *National Catholic Reporter* and winner of the Western States Book Award for fiction; and Katherine Vaz, Briggs-Copeland Lecturer at Harvard University and recipient of the Portuguese-American Women's Association Woman of the Year Award. To conclude the conference, Valerie Sayers, Professor of English; Kevin Hart, Notre Dame Professor of English; and former M.F.A. student Campbell Irving chaired a roundtable discussion involving all four authors.

“Towards a New Reading of the Qur'an?”, an international conference held at Notre Dame this past year and organized by Assistant Professor Gabriel Reynolds, featured 17 leading Qur'an

scholars from the Middle East, Europe, and North America who gathered to debate the most recent theories in Qur'anic Studies. Attracting as many as 75 people, the three public lectures by Samir Khalil Samir (Université St. Joseph in Beirut, Lebanon), Fred Donner (University of Chicago), and Andrew Rippin (University of Victoria in British Columbia) led to animated and open discussions between the scholars, Notre Dame students, and members of the Muslim community. During the five panel sessions, those in attendance heard of the intense debate within the scholarly community on theories for revisions of the Qur'anic text. These theories are based on a reconsideration of the Qur'an's language and Islam's relationship to Judaism and Christianity, which made the conference an occasion for reflection on the shared religious heritage of the three traditions and an exposition of the unique resources Notre Dame offers for the study of religion.

As part of the inauguration of Father John Jenkins, C.S.C., as the 17th president of the University of Notre Dame, the University is holding in September an academic forum titled **“Why God? Understanding Religion and Enacting Faith in a Plural World.”** Organized primarily by Scott Appleby, Professor of History and Regan Director of the Joan B. Kroc Institute for International Peace Studies, the forum's purpose is to bring world leaders to campus to discuss their experiences and offer advice to Notre Dame students preparing to enter public debate and shape the professional world. Panel discussants include Naomi Chazan, Professor of Political Science and African Studies at Hebrew University of Jerusalem and former Deputy Speaker of the Israeli Parliament; the Hon. John Danforth, former U.S. Senator from Missouri and former United States Ambassador to the United Nations; Imam Feisal Abdul Rauf, founder and chief executive officer of the American Society for Muslim Advancement; and Oscar Andrés Cardinal Rodríguez Maradiaga, S.D.B., Archbishop of Tegucigalpa, Honduras. Mr. Tom Brokaw, former anchor of NBC *Nightly News*, will moderate the discussion, which will also include Notre Dame faculty and students. The forum will ask such questions as: Why should we consider or include religious and faith-based perspectives when addressing issues of the common good or general public concern? How do we account for the increasing role that religion is playing in today's society, how can we better understand religion, and how can that understanding be integrated into our public awareness and debates? And what do people of faith, including young intellectuals educated at Notre Dame, have to contribute to the solution of the world's pressing problems?

A set of readings has been selected around one of the themes of the forum, namely, the question of religious diversity and tolerance of, or hospitality toward, the religious other. This is a topic of special importance to a university that prides itself on both its specific Roman Catholic identity and its openness to people of all faiths or none at all. At the same time, the question of how to

encounter diversity is hardly limited to Notre Dame; it remains an urgent question facing every civilized society on the planet. Faculty members have been encouraged to integrate the topic into their classes, and a number of **discussion groups in the residence halls** are being formed. The primary text for these discussion groups is *When Faiths Collide*, a reflection on religious pluralism and religious conflict by Martin Marty, Professor Emeritus of the History of Christianity at the University of Chicago, who has led multi-year scholarly studies of public religion, religion and media, and religious fundamentalisms during his distinguished career. *When Faiths Collide* is being supplemented by a course packet of brief essays exploring the question of tolerance and intolerance.

The **Notre Dame Center for Ethics and Culture** will host its sixth annual Fall conference, “Joy in the Truth: The Catholic University in the New Millennium,” from September 29 to October 1, 2005. Last year, the Center, in conjunction with the Lumen Christi Institute in Chicago, hosted a colloquium on the Catholic tradition. This event featured three of the most important Catholic thinkers in the world: Jean-Luc Marion, Nuveen Professor of the Philosophy of Religion and Theology at the University of Chicago Divinity School; Charles Taylor, Board of Trustees Professor of Law and Philosophy at Northwestern University; and Alasdair MacIntyre, O’Brien Senior Research Professor of Philosophy at Notre Dame. David Solomon, Associate Professor of Philosophy and the White Director of the Center for Ethics and Culture, also continued the “Catholic Literature Lecture Series” in 2004–2005.

David Campbell, Assistant Professor of Political Science, is organizing a December 2005 conference titled “**A Matter of Faith? Religion in the 2004 Election,**” which will be hosted by the Program in American Democracy. Supported by funds from the Annenberg Foundation, this two-day event will feature the nation’s leading scholars of religion and politics discussing religion’s impact, both subtle and overt, on the 2004 presidential election. Notre Dame students and faculty will be encouraged to attend a public roundtable discussion with the conference participants.

One of the obligations of a Catholic university is to reach beyond campus and into the community. The **Teachers as Scholars Program** offers approximately 10 seminars each year by Notre Dame faculty members to K–12 teachers in the Michiana area. Recent seminar topics have covered areas as diverse as how to incorporate character building into academic instruction, how religious faith relates to violence, how singing hymns influences the understanding of the Eucharist, and how historians understand the public and private life of Thomas Jefferson, complete with a multi-course catered lunch based on authentic recipes from Jefferson’s days at Monticello and the White House.

The **Program in Religion and Literature**—which administers an interdisciplinary minor and sponsors intellectual discussion among graduate students and faculty members—set up a new reading group in Fall 2004 centered on the work of Emmanuel Levinas. This culminated in an international conference, in April 2005, titled “The Exorbitant: Emmanuel Levinas between Jews and Christians,” which was organized by Kevin Hart, Notre Dame Professor of English and Director of the Program, and Rabbi Michael Signer, Abrams Professor of Jewish Thought and Culture. The Program is intricately tied to the journal *Religion & Literature (R & L)*, which was founded by graduate students in Notre Dame’s Department of English in the 1960s. *R & L* still features a staff of doctoral students in English and Theology who write short book notices and give contributed articles a first reading. *R & L* plans to publish an essay it has received from John Milbank, a distinguished theologian and scholar of literature formerly of the University of Cambridge and now at the University of Virginia. It has also been promised an essay by Geoffrey Hartman of Yale University, a renowned interpreter of British Romanticism, based on his recent lectures at Notre Dame. James Dougherty, Professor Emeritus of English, and Thomas Werge, Professor of English, continued to edit *R & L* in 2004–2005. Jim notes that the presence and editorial advice of Kevin Hart has played a large part in these and other advances for the journal. Kevin led an NEH Summer Seminar in 2005 titled “Religious Experience and English Poetry: 1633–1985,” which brought to campus a group of younger academics in the field, increasing the visibility of the journal and perhaps eliciting future submissions. Kevin has also helped to solicit book reviews from prominent critics and taken an increasingly active role in reviewing and selecting articles submitted to *R & L*. In Fall 2004, the journal hosted “Names and the Unnameable: Literary Art and Spiritual Vision,” a meeting of the Conference on Christianity and Literature.

The *Journal of Hindu-Christian Studies* enjoys the distinction of being the only academic publication in the world dedicated exclusively to the theological, socio-political, and spiritual encounter of the world’s largest and third-largest religions. Its publishing equivalents are *Buddhist-Christian Studies* and *Islamochristiana*. The *Journal* has been housed at Notre Dame for four years, with Brad Malkovsky, Associate Professor of Theology, serving as editor. Its editorial advisory board, as well as its article and book review contributors, are among the world’s most distinguished scholars in the fields of Hinduism and the Hindu-Christian encounter. The *Journal* is a forum in which the most controversial ideas of the day are aired and discussed, filling an especially important role given the increased tension in both India and the West between Christians and militant Hindu groups. The main theme of the 2005 issue was “Women as Priests,” which drew on the expertise of two Hindu and two Christian scholars who addressed the ordination of women from theological and historical perspectives with an eye to

contemporary debates and actual innovations. The 2006 issue will examine “Censorship in Hinduism and Christianity.”

Notre Dame’s academic mission is ambitious and distinctive. The University seeks to be “a forum where through free inquiry and open discussion the various lines of Catholic thought may intersect with all the forms of knowledge found in the arts, sciences, professions, and every other area of human scholarship and creativity.” Notre Dame has been that forum because of numerous faculty members of differing religious convictions whose excellence as scholars and teachers enables them to participate in and to encourage such a free and open conversation. But Notre Dame will only remain that forum if it sustains **faculty members who are able to preserve and renew the rich Catholic intellectual and cultural inheritance**. The combination of impending faculty retirements and predominant recent hiring trends in many departments threatens Notre Dame’s capacity to realize its mission. In a decade, fewer faculty members will either do their work as intelligent and serious Catholics or devote their scholarship, regardless of their own convictions, to the preservation and renewal of the Catholic inheritance. Without more such Catholic academics at Notre Dame, the University will be unable to fulfill its religious responsibility to its students, above all to its undergraduates. Without more such scholars of Catholicism at Notre Dame, the Catholic inheritance will shrink here and beyond. Notre Dame is the only university with the resources to preserve and renew the Catholic intellectual and cultural inheritance in its fullness. If the University fails to fulfill its mission, that inheritance will likely continue to fragment and to diminish throughout the academy.

On a hopeful note, during the last decade the College has identified and recruited some outstanding faculty members who are committed Catholics and/or recognized scholars of various aspects of the Catholic inheritance. Even so, reliance on the academic marketplace cannot yield the number of such academics Notre Dame needs. Our minimal goal in the hiring of Catholics is 50%, with an expected goal of 55% and an aspirational goal of 60%. This year for the first time in the past eight years, we dropped below our minimal goal: 43% of new faculty hires in 2004–2005, and only 35% of the new teaching-and-research (T&R) faculty in 2005–2006, are Catholic. Over the past eight academic years, we have hired Catholics into the tenure-track and tenured ranks, including adjustments for attrition, at a rate of 51%, only precariously above our minimal goal. The figure for regular faculty is slightly higher, at 54%. Departments vary dramatically: six have hired at least 60% Catholics during this time, and another three have met the minimal goal of 50%, but six have hired 33% Catholics or less. As I noted at our spring faculty meeting, now that graduate stipends have been rendered more competitive, **mission hiring** is our most pressing challenge at present.

As with the recruitment of women and minority faculty members, we must become more proactive. The College has, therefore, begun an integrated project to identify at all ranks the greatest possible number of Catholic scholars of high quality as well as excellent scholars of the Catholic inheritance. I have asked Father Robert Sullivan, Associate Professor of History and Director of the Erasmus Institute, to become a Senior Executive Fellow and undertake a pilot project to assist us in our endeavors. Bob will oversee an effort to identify **Catholics at the leading universities and colleges** in the country and the leading departments in each of our disciplines. Appropriate results of the search will be shared with departments throughout the College. By recruiting in every department greater numbers of outstanding Catholic scholars and scholars of the Catholic intellectual and cultural inheritance, we shall strengthen ourselves as a college and advance Notre Dame's mission. In some cases, we are uncovering faculty members who may or may not be Catholic but who would, because of their scholarly focus, enhance our mission. We must seek to fulfill two goals, which will occasionally, but not always, overlap: ensuring a critical mass of Catholics, so that our students encounter models of lived Catholicism, and ensuring a critical mass of scholars who devote their scholarship, regardless of their religious convictions, to the preservation and renewal of the Catholic inheritance. With Bob's assistance, we should be better able to recruit outstanding Catholic scholars into departments across the entire College as well as scholars who, independently of religious conviction, will enhance our broader mission. Indeed, by focusing on those scholars who are already at outstanding programs and departments, we should simultaneously be in a stronger position to continue to improve the quality of our faculty.

This new strategy to identify appropriate scholars complements our existing **target-of-opportunity program** (TOP). The College is always looking for TOP hires, possible criteria for which include extraordinary quality, diversity, and potential contribution to the Catholic character of Notre Dame. Departments have been encouraged for several years to develop strategies to locate possible TOPs in their disciplines who could contribute to the positive trajectory of their departments and increase the overall quality of the Arts and Letters faculty. TOP hires are temporary add-on positions in advance of a future retirement or departure.

Although colleagues sometimes view the search to hire Catholics as an added burden, it represents in fact one of our best opportunities for **academic advance**. In reviewing the slightly more than 150 T&R hires in my first seven years as Dean, I identified 50 who stood out for various reasons, such as those who had already received tenure at higher-ranked institutions; those who at the time of hire had multiple offers, including from higher-ranked departments or higher-ranked universities; and those whose promotion and tenure cases at Notre Dame were simply extraordinary. For each, I sought to identify the most significant factor leading to their

choice of Notre Dame. The Catholic identity of the University, broadly understood, was far and away the strongest factor, applying to more than 60% of these outstanding hires. Our Catholic identity can frequently provide us with a competitive advantage in hiring and allow us to attract scholars away from higher-ranked departments. Thus, not only is Catholic identity of incomparable intrinsic value, it is simultaneously our greatest competitive advantage.

Even as we recognize the importance of Catholic hiring, it would be a mistake to reduce Catholic identity to the hiring of Catholic faculty members or the fostering of residential and liturgical life. Catholic identity has a profound **intellectual dimension** that gives us a distinct profile and fosters the liberal arts. There are deep philosophical and historical connections between the Catholic Church and art, which have made our recent investment in the arts all the more appropriate. In literature, philosophy, and theology, a wealth of rich traditions of Catholic thought remain a defining part not only of our intellectual inheritance but also of our continuing efforts to address contemporary challenges. In the social sciences, Catholic social teaching and normative questions have offered us a distinctive window through which to view some of the world's most pressing questions. We need to continue to think holistically about Catholic identity, and departments that have ongoing conversations about this identity and are able to link our distinctive identity with substantial academic advance are to be congratulated.

Diversity and Internationalism

Founded in 1972, the African and African-American Studies Program (AFAM) initially examined the Black experience in North America. Without abandoning this focus, AFAM evolved into a multifaceted program with research, teaching, and service initiatives aimed at studying Africa and the African Diaspora—the global dispersion of peoples of African descent. On April 20, 2005, recognizing its importance to the University as a whole, the Academic Council elevated the program to department status, effective July 1. The new **Department of Africana Studies** will build on AFAM's legacy, furthering innovative and diverse initiatives that speak to the moral, ethical, and religious concerns that are at the heart of Notre Dame's Catholic mission. Richard Pierce, Associate Professor of History and formerly Associate Director of AFAM, has been appointed the first Chairperson of the Department of Africana Studies. The Department will continue its oversight of the Erskine Peters Dissertation Year Fellowship program, move forward with a modest number of special projects focused on the study of religion and culture in Africa and the African Diaspora, and assume responsibility for the academic component of the African-American Catholic Leadership Development Seminar.

The Seminar is a University initiative that offers outstanding high school students an opportunity to spend a week on campus during the summer examining the interface of Catholicism, African-American culture, and principles of 21st-century leadership. The Department will benefit from the hiring of Associate Professor Cornelius Eady by the Department of English. Cornelius is the cofounder of Cave Canem, an organization dedicated to the advancement of young African-American poets. A poet himself, he has published seven books of poetry, and his collaborative jazz opera, *Running Man*, was a finalist for the Pulitzer Prize in drama. His presence will help raise the University's visibility in the field of African-American arts.

Beginning in 2006–2007, undergraduates in the Department and from around the University will have an exciting new opportunity to be immersed in African culture. Through the School for International Training's study-abroad program, Notre Dame's Office of International Studies (OIS) will offer a study-abroad site in Uganda. Highlights of the program, which focuses on development studies, include lectures by Makerere University professors, visits to sites of cultural and historical significance, and a six-week development practicum. OIS plans to work closely with the Department to ensure that this new site is well-supported by on-campus course offerings.

Two undergraduates who studied in Uganda through the School for International Training have established the **Uganda Conflict Action Network** (Uganda-CAN). Senior Michael Poffenberger (Anthropology) and junior Peter Quaranto (Program of Liberal Studies) created the organization "to advocate, lobby and act for an end to the unnecessary human suffering of the 19-year-old war in northern Uganda." The pair became interested in the marginalized people of Africa after meeting Nobel Laureate and retired Anglican Archbishop Desmond Tutu of Capetown, South Africa, when he visited campus in Fall 2003. Their time studying abroad raised their awareness of the horrors that are routinely perpetrated on the people living in northern Uganda and instilled in them a passion to help the war's victims. Those involved in Uganda-CAN, which is online at <http://www.ugandacan.org/>, hope to create ties with policymakers in Washington D.C. and numerous Ugandan groups.

In recent years, the College, Notre Dame, and other universities have been engaged in scholarly reflections on diversity in higher education, recognizing that true intellectual discourse can thrive only when multiple perspectives are heard and when discussion embraces the challenges facing all humanity. This is the spirit that guided the College in creating two course development initiatives to enhance students' exposure to diverse cultural perspectives across the Arts and Letters curriculum. These initiatives are designed for faculty members whose teaching or scholarship does not already focus on multicultural issues. **Multicultural Course Development**

Grants provide \$3,500 to faculty members who develop a course on diverse cultural perspectives, including race and ethnicity. Although these grants have been available for a few years, we have introduced a new, but related, grant opportunity: **Multicultural Component Grants**, which offer \$1,000 to support faculty members who create, for an existing course, a component that focuses on issues related to racial or ethnic diversity. Some faculty members do not wish to devote an entire course to diversity but very much welcome the opportunity to enrich a traditional course with a diversity component. Ideally, diversity is not something isolated within the University but an integrated part of the overall learning experience. Recipients of the component grants should focus a few sessions of their course material on specific multicultural themes. In order to establish an ongoing dialogue on these issues, the recipients of both types of grants are expected to participate in a roundtable discussion of best practices, sponsored by the Institute for Scholarship in the Liberal Arts (ISLA), during the academic year.

Thanks to the presence of Rev. Gustavo Gutiérrez, O.P., O'Hara Professor of Theology, and Rev. Virgilio Elizondo, Notre Dame Professor of Hispanic and Pastoral Theology, the Department of Theology is already considered the world's best for Latino theology. To further its work in this important area, the Department has undertaken a **Latino graduate student initiative**, allowing it to develop a community of both Latino scholars and non-Latinos who specialize in Latino theology and related fields. Building such a community of scholars is what many other institutions have set as a goal; we are already attaining this goal, and our students often comment publicly about the fellowship and support they feel from one another, the Theology faculty, and the Institute for Latino Studies. In the past five years, 10 Latino/a students have been admitted to the Department's Master of Theological Studies (M.T.S.) program. Of these, seven have graduated, and two are on pace to graduate next Spring. Unlike many other universities whose programs tend to attract students from only one Latino group, our M.T.S. program has enrolled students of Cuban-American, Mexican-American, Puerto Rican, and South American backgrounds. Four of the 10 students are already pursuing Ph.D.s in theology, three of them at Notre Dame. In the last six years, Theology's Ph.D. program has admitted a total of eight Latino/a students. This group has been similarly diverse, with students of Central American, Cuban, Mexican-American, and Puerto Rican backgrounds. For the past three years, Virgilio has convened an annual gathering of Latino Catholic Ph.D. students in theology and related fields. The most recent meeting showed that Notre Dame is home to one-third of all Latino Catholic graduate students in theology. Because of its success in building this community of scholars, the Department is receiving national acclaim from groups like the Hispanic Theological Initiative. A national doctoral fellowship organization housed at Princeton University, its selection weekends regularly feature more students from Notre Dame than any other institution.

In terms of **hiring women**, the College's minimal goal is 40%, its expected goal 45%, and its aspirational goal 55%. In the 2004–2005 recruiting season, we met our expected goal; 46% of new regular faculty members, though only 44% of the new T&R faculty cohort, are women. This represents a modest improvement over the 2003–2004 recruiting season, when only 39% of our new hires were women. Our average in hiring women over the past eight years, adjusted for attrition, is 40% for regular faculty and 37% for T&R faculty; the second figure is below our minimal goal. As with mission hiring, departments vary widely. Seven departments have been hiring women at a rate of 50% or better, but nine departments are at 33% or below. Ideally, we will build this coming year on last year's modest success.

We have made significant attempts to retain many of our female faculty members who have received offers from other institutions. Of the T&R women who received such offers in 2004–2005, we made an effort to retain 70% of them. This number rose to 75% for those T&R women who received tenured offers elsewhere. By way of comparison, we attempted to retain 53% of the T&R men who received outside offers last year, including 50% of the T&R men who received offers of tenure. To seek to retain all faculty members might not be an ideal use of resources and would certainly create the wrong incentive system. In truth, the best way to retain outstanding faculty members is to offer them appropriate resources, including compensation, research support, and mentoring toward promotion, in advance of any crisis situation and to foster in them a strong identification with the College, such that they have no interest in entertaining external overtures, let alone in applying for opportunities elsewhere. Interestingly, of the 10 women who received external offers, five indicated that a spousal issue was involved; of the 15 men, not one cited an issue involving a spouse. Our **retention** efforts and figures for academic years 2003–2004 and 2004–2005 have been shared with Jean Ann Linney, Vice President and Associate Provost. These and other relevant statistics from 2004–2005—as well as a discussion of issues related to the retention of female faculty members—are included in the minutes of the April 11, 2005, meeting of the Dean's Advisory Committee, available at <http://al.nd.edu/resources-for/faculty-and-staff/general-information/>.

In terms of its ambitions in **hiring faculty members from underrepresented minorities**, the College has set a minimal goal of 20%, an expected goal of 25%, and an aspirational goal of 35%. We did meet our minimal goal in 2004–2005, with 22% of incoming T&R faculty members being minorities, which lifted our cumulative eight-year average, adjusted for attrition, to 21%, up slightly from 20% last year. Obviously there is significant room for improvement.

Our efforts to diversify our faculty come at a time when Notre Dame's student population continues to grow more diverse. While the rising senior class includes 16% minority students,

the rising juniors are 20% minority, and the rising sophomore and entering first-year classes are 22% minority.

College Chairs are three-year, rotating appointments for assistant or associate professors. Like University chairs, they are prestigious appointments funded by our generous benefactors and include annual financial support for teaching and research. In 2005–2006, women will occupy 69% and minority faculty 31% of the Arts and Letters College Chairs.

As we strive to attract more outstanding women scholars to our faculty, as well as to improve retention rates for this group, we need to seek ways to draw more fully on their unique perspectives and to make the College more responsive to their needs. To that end, we convened last year a series of **women's focus groups** centered on sharing best practices and proposing solutions that will foster a more supportive environment for the professional development, advancement, and retention of women faculty members. Last Spring, three organizational sessions were held. Women faculty members from a cross-section of disciplines representing all three divisions of Arts and Letters and all levels of teaching and research met to articulate major issues to be explored in 2005–2006. These will include, among other areas, recruitment and retention, spousal hires, family-friendly policies, and mentoring. A final report with recommendations will be submitted in Spring 2006. My hope is that these sessions will lead to a series of practical suggestions for departments, the College, and the University.

In Spring 2005, the College elected Julia Douthwaite, Assistant Provost and Professor of French, to the **Provost's Advisory Committee** (PAC). Julia becomes the College's second woman currently on PAC, joining Katherine O'Brien O'Keeffe, Notre Dame Professor of English. PAC's only elected female faculty members are from the College of Arts and Letters.

Using funds from the Annenberg Foundation, the Program in American Democracy plans to sponsor a conference in May 2006 titled "**Political Women and American Democracy.**" Christina Wolbrecht, Associate Professor of Political Science and Director of the Program, is organizing the event in cooperation with the editors of the journal *Politics & Gender*. The conference will foster critical and creative thinking about the many ways in which women act and interact politically in American democracy, how gender affects political processes and development, and how the presence—and absence—of women shape democratic policy-making. In so doing, those attending will examine the literature dealing with women and American politics and help provide a blueprint for where this literature could most profitably move in the future.

The Department of Psychology and the Multicultural Research Institute hosted the “**Notre Dame Conference on Culture and Diversity.**” This national conference brought prominent scholars of multicultural psychology to Notre Dame to discuss issues of parenting, career and educational development, racial and cultural identity, and the mental health of ethnic minority groups. William Cross, Jr., Professor of Psychology and Urban Education and Head of the Social-Personality Psychology Program at the City University of New York, delivered the conference’s keynote address, titled “Racial Identity Research: Issues, Concerns, and Future Directions.” This conference reflects a department-wide effort to incorporate multicultural perspectives in its scholarship. Over the past three to four years, Psychology has offered courses in multicultural psychology, Latino/a psychology, psycho-social perspectives on Asian-Americans, and cross-cultural psychology. The hiring of diverse faculty members, as well as the presence of post-doctoral scholars in the multicultural area, has created a group of scholars pursuing research on the influence of culture on African-American, Asian, and Hispanic populations. Furthermore, through the efforts of the College and the University, the space in Brownson Hall for the Multicultural Research Institute has been finished and will result in enhanced opportunities for our students to participate in research, education, and training on multicultural issues in psychology.

Stuart Greene, Associate Professor of English and Associate Dean for Undergraduate Studies, and his co-editor, Dawn Abt-Perkins, have received the 2005 Richard A. Meade Award for Research in English Education for their book ***Making Race Visible: Literacy Research for Cultural Understanding.*** The award is sponsored by the Conference on English Education of the National Council of Teachers of English.

The **Program in Gender Studies** is among the most active and visible communities on campus. Gender studies majors can take courses cross-listed from every department in Arts and Letters. The Program’s activities also provide an opportunity for faculty members from the arts, the humanities, and the sciences to come together and explore mutual interests and issues concerning the meanings of masculinity and femininity. The Program functions as a catalyst for ideas and events throughout the University, bringing together those pursuing gender studies research and enhancing discussion of the ways that ideas of gender and race affect the intellectual, religious, and social mission of Notre Dame. The Program had 61 students enrolled as supplementary majors or minors in Spring 2005. To meet the recommendations of a Spring 2004 external review, Gender Studies reorganized its undergraduate curriculum into core and elective courses. With the goal of ensuring a predictable schedule of core courses, the Program now appoints senior faculty fellows in Gender Studies. These fellows serve three-year, joint appointments in Gender Studies and their home departments. The first senior fellows are Barbara Green,

Associate Professor of English; Christina Wolbrecht, Associate Professor of Political Science; Mary Rose D'Angelo, Associate Professor of Theology; Gail Bederman, Associate Professor of History; Pamela Wojcik, Associate Professor of Film, Television, and Theatre; and Teresa Ghilarducci, Professor of Economics and Policy Studies. Gender Studies sponsors undergraduate research through the Boehnen Internship Program. Last year, the Boehnen family's commitment to the Program doubled, and they now provide funding for four internships per year. In response to the large number of graduate students at Notre Dame pursuing research on gender-related topics, the Program in Gender Studies has developed a proposal for a Graduate Certificate in Gender Studies for qualifying master's and Ph.D. students. This certificate would support the degree in the student's home department, give focus to the student's research program, foster a community of faculty members and students interested in common intellectual issues, and enhance the student's credentials in preparation for the job market. The external reviewers recommended that the Graduate Certificate be added, citing the growing number of graduate gender studies programs at leading research universities nationwide. The Certificate at Notre Dame would involve two to three courses focused on gender, women, or sexuality; a core graduate seminar on gender theory; and a substantial part of the thesis or dissertation devoted to a gender issue.

Kathleen Pyne, Professor of Art History and Director of the Program in Gender Studies, will serve as the curator of the upcoming art exhibit "Georgia O'Keeffe and the Women of the Stieglitz Circle." Based on Kathleen's book *Modernism and the Feminine Voice: O'Keeffe and the Women of the Stieglitz Circle*, the exhibit opens in September 2007 at the Georgia O'Keeffe Museum in Santa Fe, New Mexico, and travels to the High Museum of Art in Atlanta in Winter 2008. The O'Keeffe Museum received a \$120,000 grant from the National Endowment for the Arts (NEA) to help fund the exhibit, which will be a part of the NEA program "American Masterpieces: Three Centuries of Artistic Genius."

The **Women of Notre Dame Project** continues to find ways to bridge generations and bring together alumnae, female students, and faculty members of the College of Arts and Letters. Assistant Provost Julia Douthwaite has been the faculty chair since 2003, and a committee of students and faculty members organize the program's events. Since 2001, the program has hosted an annual lecture series featuring distinguished alumnae and faculty members who share information and tips on career, education, policy, and family issues. The theme in 2004–2005 was "Women and Social Policy: Advocating for Children," featuring Dr. Lynn Davey, a 1986 Notre Dame psychology graduate and President of Maine KIDS COUNT. Dr. Davey's visit took place from March 31 to April 1, 2005, and was highlighted by a lecture with two respondents—Jaelyn Farris, an outstanding graduate student in psychology; and Jean Ann Linney, Associate

Provost and Professor of Psychology—a dorm event, and meals for students with Dr. Davey to discuss issues in psychology and policy as well as non-profit careers. More information on the Women of Notre Dame Project can be found at <<http://www.nd.edu/%7Ewomen/home.html>>.

In 2003–2004, the College introduced an administrative apprenticeship for faculty members titled the **Executive Fellow Program**, which gives interested, tenured professors an opportunity to develop their leadership skills and contribute in diverse ways to the life of the College. Through the Program, the College is taking proactive steps to mentor future leaders, especially women and minority faculty members. The College also benefits greatly from the insights and perspectives of the Executive Fellow, as the Fellow is integrated into the ongoing work of the Office of the Dean. Christina Wolbrecht, Associate Professor of Political Science, was the inaugural Executive Fellow, and Kristine Ibsen, Professor of Romance Languages and Literatures, served in this role in 2004–2005. Darcia Narváez, Associate Professor of Psychology, will be the Executive Fellow in 2005–2006. Darcia is recognized for pioneering work in the conceptualization of moral cognition and for formulating an approach to character education that integrates virtues with psychological models of expertise and a social-cognitive approach to personality.

Sophomore Christina Hill, who intends to major in political science, received the inaugural **Franklyn E. Doan Award**, which will be given annually to honor extraordinary intellectual, social, and cultural achievement by an African-American student in the College who has completed either the first or second year of undergraduate study.

During the 2004–2005 recruiting season, the College continued its tradition of making **international hires**. New faculty members this year include Ruth Abbey, Associate Professor of Political Science, from the University of Kent in England; Bei Dao, Visiting Professor in East Asian Languages and Literatures and English, a Chinese poet who has been short-listed for the Nobel Prize in Literature; Asher Kaufman, Assistant Professor of History, a native of Israel who served as a postdoctoral fellow at The Hebrew University of Jerusalem; Kathryn Kerby-Fulton, Notre Dame Professor of English, from the University of Victoria in British Columbia; and Bernd Goehring, a beginning faculty member in the Program of Liberal Studies, from the Federal Republic of Germany. Rev. Paulinus Odozor, C.S.Sp., who was Academic Dean at Spiritan International School of Theology in Enugu, Nigeria, before becoming a visiting member of the Theology faculty in 1999, joined the permanent faculty as Associate Professor. In addition, a constant stream of international fellows and visitors continues to enliven Notre Dame's internationally recognized centers and institutes. Many of these visitors teach occasional courses, thus offering our students welcome international perspectives.

The Department of Anthropology filled a significant void in the University's offerings by hiring Lisa Mitchell, one of the country's most sought-after young scholars of Southwest Asia, as Assistant Professor. The Department competed against both the Massachusetts Institute of Technology and the University of Washington in bringing Lisa to Notre Dame. A specialist and expert on the Telegu-speaking region of southeast **India**, her dissertation re-conceptualized in a pioneering manner the fundamental relationships between Indian language, place, and identity as analyzed across shifting contexts of historical forces and political events. Because of India's special ties to the English-speaking world, at a time when English has largely become the *lingua franca* of international technology and commerce, the country's importance on the global stage continues to grow. The University has taken a great step forward in this arena, not only with Lisa's hiring but also with the appointment of her husband Ramnarayan Rawat, also a specialist in India, as Visiting Assistant Professor in the Department of History.

The Medieval Institute brought several **young international scholars** to campus for extended visits during 2004–2005. These visitors, some of whom were recent recipients of Ph.D.s and others who were still working toward advanced degrees, hailed from the University of Amsterdam, the University of Siena, Central European University, and the University of Groningen. The Institute also hosted its first Société Internationale pour l'Étude de la Philosophie Médiévale post-doctoral fellow, a fellowship created in collaboration with three European centers in connection with the Institute's editing of the journal *Bulletin de philosophie médiévale*. In addition, five scholars accepted "Ambrosiana Stipends" to spend a period of up to a week working with the Institute's Ambrosiana microfilms.

In April 2005, the Keough Institute for Irish Studies hosted the annual meeting of the American Conference for Irish Studies. A five-day event, "**Ireland Beyond Borders**" drew some 300 speakers to campus, representing the largest gathering of Irish studies scholars ever assembled. Topics of discussion ranged from globalization, the Internet age, and critical race theory to popular culture, the Irish and English languages, and Irish Studies as an academic discipline. Among the meeting's lecturers were noted Irish authors Tom Kilroy, Nuala O'Faolain, Angela Bourke, Joep Leerssen, Cathal Ó Searcaigh, David Roediger, James Barrett, Katie Trumpener, and Seamus Deane, Notre Dame's Keough Professor of Irish Studies. The meeting also incorporated the performing arts, featuring performances by Irish dancer Jean Butler and the traditional Irish music group Altan, as well as an Irish film series organized by Luke Gibbons, Keough Family Professor of Irish Studies. An exhibition of paintings by Irish artist Margaret Corcoran was offered at the Snite Museum of Art. The Hesburgh Library displayed rare books from its Loeber Collection of Irish Fiction and housed an Irish-government-sponsored exhibit on

James Joyce.

The internationalism of the University is also evident in our rich array of undergraduate offerings. Our **area studies programs** continue to grow, both in terms of the number of students choosing to make these programs a part of their curriculum and in the number of programs themselves. Area studies programs transcend traditional disciplinary boundaries and unite scholars and students with interests in a particular area or culture.

Under the leadership of Chris Fox, Director of the Keough Institute for Irish Studies, the minor in **Irish Studies** is one such program evidencing incredible growth. When the Keough Institute began tracking its number of minors in 2001, there were 16. By Spring 2004, there were 40 Irish Studies minors. In 2004–2005, this total grew to 50, with 12 graduating in May. Overall, there were 908 student enrollees in Irish Studies courses last year. Enrollments in Irish language have increased in all but one of the past seven years, rising from 44 in 1997–1998 to 173 last year.

Student interest in Irish will no doubt be bolstered further by the creation of a **minor in Irish Language and Literature**, which was approved by the College Council at its April 2005 meeting. While other institutions support undergraduate courses in Irish language and graduate programs in Celtic studies and Irish studies, Notre Dame is the only North American university that provides its students with a minor in Irish Language and Literature. The purpose of the program is to foster an appreciation of all facets of Irish language and literature, to make students aware of the political and cultural dynamics of a minority language and the cultural loss involved in language shift, and to develop a critical understanding of Irish literary heritage, oral and written, in its European and world contexts. The minor requires five courses beyond Beginning Irish I and Beginning Irish II, two of which must be Intermediate Irish and Advanced Irish. Two of the remaining three classes must be 300/400-level literature courses. The minor, which allows students to engage Irish culture in its native language, is administered by the Department of Irish Language and Literature, chaired by Chris. It stands to complement the Keough Institute's minor in Irish Studies, which offers students a chance to study Ireland through both Irish and English texts.

The **Nanovic Institute for European Studies**, which is directed by Jim McAdams, Scholl Professor of International Affairs, is dedicated to broadening the learning experience at Notre Dame by supporting teaching and research on modern and contemporary Europe. Through grants and programs, symposia, and special events, the Institute provides an interdisciplinary home for undergraduates, graduate students, and faculty members to explore the evolving ideas, identities, institutions, and beliefs that shape Europe today. Students have become increasingly interested in

the Nanovic Institute's minor in European Studies. In 2002–2003, two students graduated with a European Studies minor. In 2003–2004, the total rose to 14. In May 2005, 20 students graduated with European Studies minors, the program's highest total ever. A total of 42 students pursued the minor in 2004–2005, compared to only 9 students in 2002–2003. The minor's requirements are set up so that students are encouraged to study abroad, take extra courses in culture or language beyond the requirements of their major, and write a directed essay on some aspect of their European experience. Currently 25 faculty advisors assist students with their essays. In addition to supporting its minor, the Institute furnished undergraduates with many other opportunities for enrichment in the last year. This included providing funding for nine students to go to Europe during the Summer to conduct research; providing funding for five students to do internships in Europe during the Summer; giving its minors the opportunity to have breakfast with many speakers who came to campus to lecture, leading to internship opportunities for some of the students; and sponsoring a series of informal conversations called "Europe Today" in which visitors from European countries spoke with European Studies minors, their friends, and interested faculty members. This year's visitors came from the Czech Republic, Italy, Ireland, and Poland. The Institute's Website is <<http://www.nd.edu/~nanovic/>>.

The **Center for Asian Studies** (CAS), directed by Associate Professor of Anthropology Susan Blum, integrates activities related to Asia throughout the College and the University. CAS performs two functions, serving as an interdisciplinary intellectual center and as the home to academic programs. At its November 2004 meeting, the College Council expanded the academic program beyond the minor, approving a new supplementary major in Asian Studies. The supplementary major provides a grounding in the languages, literatures, cultures, societies, politics, and religions that define Asia. It requires students to complete a year of Asian language study before entering the program. They then take 26 credits that are distributed among at least one additional semester of Asian language study; one course each in the social sciences, the humanities, history, and literature; two general electives; and a senior capstone essay. Through its Asian Summer Language Grant Program, which assists students who want to study an Asian language not offered at Notre Dame, CAS awarded three grants, one for Bahasa Indonesian and two for Korean. The Center also began to reach out to graduate students in the College who have research interests in Asian or Asian-American topics, locating almost 40 such students in a variety of departments. Of the 34 core and visiting CAS faculty members, 31 are faculty members in Arts and Letters. In the past five years, 10 tenure-track Arts and Letters faculty members have been hired in Asian studies, with only three of them in the Department of East Asian Languages and Literatures. Clearly, the presence of a vibrant Center for Asian Studies is becoming an important factor in these candidates' decisions to come to Notre Dame. It is essential that Arts and Letters play a leadership role in preparing students for the 21st century, a

century that will largely be determined by the cultures and peoples of Asia. CAS has played and will continue to play a leading role in this preparation. The Center's Website is <<http://www.nd.edu/~cas/>>.

The **Latin American Studies Program (LASP)**, directed by Edward (Ted) Beatty, Associate Professor of History, is administered by the Helen Kellogg Institute for International Studies and coordinates the University's undergraduate programs related to Latin America. The core of the Program is an undergraduate minor in Latin American Studies, which gives students well-rounded training that complements their majors and makes the concentration easy to recognize on their transcripts. The field of Latin American studies is increasingly important in the United States, where domestic politics, economics, and culture are becoming ever more connected with Latin American concerns. Students have responded to this changing landscape by enrolling in the minor in Latin American Studies in growing numbers. From 2001–2003, no more than five students graduated with the minor in any given year. In 2004, this total rose to 11; in 2005, 14 students graduated with a Latin American Studies minor. Overall, 50 students were enrolled in the program last year. LASP also promotes an intellectual engagement with the region by encouraging students to take part in enriching programs outside the classroom. For instance, LASP and the Kellogg Institute offer undergraduates the opportunity to work as summer interns in a variety of programs in Latin America and the United States (with organizations related to Latin America). Together, they funded 20 students in 2003, 26 in 2004, and 27 for the Summer of 2005. Three students spent Summer 2005 in Latin America conducting research thanks to Summer Research & Travel Grants offered by LASP and the Kellogg Institute. The students explored ecotourism in Panama and the Mapuche challenge in Chilean modern society. LASP has also inaugurated the "Experience Latin America" grant, a new undergraduate grant opportunity designed to encourage students to focus their studies on Latin America earlier in their college careers; preference is given to freshmen and sophomores. Of this year's three recipients, two will study in Bolivia and one in Peru.

Scholarship pursued at Notre Dame was crucial to the development of the field of Latino Studies. Today, the Institute for Latino studies is the locus of the University's activities in this area. Already offering a minor in Latino Studies, the Institute developed a new **supplementary major in Latino Studies**, which was approved by the College Council in April 2005. The supplementary major has five main objectives: to expose students to a field of study that is vibrant, rich, essential, and constantly evolving with the growing importance of the U.S. Latino population; to provide a deeper understanding of the cultures, history, literature, religious life, political expression, and public policy issues of the nearly 40 million Latinos in this country; to present fundamental theories and issues in the field, training students in research methodology

and/or placing them in experiential learning projects that deepen their understanding of Latino issues; to challenge students through an interdisciplinary curriculum; and to prepare students for postgraduate studies or professional work in the public or private sector, such that they can serve effectively in an increasingly diverse society. The supplementary major in Latino Studies consists of 24 credits of required work, which includes the completion of a gateway course; a senior seminar; 12 credits distributed among history, literature, a social science, and theology; and six credits of open electives.

In April 2005, the University and the Institute for Latino Studies hosted the fourth annual **Latino Youth Leadership Conference** under the motto “Sueños sin Fronteras: Making College Dreams a Reality.” The Conference brings Latino eighth grade and high school students from South Bend to Notre Dame to encourage them to pursue higher education while embracing their culture and giving back to their community. The conference is entirely initiated, planned, and run by Notre Dame students. Also, each summer the Institute for Latino Studies sponsors, through the Inter-University Program for Latino Research (IUPLR), the only nationwide university-based research organization with its headquarters at the Institute, the **Latino Leadership Opportunity Program** (LLOP), a national program for Latino/a undergraduate students interested in public policy. This year two Notre Dame undergraduate students participated in the Washington, D.C. program.

Theatre productions by undergraduates in the Department of Romance Languages and Literatures continue to flourish. Plays performed in French have been an annual tradition since Paul McDowell, Associate Professional Specialist, introduced the course “French Theatre Production” in 1993. His work inspired the creation of both the Italian Theater Workshop and, more recently, the Spanish Theater Workshop. In 2005, the French troupe offered performances of Molière’s *Les Fourberies de Scapin* in the Regis Philbin Studio Theatre of the Marie P. DeBartolo Center for the Performing Arts. The Italian group performed Achille Campanile’s *Campionato di calcio ovvero far l’amore non è peccato*, also in the Philbin Studio Theatre. The Spanish Theater Workshop presented the play *La Fuente de los sauces* in the Carey Auditorium of the Hesburgh Library. Their presentation was accompanied by the screening of a student-written *telenovela*. The Department also sponsored a number of regular events throughout the year, including weekly Spanish *Tertulias*, in which students, faculty members, and invited guests met to discuss a variety of topics; Bate Papo student gatherings, which were organized by the Program in Portuguese and Brazilian Studies and featured a workshop on the Brazilian performance art of *capoeira*; and meetings of the Italian Coffee Club, Le Cercle Français, and the Spanish Club.

In addition to these on-campus opportunities, students throughout the Department found unique opportunities to **study and learn abroad** in 2004–2005. Thanks to funding from the College’s Undergraduate Intellectual Initiative Program, Professor Julia Douthwaite and students from ROFR 447/547 (“L’utopie et la dystopie au 18e siècle”) traveled to France this Summer to take part in “A Utopian Project.” The trip built on Julia’s collaboration with Professor Laurent Loty of Université de Rennes 2, who visited Notre Dame in Spring 2005. As part of the class, the Notre Dame students read utopian stories written by Professor Loty’s French students and vice versa. The trip to France allowed four students from the class to meet their French counterparts, to learn about research skills in France, and to meet with professors of literature, history, and political science. Notre Dame’s Italian Studies Program—owing largely to the efforts of Julia Douthwaite, Assistant Provost for International Studies, and Christian Moevs, Associate Professor of Italian—became an Associate Member of the Bologna Consortial Studies Program. This full-immersion program allows Notre Dame to send two to five undergraduates to the University of Bologna (Europe’s oldest university) each year. Two students participated in the program last year, and five have been accepted for 2005–2006.

In 2004–2005, 11 Arts and Letters seniors received **scholarships for study abroad**. Three students received Rotary Ambassadorial Scholarships to study in foreign countries: Kristin Klingaman (Anthropology and Economics) to the United Kingdom, Rachel Kutzley (Political Science) to Costa Rica, and Alexander Strittmatter (History) to the United Kingdom. In addition, Teresa Tumbaga (Spanish and Anthropology) received a Rotary Ambassadorial Scholarship to study in Puerto Rico. Erica Ruddy (Political Science and European Studies) received a National Security Exchange Program (NSEP)-Boren Undergraduate Scholarship to South Africa. Five seniors received Fulbright grants: Stephanie Aberger (History and Peace Studies) to Poland, Thomas Deutsch (Theology and German) to Germany, Courtney Jianas (Psychology) to Spain, Erin Mai (Political Science and German) to Germany, and Stephanie Thibault (Political Science and French) to France. In addition, Timothy McKenzie (Political Science and Chinese) received an NSEP-Boren Undergraduate Scholarship and a Freeman-Asia Study Abroad Program grant to China, as well as an NSEP Flagship Language Initiative grant to study Chinese.

The **Office of International Studies** encourages faculty members to plan ahead to help undergraduates devise innovative research projects during their semester or year of study abroad. These students have a unique opportunity to further their interests outside the classroom, as they enjoy access to archives, art galleries, and historical sites of unparalleled value. An updated page on the Office’s Website (<<http://www.nd.edu/~ois/>>) promotes research as an integral part of the study abroad experience, whether it be conducted before, during, or after a student’s time overseas. The Office has established a line of communication between itself and its on-site

program directors and affiliated colleagues around the world, allowing faculty members and staff abroad to remind students of deadlines for on-campus grant opportunities. These on-site personnel are also asked to mentor and advise students in grant-writing. Examples of independent research undertaken during study abroad include a comparative study of the Indian and British film industries and a study of the feminist watchdog groups' battle against sexism in the French media.

Some of our students seek to study abroad precisely so they can conduct research. Of the 43 interim research materials awards made to undergraduates through the Institute for Scholarship in the Liberal Arts (ISLA) in 2004–2005, 19 were for projects involving **international travel**. In addition, seven of the 17 students who received funding after applying for summer fellowships planned to pursue projects with an international dimension. The Institute has also added a new course development grant to provide follow-up educational experiences for students returning from study abroad programs facilitated through the Office of International Studies. Unless we draw on our students' experiences abroad in further course work, their full intellectual potential and broader possibilities for integration will not be realized.

Resources like ISLA and the Office of International Studies enhance our students' ability to compete for highly competitive awards, such as Fulbrights. Indeed, given our language requirement, international study programs, and the international profile and interests of our faculty, the College of Arts and Letters should be a leader in developing students who receive **Fulbright** awards. As the previous list of scholarship winners illustrates, our students are certainly of the caliber to win these highly competitive awards. However, we need to do more to encourage students to compete for Fulbrights, actively reaching out to those we know have the academic qualifications as well as the requisite language skills. Our goal, which is far from being realized to date, should be to rank among the top five nationally in the receipt of Fulbright awards.

Another way to generate a greater number of competitive Fulbright applications while enhancing internationalism is to ensure that reading in original languages becomes a significant component of learning in disciplines beyond the foreign language and literature departments. Many universities are ahead of us in fostering foreign languages across the curriculum. In the coming weeks, the Institute for Scholarship in the Liberal Arts will be announcing the **Language Across the Curriculum** program. Faculty members who teach a course in disciplines such as anthropology, history, philosophy, political science, sociology, or theology involving materials from non-English speaking countries will be encouraged to offer an additional one-credit tutorial. These tutorials could require students to read documents in the original language that

most students are reading in translation. Alternatively, students in the tutorial could read supplemental works that would enrich their intellectual experience. The Language Across the Curriculum program will offer an incentive structure, so that if three or more students are involved in a tutorial, the faculty member will receive an honorarium of \$500 as well as a College investment of \$500 in the Library, which the faculty member will oversee. Not only will the program encourage language study, which has its own intrinsic value, but it will help balance enrollments across the College and foster cross-departmental collaboration and thinking for faculty members and students alike. The very presence of students engaging in such tutorials, which could be overseen by graduate students as well as faculty members, should be an inspiration to other students to stretch and learn languages.

Division of the Arts

The opening of the new Marie P. DeBartolo Center for the Performing Arts in tandem with initiatives in the wake of the announcement of the **Decade of the Arts** are bringing the arts forward in unprecedented ways. Incoming students have greater experience in the arts, the number of majors is rising, new funding opportunities have been made available to faculty members, the College has added faculty positions as well as introduced the first endowed chairs in the arts, students and faculty members alike have received major distinctions, and numerous collaborative projects have been generated—from the Center for Creative Computing to the biennial integration of a play and a conference into courses across the University. All of these have invigorated the entire College of Arts and Letters. Our most immediate challenges in the arts are to continue to find ways to capitalize on our new infrastructure by offering signal opportunities for students and to continue to infuse our activities with our distinctive identity.

To begin planning for the Decade of the Arts, Don Crafton, Professor of Film and Chairperson of Music, has been serving as **Senior Executive Fellow** in the College. In this role, Don has been charged with helping to advance the arts at Notre Dame during this time of transition. His first year as Senior Executive Fellow was one of conversations with administrators, department heads, and arts communicators on the campus and in the community, discussions that have paved the way for an ambitious program that will demonstrate concretely our commitment to an arts-supportive environment. This includes interdisciplinary pedagogy, coordinated publicity for events, and the promotion of the general value of studying and creating art in a liberal arts university. Among other projects, Don has also begun some informal conversations with colleagues in Film, Television, and Theatre and in Theology about the possibility of a recurring

film series on religious themes, such as spiritual dilemmas faced by Catholics, representations of priests, appearances of the miraculous, saints' lives, conflicts within the Church, vocational choices, the life of Christ, and Catholic directors. He would welcome your suggestions for this evolving initiative.

Student productions in the arts will be enhanced by a new **endowment for excellence** generously funded by Dan and Marie Messina. The gift will fund costumes in the major student theatre productions. Half of the annual contribution will be placed in an endowment and the other half directed into an expendable account. In this way, the gift will have an immediate impact on our students while still ensuring that resources are available in perpetuity.

As Notre Dame has entered the Decade of the Arts, we have emphasized the goal of more fully integrating the performing arts into all other academic endeavors, including undergraduate education and professional conferences. This goal of integration partly derives its inspiration from the April 2002 student performance of Brecht's *Life of Galileo*, which drew preeminent scholars in several fields to Notre Dame to discuss the 400-year controversy surrounding the Catholic Church's reaction to Galileo's research. In Spring 2005, the performance of Tom Stoppard's *Arcadia* further developed the dialogue between scholarly investigation and artistic performance. Peter Holland, McMeel Family Professor in Shakespeare Studies, worked with Neil Delaney and Alex Hahn, co-directors of the Arts and Letters/Science Honors Program, to organize this initiative. The play itself was performed by students under the direction of Jay Skelton, who was recently named the new Producing-Artistic Director of Summer Shakespeare, in April 2005 in the Decio Mainstage Theatre of the Marie P. DeBartolo Center for the Performing Arts. Because *Arcadia* incorporates such a wide variety of themes—including, among others, mathematics and romanticism, self-deception and discovery, time and computing, chaos theory and prediction, longing and vanity—faculty members in all disciplines were encouraged to incorporate the play into their Spring 2005 courses. As a result, *Arcadia* was read in over 30 classes. Diana Matthias, Curator of Education for Academic Programs in the Snite Museum of Art, created a special tour of the museum featuring paintings relevant to themes in *Arcadia*. Neil, Alex, and Peter also organized a conference titled "*Arcadia* at Notre Dame: Nature, Science, and Art," which drew experts from across the country to examine the ideas in the play and its form. In addition, the Department of Film, Television, and Theatre, whose theatre faculty worked closely with Neil and Alex, used the production to reach out to the community through "dramashops"—free, interactive workshops at local schools that explored *Arcadia* and theatre in general. These 10 workshops, which involved over 250 students from five schools, were supplemented by "ND Teaching-Artist Training Workshops" run by theatre majors and a post-play discussion led by the outreach facilitator, in which the audience was invited to

stay after one of the performances to discuss the play with cast and crew. Thanks to the efforts of the organizers and the enthusiasm of so many faculty members, *Arcadia*, whether being presented on the stage or in the classroom, was a rousing success. We would like to make these events surrounding *Galileo* and *Arcadia* the first two of a continuing biennial series.

The Department of Film, Television, and Theatre coordinated two interdisciplinary “ARTSfests” in collaboration with John Haynes, Leighton Director for the Performing Arts, and faculty members from other departments. The Fall ARTSfest, “Shakespeare in Performance,” included a student performance of the play *Fortinbras*, a presentation of *A Midsummer Night’s Dream* by Actors From The London Stage, a one-man show titled *MacHomer*, a Shakespeare concert, and a rich array of Shakespeare films. The Fall ARTSfest was held in conjunction with the Inaugural Conference for the McMeel Family Chair in Shakespeare Studies, titled “Shakespeare: Remembering Performance.” The conference featured an international group of 13 leading scholars of Shakespeare and performance, including Peter Holland, the inaugural holder of Notre Dame’s McMeel Family Chair in Shakespeare Studies. The Spring ARTSfest, “Tolerance and Reconciliation,” was dedicated to the premise that one of the chief responsibilities of a Catholic university should be to examine thoroughly issues of social justice from the perspective of our shared beliefs. Two weeks of film, theatre, concerts, and workshops were anchored by productions of Moisés Kaufman’s *The Laramie Project* and *Dead Man Walking*, the latter of which was performed using actor Tim Robbins’ stage adaptation of the book by Sister Helen Prejean. Robbins offered the draft of the script—which had yet to be produced professionally—to select Catholic colleges and universities around the country. The Department’s commitment to producing theatre that is groundbreaking both artistically and in the ways it involves the University and South Bend communities crystalized in the production of *Avanti: A Postindustrial Ghost Story*. The play, written and conceptualized by Assistant Professor Jessica Chalmers, was performed in a former sheet metal factory in downtown South Bend and preceded by a gallery installation in the South Bend Regional Museum of Art, thus seeking to integrate the surrounding community. Una Chaudhuri, former Chairperson of New York University’s Department of Drama, remarked that few universities in the country would have been able to mount such a production.

The Marie P. DeBartolo Center for the Performing Arts (DPAC) will be the new home of the South Bend Symphony Orchestra’s June H. Edwards Chamber Music Series. In addition, Notre Dame will fund an annual visit by an artist who will offer a performance with the Symphony as well as a new residency series that will bring an artist to Notre Dame for a week to perform with the Symphony and other groups. Both the visiting artist and the artist-in-residence will be chosen from among the world’s best classical music talent. The first artist-in-residence will be

internationally renowned pianist Leon Bates, who will be at Notre Dame during the first week of October.

As part of the University's annual **Alumni Reunion**, the College sponsored a two-hour event that showcased the performance and teaching capabilities of the DPAC. A different "show" was staged in each of the five performance venues: "A Dream Come True: DPAC" in the Regis Philbin Studio Theatre; "The Flourishing of Student Production" in the Decio Mainstage Theatre; "Bringing a Great Hall to Life" in the Leighton Concert Hall; "Notre Dame in the Movies" in the Browning Family Cinema; and "Con Spirito" in the Reyes Organ and Choral Hall.

The emergence of the state-of-the-art DeBartolo Center already is having an effect on **what majors undergraduates choose**. Majors have risen in programs offered by the Department of Film, Television, and Theatre in each of the past four years, an increase of 38%, from 152 to 210. The number of students majoring in music has likewise risen in recent years, moving upward from 23 in Spring 2003 to 57 in Spring 2005, an increase of 148%.

Under the leadership of Chairperson Dennis Doordan, the **Department of Art, Art History, and Design** completed a year that saw numerous student and faculty artists and designers recognized for the quality of their work. In addition to Amy Peterson's work mentioned in "Catholic Identity and Mission," other undergraduates showcased their work both on and off campus. Senior Jesus "Chuy" Benitez exhibited a collection of his photography called "Pasatiempos de la Frontera" in the Institute for Latino Studies' Galería América. Senior industrial design students Selim Nurudeen and Michael Elwell placed second and third, respectively, in the 12th annual International Housewares Association Student Design Competition. Bradley Jolitz, also a senior industrial design student, won the competition in 2004. Senior Mary Prendergast was selected as one of three finalists in the Environmental Graphics category of the 2005 International Adobe Design Achievement Awards. The number of students majoring in design has grown by 46% since Fall 2000. Graduate student Tomas Rivas won the 2005 Outstanding Student Achievement in Contemporary Sculpture Award presented by the International Sculpture Center. Tomas was also awarded an internship to work in the Exhibition Installation Department of the National Gallery of Art, one of the most prestigious museums in the country. Graduates of the Department's M.F.A. program hold faculty positions at institutions around the country, including The Ohio State University, the University of Illinois at Urbana-Champaign, and Washington University in St. Louis. The achievements of faculty artists Maria Tomasula and John Sherman have been chronicled in detail earlier in this report. In addition, Nyame Brown, Assistant Professor of Painting, received an invitation to exhibit his work at The Studio Museum in

Harlem as part of an exhibition of emerging black artists titled "Frequency," scheduled to open in November 2005. The photography of Associate Professor Richard Gray was featured in a solo exhibition at the Gallery Lichtblick in Cologne, Germany, and formed part of the Internationale Fototage, Germany's largest annual photography festival. Robert Sedlack, Assistant Professor of Graphic Design, designed the cover for an issue of the journal *Design Issues*, one of the leading academic journals in the field of design. Robert also organized the seventh annual Alumni Design Conference, which brings recent graduates of the design program back to campus for an intensive workshop where they present their work, discuss early career development trajectories, and comment on design students' portfolios in preparation for job searches.

Students in the **Department of Film, Television, and Theatre (FTT)** helped make the Department's first year in the Marie P. DeBartolo Center for the Performing Arts a memorable one. Seniors Kristina Drzaic and Kateri McCarthy won the Oxygen Award for their film *Roses are Red* at the inaugural Poppy Jasper Film Festival. The award recognizes the best film by a woman. The pair created *Roses are Red* as part of their work for a class taught by Bill Donaruma, Assistant Professional Specialist. A film by juniors Dan Bulger and Noble Robinette and one by sophomore Corey Baggett were among the 10 selected to be screened at the first National Undergraduate Film Festival of Columbia University (NUFFCU). Bulger and Robinette's *Friends . . . to the End* won the Frontiers Award for most original film and the Concord Award for best film as voted by the audience. Baggett took home the award for best soundtrack for his *Screen Verde*. Seniors Ryan Rogers and Jimmy O'Connell received honorable mention at NUFFCU for their film *Election Day*. In addition, a full-length feature film by 2004 graduate Mario Bird, titled *Echo Lake*, premiered at the fourth annual Anchorage International Film Festival. The College provided for the film's entire operating budget through the Boehnen Fund for Excellence in the Arts, the Undergraduate Research Opportunity Program, and the Undergraduate Intellectual Initiative. A graduated FTT major is entering MIT's prestigious graduate program in comparative media studies this Fall semester. While in an average year about one to three of the Department's seniors are admitted to M.F.A. programs in acting, six students achieved this distinction this year, gaining admission to a variety of institutions including Harvard University and The Boston Conservatory. To grow its base of potential students further, the Department offered a workshop in Summer 2005 for pre-college students interested in FTT. Ted Mandell, Associate Professional Specialist, ran this program, which focused on film production. In Summer 2006, Siiri Scott, Associate Professional Specialist, hopes to offer a similar workshop on theatre production. The Department has completed an extensive review of its theatre curriculum, laying the foundation for three concentrations in theatre: scholarship/criticism, acting/directing, and design/writing. These concentrations will allow for future accreditation by the National Association of Schools of Theatre and provide

clear paths for students interested in studying drama as scholars and critics as well as for those interested in creative work. Susan Ohmer, Carey Assistant Professor of Modern Communication, spearheaded the formulation of a new television studies curriculum. Susan also led a summer program for high school students interested in debate and public speaking. During their time at Notre Dame, 19 students from schools around the country and overseas developed and presented three different kinds of speeches; honed their research skills in the Library and in the University's computer labs; and engaged in daylong debates on current U.S. policy toward North Korea. Under Susan's leadership, three of Notre Dame's parliamentary debate teams placed in the top 10% nationally last year. Professor Anton Juan, whose first production at Notre Dame was *The Laramie Project*, learned that his play *Tuko! Tuko! or The Princess of the Lizard Moon*, which has previously received an Alexander Onassis International Award for Theatre, was chosen by Diverse City Theater Company, in cooperation with the Asian Cultural Council, for its Fall 2006 season. The play will make its American debut at the DeBartolo Performing Arts Center in 2005–2006. Anton's dramatic monologue *Taong Grasa* made its Japanese premiere at the Rinkogun Theatre in Tokyo in May. He was also named Artistic Director of the Step of Angels Theatre, which is housed in the East-West Arts Center in Athens, Greece. In recognition of his major contributions to Shakespeare studies, the University of Central Lancashire elected Peter Holland, McMeel Family Professor in Shakespeare Studies, as an honorary fellow. Associate Professor Kevin Dreyer, FTT's Director of Theatre, continued his work with the Joffrey Ballet and was a guest artist at the international Diaghilev Festival in Groningen, Netherlands. He also did the lighting design for a production of *The Green Table* in Tokyo and a production at the State Theatre at Lincoln Center. Associate Professor Jim Collins, who served as Acting Chairperson while Peter was on leave, was promoted to Professor. In November, Jim gave the keynote address at a conference devoted to the future of interdisciplinary studies at the University of Melbourne.

The Department of Film, Television, and Theatre (FTT) is hosting its first-ever **alumni reunion** September 15–17, 2005. The reunion is open to all of the Department's alumni—regardless of how involved or uninvolved they have been in film, television, or theatre since graduation—as well as any Notre Dame alumni whose career tracks have taken them into broadcasting, entertainment, or the performing arts. The reunion will feature a full slate of workshops led by alumni who work in FTT-related fields. The workshop leaders have a remarkable range of backgrounds and include, for example, the chief operating officer of Nielsen NRG, the producer of the hit film *The Incredibles*, an Emmy-award-winning reporter who was embedded in Iraq, a Broadway playwright, and one of the first Indian-Americans to anchor CNN *Headline News*. There will also be an alumni film festival that will take place in the Browning Cinema of the DeBartolo Performing Arts Center. In addition to the presentations featuring alumni, Actors

From The London Stage will mount a performance of *Twelfth Night*, and Grammy Award-winning pianist and composer Bruce Hornsby will perform in the DeBartolo Center's Leighton Concert Hall.

In 2004–2005, the **Department of Music** began implementing the far-reaching changes recommended by the Provost's Music Review Committee in April 2004. Among the mandated systemic changes were immediate discontinuance of the master's programs in music; reallocation of graduate stipends formerly provided by the Office of Student Life and Campus Ministry; development of a streamlined undergraduate major; and the appointment of an interim chairperson to a three-year term. Taking action on all these items, the Department established a sense of shared purpose under the leadership of Don Crafton, Professor of Film, who completed his first year as Chairperson. The Department is now refocusing on undergraduate learning, changing its courses by de-emphasizing "professional" training and education in favor of a more humanities-based course of study. However, this does not mean that students desiring professional music training will be unable to receive it. Rather, those students who choose to pursue the concentration in Music Performance will now receive the undivided attention of their instructors, while the concentration in Music History and Theory will allow music majors to pursue courses in history, theory, critical thinking, and composition, regardless of their performance skills. The Department also plans to develop a proposal for a new concentration in Music and Culture. Student performers will benefit from a new endowment established in Fall 2004 by Mrs. Betty Van Gorkom. The Gayle and Walter Richardson Endowment for Excellence in the Department of Music will support performance scholarships for the Department's undergraduate students. In partnership with Theology, Music created a new interdisciplinary minor in Liturgical Music Ministry, as well as a new Master of Sacred Music. In February, the Notre Dame Symphony Orchestra, Chorale, Liturgical Choir, Women's Liturgical Choir, Glee Club, and faculty artists Carolyn Plummer (violin), Karen Buranskas (cello), and John Blacklow (piano) presented a concert in the Leighton Concert Hall of the DeBartolo Performing Arts Center. This joint effort demonstrated both the vitality of our various ensembles and the exciting collaborations that the new Performing Arts Center allows; with almost a third of the Leighton Concert Hall filled with musicians, it was arguably the most exciting and moving performance of the Center's inaugural year. Such events promise to serve as effective recruiting tools for prospective music students in the future. The Department also introduced new public presentations highlighting faculty and student artists, including the monthly Bachs Lunch concerts and its first annual Commencement Concert. Assistant Professor John Blacklow was recognized by Carnegie Hall and the European Concert Hall Organization as one of two Rising Stars. Associate Professor Paul Johnson's orchestral piece "The Wild Swans at Coole" won a competition for new compositions sponsored by ERM Media. Paul's work, which was selected

from over 250 entries, was recorded by the Kiev Philharmonic and is included in the CD series *Masterworks of the New Era*; his “Spring in War-Time” was also recorded by the Kiev Philharmonic and ERM Media. Susan Youens, who was named J. W. Van Gorkom Professor of Music, secured a fellowship from the National Endowment for the Humanities for her project “Heinrich Heine and Song,” making her one of only a handful of scholars in the country to have received four fellowships from the NEH.

The College has pledged funds to Notre Dame’s 2006 **Collegiate Jazz Festival** to help bring the Historically Black Colleges and Universities (HBCU) Jazz Band to campus. During the 47 years of the Festival, the University has hosted performers from over 100 colleges and universities but has never had the opportunity to host an HBCU. Bringing the HBCU Jazz Band to Notre Dame will be a wonderful addition to the Collegiate Jazz Festival. In 2004–2005, Notre Dame’s jazz bands and “Introduction to Jazz” class benefitted from private instruction by the Marcus Roberts Trio and the jazz duo of Gene Bertocini and Tom Knific, groups that were on campus playing concerts. In Spring 2005, Notre Dame lost a beloved figure who played an important role in mentoring the University’s jazz bands. Rev. George Wiskirchen, C.S.C., died on May 17 at the age of 76. Father Wiskirchen, considered a pioneer in high school jazz education, worked at Notre Dame for nearly 30 years. In addition to acting as Director of Jazz Bands, he taught music, served as faculty advisor to the Collegiate Jazz Festival, worked as a residence hall rector, and assisted in the direction of the marching band.

The **Creative Writing Program** continues to sponsor a significant number of guest readings and continues to enjoy a robust applicant pool, which will only be enhanced by the Program’s new faculty additions, Bei Dao and Cornelius Eady, whose impressive credentials are described below under the Department of English. The Program’s retention rate of students is close to 100%. Students past and present continue to publish in competitive national journals. An up-to-date list of alumni accomplishments can be found at <http://www.nd.edu/~alcwp/alumninews.html>.

Administering five distinct yet highly integrated learning spaces, the **Center for Creative Computing** (CCC) provides leadership and resources to support the use of specialized and advanced computing technologies throughout the College. Four of these five facilities—the CCC Multimedia Studio, the CAD (Computer-Aided Design) and 3-D Design Studio, a group of nine video edit suites, and the Riley Digital Imaging Studio—were opened last year and, along with the Riley Design Studio, offer unique environments for learning, teaching, and research. The CCC Multimedia Studio, located in O’Shaughnessy Hall, grants all of the College’s faculty and students access to a general-purpose production studio equipped with state-of-the-art tools for

video and multimedia projects. This studio lives on a fiber-optic connection to the CAD and 3-D Design Studio and the group of video edit suites, both of which are in the DeBartolo Performing Arts Center (DPAC). The facilities in the DPAC are designed for the faculty members and students of the Department of Film, Television, and Theatre, with the CAD and 3-D Design Studio supporting work in theatre arts and the editing suites aiding in on-screen productions. Both the Riley Digital Imaging Studio and the Riley Design Studio are located in Riley Hall of Art and Design, serving the needs of the Department of Art, Art History, and Design. The new digital imaging studio is connected to the design studio by a server and features Epson Ultrachrome inkjet printers to meet professional-level digital printing needs. With the integration of these two facilities, the CCC now furnishes Art, Art History, and Design with a full array of resources that support artistic endeavors from creative inception to final presentation. The CCC fosters scholarly initiatives that integrate digital technologies into the research or teaching environments by awarding Research Support Grants to faculty members, faculty groups, or faculty-student teams. These awards are of two types: Production Grants and Media Design Grants. Production Grants provide funding to defray expenses encountered in the design and production of projects in the digital arts, while Media Design Grants allow recipients to work with a professional media designer to explore the best ways to bring together the textual, video, audio, and graphic elements of their projects. The designer, Christian Jara, led a February 2005 informational workshop for Arts and Letters faculty members interested in creating digital media-based projects. The CCC very much welcomes participation from faculty members beyond the arts, and Chris is eager to assist faculty members with innovative projects, such as hypertexts. Under the guidance of Richard Gray, Associate Professor of Photography and Director of the CCC, the Center completed its second full year of operation in 2004–2005. Its advisory board consisted of representatives from seven departments, the Kaneb Center for Teaching and Learning, the Office of the Dean, and the Office of Information Technologies. This coming year Kevin Barry, Associate Director of the Kaneb Center for Teaching and Learning, will serve as Acting Director of the Center for Creative Computing.

Division of the Humanities

The humanities has traditionally been Notre Dame's largest and strongest division. It has the University's highest ranking graduate programs, and some of its subfields rank as the best in the world. More importantly, the humanities has the longest and deepest connection to our Catholic identity. History and English have advanced in multiple respects during the past decade and are beginning to approach the national stature of Philosophy and Theology. We have also seen

significant advances of late in the foreign languages and literatures. Independently of the new Ph.D. in Literature, student interest in language learning has risen in all but one of the past four years; during that time, student enrollments in foreign language classes have increased 27%. Our greatest challenges in the humanities remain offering more students opportunities for senior theses and ensuring that our hiring, promotion, and retention decisions, as well as our mentoring, continue to support our very high aspirations. In support of our faculty members and graduate programs, we must continue to focus on library funding and graduate student stipends.

Under the leadership of Chairperson Ben Giamo, the **Department of American Studies** turned much of its focus in 2004–2005 to examining its curriculum and enhancing the experience of its undergraduates. As part of this process, faculty members developed guidelines regarding the minimum amount of written work to be completed by students in 200-, 300-, and 400-level courses. The 400-level senior academic seminars, for instance, will require at least 20 pages of written work, which will include a research paper due at the end of the semester. The Department also looked for ways to develop its Senior Honors Program, which for each of the past three years has had only one student. However, five students are enrolled in the program for 2005–2006. To build on this growth and allow for a greater pool of applicants, the Department decided to consider both those students who meet the Program’s cumulative GPA requirement of 3.7 as well as those who fall below this cutoff but who have been recommended for the Program by a faculty member. In addition, the Department encouraged its faculty members to extend the range of their courses to include more 19th-century topics, themes, and materials and to explore issues related to diversity and globalization. The American Studies Seminar Series—which promotes dialogue between the Department and scholars in other fields whose interests relate to American history and culture—presented prime opportunities to explore the idea of diversity through three distinct presentations. Alex Kotlowitz, Welch Visiting Professor of American Studies and author of *There Are No Children Here*, spoke about his book *Never a City So Real: A Walk in Chicago*. Richard Pierce, Associate Professor of History, discussed the civil rights movement in 20th-century Indianapolis, drawing on his recently published book *Polite Protest: The Political Economy of Race in Indianapolis, 1920–1970*. University of Chicago historian Mae Ngai, winner of two national book prizes for her *Impossible Subjects: Illegal Aliens and the Making of Modern America*, concluded the series with a lecture discussing Chinese-Americans and World’s Fairs, the topic of her new book project.

The **Department of Classics** continued its upward trajectory in 2004–2005 by teaching more students than ever before. The number of students enrolled in all Classics courses was 1,353, compared to 1,134 in 2003–2004. The number of students taking Latin at the 100 or 200 level increased last year from 163 to 221, and the number of students taking Greek rose from 37 to 74.

The number of students majoring in the Department increased to 61. Such an adjustment in undergraduate enrollments is due in part to the development of first-year, gateway courses that provide introductions to Greek and Roman civilization and classical mythology. In 2005–2006, a parallel gateway course in Arabic Studies, taught by Associate Professor Joseph Amar, will be offered for the first time. Open initially to 50 students, the goal is to increase enrollment in the course in subsequent years to 100. Even without such an introductory course, Arabic language enrollments have risen for all but one of the past seven years, with four times as many students taking courses in Arabic than four years ago. This increasing interest in Arabic language courses caused the Department to add more sections of elementary Arabic in 2004–2005, and it will offer these additional sections again in 2005–2006. An undergraduate honors program was successfully initiated, giving students the option of pursuing honors degrees in Classics or Classical Civilization through the Classics Honors Seminar. A research paper functions as the capstone experience for the Seminar. To provide the best possible learning environment for language acquisition, the Department will limit future first-year Latin and Greek courses to 18 students. Looking to partner with other programs, the Department worked with the Program of Liberal Studies (PLS) to create a classics concentration for PLS majors. It has also begun work on proposals to introduce a joint honors degree in Latin and Italian and a supplementary major in Arabic studies that would be targeted at business students. Particularly notable among the Department's research successes in the past year was the fellowship awarded to Associate Professor Asma Afsaruddin. Asma, who specializes in Islam and Arabic literature, was awarded a Carnegie Scholars Fellowship from the Carnegie Corporation of New York for the 2005–2006 academic year. She will pursue research on her book titled *Striving in the Path of God: Discursive Traditions on Jihad and the Cult of Martyrdom*. With support from a Henkels grant and the Office of the Provost, the Department hosted an international conference titled "Children and Childhood in Greco-Roman Antiquity," which featured speakers from Australia, Canada, and the United States, including several members of the Department. Keith Bradley, Shaheen Professor of Classics, has graciously agreed to extend his term as Chairperson for another two years, through August 2007.

The **Department of East Asian Languages and Literatures** continued to concentrate on delivering an exceptional undergraduate education in East Asian Studies. Three students in the fourth-year Japanese class were selected to compete in the 19th annual Japanese Language Speech Contest sponsored by the Consulate General of Japan at Chicago, with senior Amy Houghton taking second prize in level 4. Senior Timothy McKenzie completed the Department's first honors thesis in 2004–2005. Advised by Sylvia Li-chun Lin, Notre Dame Assistant Professor of Chinese, senior Danielle Wright completed a paper titled "Chinese Women: Contemporary Problems and Historical Roots," which won first place in the undergraduate essay

contest sponsored by the Program in Gender Studies. The Department has decided to make all of its literature-in-translation courses writing-intensive, requiring each student to complete 20–25 pages of writing in English. An enhanced Chinese placement test was adopted first for incoming freshmen and later for students who have returned to Notre Dame after studying in China. The new test incorporates a computerized listening comprehension section and an oral interview. Enrollments in Chinese have more than doubled in the past four years. Under the leadership of Associate Professional Specialist Noriko Hanabusa, who received her second Kaneb Teaching Award in 2005, the Japanese language faculty experimented with an increasingly innovative program of language instruction, which involved team-teaching of the intensive language courses and “teaching exchange” of the upper-level classes. Both of these innovations will be fully implemented in 2005–2006. In another effort to improve its language instruction, the Department invited Professor Akira Miura (University of Wisconsin–Madison), author of one of the Japanese textbooks used at Notre Dame, and Professor Jianhua Bai (Kenyon College), President of the Chinese Language Teachers Association, to campus to offer insights on the teaching of Japanese and Chinese, respectively. Professor Miura observed Japanese classes, provided valuable comments and suggestions on the teaching in those classes, and gave a lecture on Japanese etiquette. Professor Bai gave a teaching demonstration and lectured on the “spiraling principle” in teaching Chinese “language points.” The Department worked with International Study Programs to set up an option for one semester of study at Nanzan University in Nagoya, Japan. Previously, students had to commit to a year of study at Nanzan, deterring some whose course loads would not let them study abroad for a full year. In Spring 2005, five of the Department’s students studied in Japan (three in Nagoya and two in Tokyo) and 12 in China (nine in Shanghai and three in Beijing). The National Committee on United States-China Relations recently tapped Jonathan Noble, Visiting Assistant Professor, as one of 20 young American China scholars to participate in its Public Intellectuals Program. The program, which runs from Fall 2005 to Winter 2007, is designed to upgrade the quality of American public understanding of China by strengthening links among U.S. academics, policymakers, and opinion leaders. Jonathan’s appointment will not only allow him to work with senior scholars and policymakers in the United States and China, it will also be of great benefit to the increasing number of the Department’s students who are working on research projects with him. Adding to the prestige of the faculty will be Chinese poet Bei Dao, often considered a candidate for the Nobel Prize in Literature, who will join East Asian Languages and Literatures and English as a Visiting Professor. The 2005 O’Grady Asia Lecture Series featured a lecture by human rights activist John Kamm, Executive Director of the Dui Hua Foundation, titled “Civil Rights, Human Rights: The Struggle for Justice in the United States and China.” The next day, John and Irene Chan Kamm, the Foundation’s Manager of Administration and Development, led a workshop and discussion. With funding from the College’s Undergraduate Intellectual Initiative Program

and the Center for Asian Studies (CAS), the Department once again hosted a Lunar New Year celebration, which drew nearly 300 student participants. Three faculty members—Assistant Professor Lili Selden, Sylvia Li-chun Lin, and Jonathan Noble—also took a lead role in initiating the CAS “Asia in Motion (Pictures)” film festival, which featured a post-screening discussion of the film *Kekexili* with its director Lu Chuan. Associate Professor Liangyan (Leon) Ge served as Acting Chairperson in 2004–2005 while Associate Professor Lionel Jensen was on leave. Lionel resumes his duties as Chairperson in 2005–2006. One of the Department’s major goals for the coming year will be to advance in the assessment of language learning and, on a related note, the assessment of teaching effectiveness.

The **Department of English** graduated 157 majors in Spring 2005, 20 of whom comprised the first group of students to graduate from the Department’s honors track. Abstracts of these students’ theses can be found at <<http://www.nd.edu/~english/HonorsAbstracts.html>>. They have had notable success in applying to graduate programs in English, including students enrolled for Fall 2005 at Princeton University and the University of Virginia. The number of majors in English has increased by more than 20% in the past four years, rising from 342 to 415. A priority in 2004–2005 was a review of the undergraduate curriculum, which yielded two recommendations for changes in the required courses for majors: the “methods” course that has lacked a standard focus will be revised to become a more uniform “introduction to literary studies,” and the “Traditions” survey courses will be redefined in order to invite new literary-historical configurations. In terms of graduate study, the Department has made significant strides in cutting down the time to degree for its Ph.D. students. When Associate Professor Sandra Gustafson took over as the Director of Graduate Studies in Fall 2003, students generally were on-track to complete the program in eight years. The average time-to-degree for students graduating in Spring 2005 was 6.43 years. The Department placed nine graduate students this year, five of them in tenure-track positions, at such universities as Villanova and Indiana. Students from Brown University and the University of Chicago are among the 10 in an outstanding incoming Ph.D. class.

Knowing longtime professors Sonia Gernes and John Matthias were planning to retire following the 2004–2005 academic year, Chairperson Steve Fredman and the Department sought to build on the success of the 2003–2004 recruiting season. The Department again achieved excellent results, hiring for diversity and continuing to assemble a faculty cohort that now places it among the elite departments in the country. Kathryn Kerby-Fulton, Notre Dame Professor of English, formerly of the University of Victoria, is a premier Canadian specialist in Middle English literature and the recipient of a record 13 research grants from the Social Sciences and Humanities Research Council of Canada. In addition to Kathryn, the Department recruited two

other senior scholars to serve as visiting professors in the hope that both will soon occupy endowed chairs. Bei Dao has been called “the most important Chinese poet of the last 50 years”; he has agreed to an initial two-year appointment in English and East Asian Languages and Literatures. Regina Schwartz, Professor of English at Northwestern University, has agreed to a one-year appointment. Her most recent book, *The Curse of Cain: The Violent Legacy of Monotheism*, was nominated for a Pulitzer Prize. In addition, the Department hired two scholars at the rank of associate professor. Cornelius Eady is an accomplished poet who has received numerous prestigious honors, including the Lamont Poetry Selection of the Academy of American Poets and a fellowship from the National Endowment for the Arts. David Thomas received the Modern Language Association’s William Riley Parker Prize in 1995 for his article “Gödel’s Theorem and Postmodern Theory,” and his book *Cultivating Victorians: Liberal Culture and the Aesthetic* is widely acknowledged as an indispensable study of the relationship of political liberalism to Victorian culture. Kevin Hart was awarded an endowed chair; he is now Notre Dame Professor of English. Assistant Professor Theresa Delgadillo was awarded a fellowship from the Woodrow Wilson National Fellowship Foundation to pursue research on a book titled “Spiritual Mestizaje: Religion, Race, Gender and (Trans)Nation in Contemporary Chicana Narrative.” The Department plans to create a state-of-the-art Website in 2005–2006 that will apprise the academic and larger worlds of each faculty member’s research, which should help in attracting new colleagues and the best students to Notre Dame. Using the Medieval Area Committee as a model, the Department also plans to upgrade the functioning of its graduate program by bringing about deeper faculty involvement at all stages. To effect this involvement, the existing Historical Area Committees will be empowered to become more active in each stage of graduate education, from recruitment to dissertations and job placement.

Undergraduates from the Russian program in the **Department of German and Russian Languages and Literatures** once again fared well in the National Post-Secondary Russian Essay Contest sponsored by the American Council of Teachers of Russian. This competition gives students one hour to write an essay in Russian on an assigned topic without consulting books or notes. In the Non-Heritage Learners category (meaning Russian is not a student’s first language), two students received medals and three others earned honorable mention. Two of the students who received honorable mention in Level 2—sophomore Megan McClain and senior Petra Dankova—were also medalists in Level 1 last year. One student also received honorable mention in the Heritage Learners, Level 1 category (for students who grew up speaking Russian at home but did not receive their formal education in Russia). The contest was even more competitive in 2005, with 506 essays submitted from 52 universities and colleges, compared to roughly 300 essays from 35 schools in 2004. The Department’s total of five award-winners in the Non-Heritage Learners category outpaced strong Russian programs at such institutions as

Amherst College, Harvard University, Northwestern University, and Williams College. 2004 graduate Shelece Easterday won the Midwestern regional of a graduate student essay contest sponsored by the American Association for the Advancement of Slavic Studies. While the winning essays are most often chapters of in-progress or recently completed dissertations authored by graduate students, Shelece won the competition with an essay she wrote as an undergraduate for the course "Russian Romanticism." Students of German also met with success in external competition, as two of the University's five Fulbright winners in 2005 were from the German program. Associate Professor Alyssa Gillespie secured a National Endowment for the Humanities fellowship for "Dangerous Verses: Crime and Conscience in the Works of Alexander Pushkin." Vittorio Höfle, Kimball Professor of Arts and Letters, saw his monumental work *Moral und Politik* appear in English. As of Fall 2005, David Gasperetti, Associate Professor of Russian, replaces Robert Norton, Professor of German, as Chairperson.

The **Department of History** passed a thorough set of reforms to its undergraduate curriculum in 2002–2003, including the creation of a supplementary major. In Spring 2005, a total of 337 students were pursuing history majors, 48 of whom were enrolled in the supplementary program. In its third year, the Department's honors program continued to grow stronger, with 18 students completing 40- to 80-page theses while working one-on-one with faculty advisors. While two fewer students completed the program last year than in 2003–2004, the senior thesis prize committee judged this group of papers as the most impressive so far. Several students used their study abroad experience as a foundation for their theses. For the past three semesters, the Department has required students pursuing first majors in history to take an experimental gateway course, "History Workshop 300." The goal of this course is to plunge students into the interpretation and analysis of primary source documents from the moment they enter the major. The course has met with considerable enthusiasm, and the Department will examine it this year to see if any modifications need to be made. Entirely student-run, the History Club completed its most successful year in the past decade. It sponsored a number of well-attended events, including a lecture by James Loewen, author of *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*, which drew over 100 students. Dan Graff, Assistant Professional Specialist, assumed the role of Director of Undergraduate Studies, and his leadership should allow the undergraduate program to develop even further.

On the graduate level, the Department of History recruited a Fall 2005 incoming class of 11 students, with 69% of the students who were admitted accepting the offer. Both of these numbers are up from the previous year's class, when 33% of admitted students accepted the Department's offer, yielding a class of four students. Clearly, the Department's ability to offer more competitive stipends allowed students to choose the program based on its merits and not shy

away owing to a lack of funding. For the third year in a row, History held a full-slate of monthly faculty-graduate student workshops with good attendance at all events. Professor Doris Bergen was one of six scholars from around the world to serve as a commentator for a BBC/PBS documentary on the Holocaust. Professor Chris Hamlin received the Gordon Cain Fellowship in Technology, Policy, and Entrepreneurship from the Chemical Heritage Foundation. Professor Scott Appleby, Regan Director of the Joan B. Kroc Institute for International Peace Studies, spoke at a United Nations seminar on religion and violence, a seminar which was opened by U.N. Secretary General Kofi Annan. Emily Osborn, Koch Assistant Professor of History, received a Fulbright-Hays fellowship in support of her work on the diffusion of aluminum technology through West Africa, and she will spend the 2005–2006 academic year based in Guinea-Conakry. In addition, the outstanding achievements of George Marsden, McAnaney Professor of History, and Associate Professor Brad Gregory are detailed in “Graduate Studies and Scholarship” earlier in this report. The Department continued to publicize all of its achievements through *History Matters*, its professional-quality annual newsletter. In 2005–2006, History will welcome a senior faculty member to its ranks. Associate Professor Linda Przybyszewski, who specializes in U.S. legal history and the history of the 19th century, joins the Department from the University of Cincinnati. Her current work focuses on religion and the law. Professor John McGreevy has agreed to extend his term as Chairperson for another three years, through August 2008. This past year, the Department launched an internal planning effort in order to reflect more systematically on future positions and searches.

In October 2004, Noel Fahey, the Irish ambassador to the United States, delivered an on-campus lecture to help commemorate the founding of the first **Department of Irish Language and Literature** in North America. In less than one year, the Department of Irish, under the auspices of the Keough Institute for Irish Studies, has received attention from the scholarly world and beyond. The same month the Department was founded, the teaching of Irish at Notre Dame was the subject of a BBC Two documentary televised throughout Ireland and in the United Kingdom. Six months later, an Associated Press story focusing on the University’s Irish program circulated in nearly 100 newspapers worldwide. While it was garnering this public attention, the new Department set about establishing itself on solid ground within the University. Its most important achievement in terms of educational mission was the creation of a distinctive minor in Irish language and literature. The minor is described in detail in “Diversity and Internationalism” earlier in this report. The faculty is working collaboratively to develop a Notre Dame Irish textbook. Because students in Ireland study the language at an early age, no satisfactory textbook exists for American college students taking Irish for the first time. The Department hopes to create a national model while drastically reducing its need to photocopy relevant materials. With the help of the Keough Institute, the Department brought Angela Bourke, a Member of the Royal

Irish Academy and Senior Lecturer in Irish at University College Dublin, to Notre Dame to serve as the 2004–2005 Naughton Fellow. The Naughton Fellowship allows the Department to bring a distinguished visiting professor—usually from Ireland—to campus each year. During her time at Notre Dame, Angela taught an undergraduate course, “Women in Irish Oral Tradition,” and a graduate course titled “Memory, Meaning, and Migration.” The Department also wrote and received approval for its CAP document, started its Website, and, with the Office of News and Publicity, developed a brochure and a “Why Study Irish?” insert card to be displayed with the rest of the departmental brochures. Chris Fox, Professor of English and Director of the Keough Institute, served as Chairperson of the Department in its first year.

The **Language Resource Center** (LRC) provides a variety of services to faculty members and students of foreign languages at Notre Dame. At the LRC, students can, among other things, view foreign language films, listen to language practice tapes or CDs, download digital audio files, and use foreign language word processors. Faculty members may borrow software, films, equipment—including the new DVD video recorder mentioned earlier—books, CDs, and other tools for classroom use. Kuan-Yi (Rose) Chang will serve as Visiting Director of the Language Resource Center in 2005–2006.

Medieval Studies offers a liberal arts education with obvious and important ties to the University’s Catholic mission. However, for many years the undergraduate program has had modest enrollments. The **Medieval Institute** has now developed a comprehensive plan to revitalize its undergraduate curriculum, the goal being to bring it to the same standard as its highly successful graduate and research programs. This plan has as its central components a comprehensive promotional campaign; the addition of an honors track; a revision of the existing requirements for the first major, supplementary major, and interdisciplinary minor; the mounting of a new gateway course and interdisciplinary seminar; and the appointment of an undergraduate director. The progress of this initiative will be tracked over the next three years. Three of the Institute’s graduate students won prestigious awards in 2004–2005. Julia Schneider received a German Academic Exchange Service (DAAD) Fellowship to pursue dissertation research in Germany. Robin Vose won the Leonard E. Boyle Dissertation Prize for Medieval Studies, which is administered by the Pontifical Institute of Medieval Studies in Toronto for the Canadian Society of Medievalists. Bonnie Mak received the Phyllis Dain Library History Dissertation Award of the American Library Association. For the first time, the Institute hosted the annual “Vagantes” conference, a highly selective conference for graduate students in medieval studies. The Institute also hosted its fourth Mellon Symposium, which brings three distinguished scholars to Notre Dame to discuss the work of the Mellon Post-doctoral Fellow. Receiving 75 applications for its incoming graduate class, the Institute extended offers to seven students and

enrolled five. This class appears to be the strongest group of new students in Tom Noble's five years as Conway Director of the Medieval Institute. An array of distinguished and younger visitors to the Institute was highlighted by the presence of Professor Rosamond McKitterick of Cambridge University, who delivered the third annual Conway Lectures on the theme of "Perceptions of the Past in the Early Middle Ages." The Institute had a successful external review in 2004–2005, with three reviewers from Yale University, the University of Pennsylvania, and UCLA affirming its national and international standing and its importance as a beacon for medieval studies, while still offering some suggestions for improvements at both the undergraduate and graduate level. A man who played an instrumental role in establishing the Institute's strong reputation, Abbot Astrik Gabriel, Director and Professor Emeritus in the Medieval Institute, passed away in May 2005 at the age of 97. Father Gabriel, a specialist in the history of medieval higher education, served as Director of the Institute from 1952 to 1975. Notre Dame's Astrik L. Gabriel University Collection, which includes numerous books he donated, is among the world's richest library collections on the history of universities. In 2005–2006, Thomas Prügl, Tisch Family Associate Professor of Theology, will serve as Acting Director of the Medieval Institute.

In Spring 2005, the **Department of Philosophy** had 235 undergraduates in its major programs, its highest total in recent years. This number has increased in all but one of the last seven semesters, dating back to Spring 2002. Senior Geoff Johnston, who majored in mathematics and philosophy and was a co-winner of the Department's Oesterle Award for Excellence in Philosophy, will spend two years in the Teach For America program before heading to Harvard Law School. Senior Kyle Bertoli, winner of the Department's 2005 Dockweiler Award for the outstanding undergraduate paper in philosophy, will teach in the Alliance for Catholic Education program before pursuing graduate work in theology. To better serve its undergraduates, the Department mailed letters to every philosophy major in one of the University's databases, asking these alumni what careers they have pursued and whether they were satisfied with their choice of major. Graduate students Iulian Toader and E. J. Coffman both authored articles that appeared in the prestigious journal *Synthese*. Eight graduate students delivered a total of nine papers at meetings of the American Philosophical Association. The Department placed five graduate students in tenure-track positions this year, including one at the University of Virginia. In Fall 2005, it will introduce a semester-long graduate seminar designed to enhance student preparation for the job market and the quality of their writing samples. Kristin Shrader-Frechette, O'Neill Family Professor of Philosophy, won the 2004 World Technology Award in ethics, an accomplishment detailed under "Graduate Studies and Scholarship" earlier in this report. Alvin Plantinga, O'Brien Professor of Philosophy, delivered his second set of Gifford Lectures in Scotland; he is the first person in a century to be invited to give a second group of Giffords. Rev.

David Burrell, C.S.C., Hesburgh Professor of Arts and Letters, delivered keynote addresses at conferences in Jerusalem and Tehran, as well as the Maimonides Lecture in Cambridge, United Kingdom. Peter van Inwagen, O'Hara Professor of Philosophy, was elected to the American Academy of Arts and Sciences. The nation's leading learned society, the Academy recognizes individuals who have made outstanding contributions to science, scholarship, public affairs, and the arts. Van Inwagen is the 12th Notre Dame faculty member—11 of whom have been from the College—to be elected to the Academy. Karl Ameriks, McMahon-Hank Professor of Philosophy, completed his term as President of the Central Division of the American Philosophical Association. A two-day conference on the work of Robert Audi, Professor of Philosophy and Gallo Professor of Business Ethics, was held in April 2005 to recognize his assumption of the David Gallo Chair. Associate Professor Ted (Fritz) Warfield will spend Fall 2005 at the University of Michigan as the Marshall M. Weinberg Distinguished Visiting Professor in Philosophy. Associate Professor John O'Callaghan, Associate Director of the Jacques Maritain Center, organized, hosted, and chaired the Center's 10th annual Summer Thomistic Institute. Kevin Hart, Notre Dame Professor of English, joined the Department as Concurrent Professor. Alasdair MacIntyre was named O'Brien Senior Research Professor of Philosophy, and Gary Gutting assumed the title of Notre Dame Professor of Philosophy. Gary and Anastasia (Staci) Gutting, Professional Specialist, co-edit the online journal *Notre Dame Philosophical Reviews*, whose reviews are now routinely cited on dust-covers and in print ads by Oxford University Press. Professor Neil Delaney was selected by his colleagues as the winner of the University's 2005 Faculty Award. Chairperson Paul Weithman secured a Henkels grant to host the annual meeting of the American Catholic Philosophical Association in Fall 2005, the Association's first visit to Notre Dame in four decades. In 2005–2006, the Department will continue its efforts to ensure all assistant and associate professors have teaching mentors who provide consistent feedback on teaching and help to develop better teaching profiles for tenure and promotion.

The Department lost a beloved and respected colleague when Phil Quinn, O'Brien Professor of Philosophy, died in November 2004. Phil joined the Notre Dame faculty in 1985 and specialized in the philosophy of religion and the philosophy of science. His contributions to departmental meetings and philosophical conversation are already sorely missed. A memorial conference celebrating Phil's life and work is being planned for December 2005.

In the wake of its recent external review, the **Program of Liberal Studies** (PLS) sought ways to enhance the experience of its undergraduates even further by embarking on a two-year reassessment of its entire curriculum. This past year, the Program began a review of all the tutorial courses in its major disciplinary groups. The groups in intellectual and cultural history,

literature, philosophy, and natural science all completed their work, issuing reports that were approved by the Program and writing new course descriptions where appropriate. The review of the three natural science tutorials in particular was a major accomplishment for the Program. Spearheaded by assistant professors Robert Goulding and Thomas Stapleford, it created three new courses—"Fundamental Concepts of Natural Science," replacing "Mathematical Sciences and Classical Astronomy"; "Scientific Inquiry: Theories and Practices," replacing "Mechanics and Life Sciences"; and "Science, Society, and the Human Person," replacing "Modern Astronomy and Developmental Psychology"—that have a much sharper pedagogical focus and are more fully integrated into the Program's curriculum as a whole. These courses were implemented in 2004–2005, and both the initial TCEs and anecdotal evidence indicate that PLS students find them much more stimulating than the previous classes. Next year, the Program will continue its work on its two theology courses and examine whether it should keep its fine arts course as part of the curriculum. It will also review its six Great Books seminars and how writing is handled in the Program. While students generally have very positive experiences in the Great Books seminars, they have expressed a desire to receive feedback on their oral exams; the Program's challenge will be to find a way to make these exams more of a learning experience as well as a way of assessing progress. PLS also began to develop new and much more extensive faculty mentoring procedures, especially for its junior members. Each junior faculty member now benefits from having either the Chairperson or a member of the CAP visit one of his or her courses every semester, providing oral and written feedback. In the Spring, the Chairperson meets individually with the untenured members of the Program to review their accomplishments and discuss expectations for their growth; a written summary is composed following the meeting. Professor Henry Weinfield, who completed his first year as Chairperson, has identified improving the Program's recruitment of potential students as his most urgent priority for 2005–2006. To that end, a special faculty committee will be convened to study this issue.

Professor Emeritus Ed Cronin, who served on the faculty of the Program of Liberal Studies from 1949 to 1998, passed away on Christmas day, 2004. Ed's primary academic interests and passions were teaching English literature and writing, and he loved to encourage students to develop their literary capacities. This love is memorialized through the Edward J. Cronin Award, bestowed each year on the student who writes the best essay in the Program of Liberal Studies.

In addition to its own M.A. degree programs, the **Department of Romance Languages and Literatures** continued to provide strong support for the Ph.D. programs in the Medieval Institute and in Literature, allowing the three units to compete together with universities such as Columbia, Cornell, Northwestern, Michigan, and Yale for top students. For the first time, the Department granted the M.A. degree to students enrolled in the Ph.D. programs in Literature and

the Medieval Institute, increasing their marketability when they enter the job market. Starting in 2005–2006, the Program in Iberian and Latin American Studies and the Program in Italian Studies plan to have Ph.D. students who have completed their course work teach sections of upper-division introductory literature courses. This will provide an important step in their professional preparation. The Department's graduate programs continued to work toward creating courses that bridge to other programs and departments and toward diversifying offerings through a more regular incorporation of 400/500 courses. As part of their efforts to recruit students from the University of Puerto Rico (UPR) to the M.A. programs in Romance Languages and Literatures and the Ph.D. in Literature, associate professors Ben Heller and Thomas Anderson, as well as other members of the Notre Dame community, wrote a memo of understanding that will formalize the relationship between Notre Dame and UPR. Elitsa Pojarska, a Ph.D. student of comparative literature (English/Italian) at Stanford University, spent the year at Notre Dame to work in the medieval/early modern Italian era.

In collaboration with the Department of History and the Kellogg Institute for International Studies, and with the support of Sabine MacCormack, Hesburgh Professor of Arts and Letters, the Department initiated a program in Quechua language and culture at the undergraduate level in Spring 2005. The Program in Iberian and Latin American Studies held its first “major orientation” the week before registration in the Fall. This meeting was convened in response to an exit survey of graduating majors in 2004 who gave the program low marks for clarity of advising; the Department plans to make the orientation an annual event. Iberian and Latin American Studies also intends to explore the possibility of proposing a minor in Portuguese or Spanish and Portuguese to raise the profile of the Portuguese and Luso-Brazilian Studies program. Roberto DaMatta, Professor Emeritus in Anthropology and Research Professor of Portuguese and Brazilian Studies, was named a columnist for *O Globo*, the most important Brazilian newspaper. Professor Maureen Boulton was elected Vice President of the North American Branch of the International Courtly Literature Society and will succeed as President of the Society in 2007. Professor Kristine Ibsen received a Fulbright Senior Scholar Award for 2005–2006 to undertake research in Mexico City at the Universidad Nacional Autónoma de México. Professor Dayle Seidenspinner-Núñez, Associate Dean, was named to the editorial boards of *Medieval Encounters* and the *Journal of Converso and Morisco Studies*. Professor John Welle was named to the editorial board of *Quaderni d'italianistica*, the journal of the Canadian Society for Italian Studies. In conjunction with the visit of Zygmunt Baranski, the 2004 Visiting Distinguished Professor of Dante and Italian Studies, and the seventh centenary of the birth of Petrarch, the Devers Program in Dante Studies, the Medieval Institute, and the Department organized a lecture series exploring aspects of the literary relationship between Dante and Petrarch. The study of Italian at all levels will be enhanced by the establishment of the

Demergasso Family Fund for Excellence in Italian Studies, funded by a generous gift from Mr. John Demergasso. This benefaction will help to consolidate the University's position as a preeminent center for the study of Italian language, literature, and culture. Shauna Williams, Assistant Professional Specialist, was appointed Assistant Chair and Director of Undergraduate Studies. Ted Cachey, Professor of Italian and Ravarino Family Director of Dante and Italian Studies, started 2004–2005 as Acting Chairperson of the Department. In December, he was appointed to a three-year term as Chairperson, retroactive to August 2004.

The **Ph.D. in Literature Program** frequently attracts students who have competing offers from some of the country's leading universities, often by partnering with the Department of Romance Languages and Literatures. Three of the four students entering the Program in Fall 2005, for instance, indicated one or more of the Romance languages and literatures as their primary field. A number of the Program's students are now engaged in teaching, with a total of 10 language courses having been taught by its students in 2004–2005. One of the biggest challenges facing the Program is the need to design undergraduate literature courses that may be taught by its graduate students to the benefit of all involved. Much as receiving an M.A. from Romance Languages and Literatures will increase the marketability of these graduate students, so, too, will experience teaching literature courses. In 2005–2006, the Program hopes to create courses at the 300 level that could be taught by its graduate students, preparing them to enter the job market as experienced teachers of both language and literature.

The **Department of Theology**, under the leadership of Chairperson John Cavadini, has as its main goal the continuing cultivation of an educational culture that thinks from within a faith commitment rather than simply about a faith commitment, a culture that is a handing on of tradition rather than simply the study of a tradition. With that in mind, the Department undertook a sustained study and reflective conversation about "Foundations of Theology," the first theology course required of all Notre Dame undergraduates. It surveyed its faculty and some 1,600 students who were enrolled in their second required theology course. What resulted was a plan for improving the intellectual substance of the Foundations course while refining its theological balance. In 2005–2006, the Department will create small faculty working groups organized around theological themes, with the goal being to establish resources that will enable a new teacher of the course to combine successfully historical and theological approaches to the Bible and patristic literature. The Department finds this course to be one of the most challenging educational projects it sets for itself and, if properly conceived and taught, regards it as a major contribution to the Catholic character and academic mission of the University. The Department's total number of majors and secondary majors, 171, represents almost a 50% increase over four years ago. Five students completed the Department's honors track in its inaugural year, and nine

students will be involved in the program next year. The Department has also planned a series of discussions and a campus visit by an author in response to the College's Community of Learning Initiative. During Summer 2005, 23 theology majors read Robert Wilken's book *The Spirit of Early Christian Thought: Seeking the Face of God*. They will meet in several extracurricular discussion groups in the Fall to examine the text, culminating in a discussion with Wilken about his book. Faculty members will lead these initial discussion groups with the intention of identifying students who will serve as discussion leaders for a similar project the following year.

Admission to Theology's graduate programs continued to be extremely competitive. In doctoral admissions, the Department competed successfully with Duke University, the University of Chicago, and Princeton University for top candidates in Bible-related areas, with Harvard University for a candidate in history of theology, and with Duke for its top choice in ethics. The Master of Theological Studies (M.T.S.) program received 141 applications representing students from Brown University, Cornell University, Harvard University, and the University of Pennsylvania, among others. Led by Rev. Paulinus Odozor, C.S.Sp., who was recently appointed Associate Professor after having served as Visiting Associate Professor, the Department is embarking on an ambitious program of globalization and diversification in an effort to make connections to the Church in Africa. This will involve a growing program of exchanges as well as outreach to African clergy and religious leaders who seek a graduate degree in the Department. Rev. Virgilio Elizondo, the foremost figure in Latino/a theology in the United States, was appointed Notre Dame Professor of Hispanic and Pastoral Theology after also having served as Visiting Professor in the Department. The appointments of Fr. Odozor and Fr. Elizondo reflect the Department's goal of making Catholic identity and ethnic/cultural diversity a point of synergy rather than opposition. Further, Fr. Elizondo and Rev. Gustavo Gutiérrez, O.P., O'Hara Professor of Theology and 2004 recipient of the Yves Congar Award for Theological Excellence (see "Catholic Identity and Mission"), have made the Department the international locus for Latino theological studies.

Division of the Social Sciences

Arguably no area within the College has seen more significant advances in the past decade than the social sciences. Already the College's two largest undergraduate majors in Fall 2000, political science and psychology saw their enrollments grow by 36% and 23%, respectively, by Spring 2005. Further, of the College's majors that had at least 50 students enrolled in them in

Fall 2000, none had grown more by Spring 2005 than economics. Research funding in the social sciences has increased to unprecedented levels, undergraduate participation in research has become a distinctive trademark of Notre Dame's social science departments, and graduate placements have begun to compete with the best graduate placements in the humanities. Moreover, we have successfully interwoven the kinds of topics that are a superb fit for Notre Dame's Catholic identity with the most advanced and sophisticated methodologies needed to address them. The social sciences, which in past decades at Notre Dame had not garnered the same level of resources as the humanities, have received the largest allocation within the College for the emerging campaign. With those new resources, we expect the impact of the social sciences, both within and beyond the University, to be enormous.

Anecdotal observations as well as empirical data suggest the **Department of Anthropology** offers one of the best undergraduate anthropology programs in the country. A colleague from the University of Michigan, a top-ranked graduate program, referred to the Department as the "single most competitive department for the best anthropology undergraduates in the country." In an e-mail inviting Chairperson Jim McKenna, Joyce Professor of Anthropology, to review Baylor's program, another colleague added: "we . . . have long been aware of the fact that you [Notre Dame] have what is arguably the most successful degree program in anthropology in the U. S." It should come as no surprise, then, that the Department is bucking national trends that describe the number of anthropology majors as either holding steady or, more often, declining. In 1997, the Department had 170 students pursuing either its major or minor. Today, it typically has between 420 and 450 students enrolled in these programs each year. In Fall 2004, with only 11 anthropologists in residence, the Anthropology faculty taught 1,132 students, for an average of 103 students per faculty member. In Spring 2005, 15 faculty members taught 835 students, for an average of 56 students per faculty member. The Department is also assessing its progress by tracking the number of its students going on to graduate school in anthropology and related fields, including medicine, veterinary medicine, and dentistry (almost half of the Department's minors are Arts and Letters Pre-Professional majors). Of students who graduated in 2004, eight went on to pursue advanced degrees, the highest total in recent memory at that time. In 2005, this number increased to 24 students, just four short of the previous six graduating classes combined. Thirteen anthropology majors are entering Ph.D. or M.A. programs at such institutions as Duke University, the University of Durham (Great Britain), The Ohio State University, and Yale University. These students' decisions to pursue advanced degrees are no doubt influenced by the faculty's commitment to pursuing collaborative research with undergraduates. For the second year in a row, the Department secured the most money in the College from the Institute for Scholarship in the Liberal Arts for joint faculty-student projects. More Anthropology undergraduates presented scientific papers at yearly professional societies than ever before. In

Spring 2005, 13 Anthropology undergraduates stood alongside Ph.D.s and graduate students at two anthropological professional society meetings, presented their original scientific work, and published their abstracts in the society's leading journals. By all accounts, these undergraduates were mistaken for graduate students. Over 90 students displayed research projects at the second annual Notre Dame Department of Anthropology Undergraduate Research Exposition. Overall, between 30 and 40% of the Department's undergraduates were engaged in research in 2004–2005. Another sign of the intellectual seriousness of the Department's students is the growing enrollment in the Anthropology Honors Track, which increased from seven students in 2003–2004 to 27 students last year. Assistant Professor Greg Downey's course "Cultural Difference and Social Change" led to a 40-minute DVD, produced by Greg and his students, in which his students talk about their experiences in study, service, and internships abroad. Thanks to a fund created by alumnus Dr. Dan Towle, the Department also sent two students to Lesotho, Africa, to work at a non-governmental organization that aids infants and children infected with HIV/AIDS.

Agustín Fuentes was named Nancy O'Neill Associate Professor of Anthropology. The Department hosted Robin Tolmach Lakoff, Professor of Linguistics at the University of California–Berkeley, as a Provost's Distinguished Women's Lecturer. Assistant Professor Meredith Chesson and Associate Professor Ian Kuijt organized the Department's Annual Goat Roast, where Paleolithic implements are both made and used to help butcher parts of the "meal-to-be." Over 300 students attended the event. Ian was a featured archaeologist in the first part of a three-part television series titled *Guns, Germs, and Steel: A National Geographic Presentation* that aired on PBS. The Department held its second annual teaching retreat where all faculty members discussed and agreed on a set of teaching principles and common goals in addition to specific goals for each class. Jim McKenna completed his fourth and final year as Chairperson; Associate Professor Mark Schurr starts his three-year term as Chairperson in Fall 2005.

As part of a joint effort by both economics departments, the **Department of Economics and Econometrics** devised two sets of strategies to enhance the undergraduate major in economics. First, the faculty recommended revisions to the major itself, changes that would increase its analytical and quantitative requirements to the level that is common at peer institutions. Second, the faculty completed recommendations for the creation of an honors program that would have a demanding entry requirement (based on a minimum GPA in the core theory classes), at least one course that requires students to use quantitative skills to analyze data sets, and a capstone experience of writing an honors thesis that has a realistic prospect of being published in a professional journal. Graduate students Celestine Chukumba and Justin Dubas—as well as Professor and Chairperson Rich Jensen, Associate Professor B.J. Lee, Assistant Professor Jim Sullivan, and DeCrane Professor of International Economics Nelson Mark—all presented

research at conferences sponsored by the prestigious National Bureau of Economic Research. Presentations by graduate students at these conferences are uncommon. The number of citations of Rich's article on the licensing of university inventions, which, as I noted last year, was published in the premier journal of economics, the *American Economic Review*, has now placed it in the top 1% of all articles published in the field of general social sciences. Rich was also appointed co-editor of the *International Journal of Industrial Organization*. Both Schaefer Professor of Economics Chris Waller and Professor Tom Gresik were appointed to the editorial board of the *European Economic Review*. Admission to the graduate program in economics will resume on schedule in Fall 2006, thanks largely to the hiring of three new faculty members at the junior level. Assistant professors Abigail Wozniak, Kasey Buckles, and Dan Hungerman all received their Ph.D.s from programs in the first tier of the National Research Council's rankings. Together, they bring research expertise in labor economics and public economics, two areas essential to the revised graduate program and areas that are an excellent fit for Notre Dame as a Catholic university. Their presence will also benefit undergraduates, introducing new electives and reducing class sizes. The principles of microeconomics course, for instance, traditionally has been taught in two sections per semester, with approximately 250–300 students per section. Starting in 2005–2006, the expanded faculty will allow the Department to offer 10 sections of this course with enrollments of 50 students or less. Because the majority of the programs at the top-20 research universities either require or strongly recommend calculus as a prerequisite for principles of microeconomics, one of these small sections will be an “experimental” course requiring students to have taken calculus I.

The **Department of Economics and Policy Studies** assembled a team of six undergraduates who tied for third in the district at the Federal Reserve Bank of Chicago's College Fed Challenge. The competition requires teams to present a short analysis of the actual U. S. economy, a short-term forecast, and a monetary policy recommendation to a panel of Federal Reserve Judges. The team was coached by Associate Professor Frank Bonello and selected by Professor Amitava Dutt and Associate Professor Martin Wolfson from a group of 21 applicants. Another group of undergraduates met weekly in the Spring semester to organize a conference titled “Thriving in a Wal-Mart World.” The conference will take place in October 2005 and feature scholars from Indiana University and Notre Dame as well as practitioners from local unions and government agencies. With the goal of increasing economic literacy, the Department sponsored a series of special lectures targeted at undergraduates and the general community. Coauthors William McGurn, a 1980 Notre Dame philosophy graduate who is President Bush's chief speechwriter, and Rebecca Blank, Dean of the Gerald R. Ford School of Public Policy at the University of Michigan, debated their book *Is the Market Moral? A Dialogue on Religion, Economics & Justice*. During a visit made possible by the Henkels Interdisciplinary Visiting

Speakers program, University of New Hampshire sociologist Cynthia Duncan gave a lecture titled “Culture and Politics in Poor Communities.” Her talk was based on her book *Worlds Apart: Why Poverty Persists in Rural America*, which formed the basis of a one-credit course taught by Chairperson Jennifer Warlick in Spring 2005. “Poverty in Rural America” was designed for non-majors and was so successful that two more one-credit classes will be offered in Fall 2005. The Department continued the research workshop it initiated last year, allowing its own faculty members, as well as those from other disciplines whose research deals with economic issues, to share their latest work. Associate Professor David Betson was named a National Associate of the National Academy of Science. David is now working with Jennifer and Research Assistant Professor Kajal Mukhopadhyay to develop a proposal for the creation at Notre Dame of a center for the measurement of poverty and living standards in the United States.

The **Department of Political Science** continues to have more majors—684 in Spring 2005—than any other department in the University. One of these majors, senior Enrique Schaerer, was named valedictorian of the University’s graduating class, and another, senior John Skakun, joined Enrique as one of the finalists for the distinction. Junior Jana Lamplota, who is also majoring in history, was named a 2005–2006 undergraduate fellow of the Foundation for the Defense of Democracies. The yearlong fellowship program allows participants to study the threat posed by terrorism to the United States and the rest of the world’s democracies. Even with such a large number of majors, the Department finds innovative ways to give students hands-on learning experiences and enhance undergraduate education. The Department selected senior Colin Pogge to serve as a fellow of the Center for the Study of the Presidency in Washington, D.C., in 2004–2005. The Center Fellows Program allows 65 undergraduate and graduate students from around the country to study the American presidency by traveling to Washington for personal briefings by national media representatives, for networking opportunities with decision-makers, and for a firsthand look at the policymaking process. Founded by political science majors and advised by Associate Professor Christina Wolbrecht, the Women in Politics Group was recognized as a club by the Student Activities Office. The Department continued its Research Apprenticeship Program, with 27 undergraduates assisting on faculty research projects during the year. Three members of the U.S. House, five U.S. senators, the governor of Massachusetts, and four state senators welcomed students in Summer 2004 through the Department’s summer internship program, which was funded by the Mary & Greg Downes Endowment for Excellence in Government and the William M. Scholl Summer Internship Grant. One student also worked on ABC News *Nightline*. Overall, the Department placed 25 students in internships across the country in Summer 2004 and 59 at 24 different local agencies during academic year 2004–2005. The Department awarded more than a dozen Strake fellowships and other funds for student research projects related to writing senior theses. Forty seniors wrote

theses this year, and they were honored at the Department's annual senior recognition event, where the thesis prize-winners presented their research. The Department hopes to increase the number of students writing senior theses to 50–60 in coming years. To that end, it introduced a pilot program of four writing seminars for juniors, and it is possible that the Department will adopt a sophomore/junior writing seminar requirement beginning in 2006–2007. Such a requirement would allow students to investigate advanced topics in a seminar setting earlier in their academic careers while better preparing them to write senior theses and research papers. In addition, the Department offers several workshops throughout the year for juniors and sophomores who are thinking about writing a senior thesis—including a workshop in the Fall for students who will be studying abroad in the Spring—as well as discussions centered on what students can do with their degrees after graduation. Political Science held its first departmental “commencement” ceremony in May 2005, gathering over 800 students, family members, and guests in the Leighton Concert Hall of the DeBartolo Performing Arts Center.

Saika Uno and Patricia Rodriguez, graduate students in Political Science, each received one of the most prestigious awards for dissertation writers in the discipline: the National Science Foundation's Doctoral Dissertation Improvement Grant. Three of the Department's graduate students secured tenure-track positions, and two received professional appointments with the Central Intelligence Agency and Notre Dame. The Department inaugurated the Gil Loescher Graduate Teaching Fellowship to provide its graduate students with significant teaching experience, allowing them to enter the job market with a demonstrated ability to plan and implement courses in political science. The graduate program's efforts to recruit and attract female scholars generated record success in the past year. Once again receiving over 200 applications, the program admitted 20 students, including 11 women. Nine students have enrolled in the program for Fall 2005, five of whom are women. The Department made several strong hires in 2004–2005, including Associate Professor Ruth Abbey. Ruth, a native of Australia who did graduate work in Canada and was most recently on the faculty of the University of Kent in England, will fill a position in political theory. Assistant Professor David Campbell's paper “Community Heterogeneity and Participation” was selected by the American Political Science Association's Organized Section on Elections, Public Opinion, and Voting Behavior as the “best paper” presented at the 2004 annual meeting. Chairperson Rodney Hero, Dee Professor of American Democracy, served on the Council of the Midwest Political Science Association and was elected to a two-year term as Vice President of that organization. Rodney, who was appointed to a second three-year term as Chairperson through August 2008, is also involved in the development of a “Latino National Survey” that was awarded over \$500,000 in grant support from external agencies in 2004–2005. Professor George Lopez, Senior Fellow of the Joan B. Kroc Institute for International Peace Studies, delivered several high-profile talks on

war and peace and testified before a U.S. House subcommittee regarding the findings of an interim report on the scandal surrounding the United Nations' oil-for-food program. Assistant Professor Al Tillery was honored with the 2005 Frank O'Malley Undergraduate Teaching Award. Scott Mainwaring, Conley Professor of Political Science, received the James A. Burns, C.S.C., Graduate School Award for his distinctive contributions to graduate education. Christina Wolbrecht continued as Director of the Program in American Democracy (PAD); in 2005–2006, PAD will sponsor a major lecture series titled "The Annenberg Series on American Democracy in the 21st Century." This lecture series, like the PAD conferences "A Matter of Faith? Religion in the 2004 Election" and "Political Women and American Democracy," which were mentioned earlier in this report, will be supported by a \$100,000 grant from the Annenberg Foundation. The Department devoted substantial time at its meetings in 2004–2005 to the importance of Catholic identity in hiring and other initiatives, and it renamed its "Affirmative Action Committee" the "Mission and Diversity Committee."

Research experience has long been an important part of the undergraduate curriculum in the **Department of Psychology**. In 2004–2005, 42% of psychology majors eligible to participate in special studies research projects did so for at least one semester. Students, for example, can work weekly on research projects for credit in labs such as the Center for Children and Families, the Center for Ethical Education, the Culture and Family Processes Lab, the Marital Therapy and Research Lab, the Memory Lab, the Moral Psychology Lab, the Perception and Attention Lab, the Psycholinguistics Lab, or the Spatial Cognition Lab. Time spent working in faculty research labs provides students with a guided opportunity to learn firsthand the many facets of research, including study design, the incorporation of theoretical questions, data collection, data entry, data analysis, and manuscript preparation or presentation at conferences. Seven students completed a senior honors thesis project, and 17 presented work at professional conferences, the majority at the biennial meeting of the Society for Research in Child Development, the premier conference in developmental psychology. Additionally, 18 students attended conferences without presenting, and 10 coauthored manuscripts submitted for publication. The courses in the Department of Psychology also provide opportunities for students to experience the more applied side of the field. The Department, for example, offers several courses that integrate service with learning through a practicum/volunteer experience. There also continues to be a strong response to the Department's externship program, which is a 400-level course that provides undergraduates with an opportunity to work in a mental health setting with intense supervision and an accompanying classroom experience. Psychology's second annual graduation ceremony attracted well over 750 people. Many of the Department's undergraduates go on to graduate school, with members of the class of 2005 headed to Duke University, USC, and Georgia Tech, among others. The departments of Psychology and Computer Science have developed a joint

Ph.D. program with a focus on the interface between quantitative psychology, cognitive science, and computer science. Currently, one student has been admitted, and a second is transferring from our quantitative program into this one.

The Department's faculty members focus much of their research on issues with close ties to the social justice mission of the University as well as on broader issues in human behavior. In 2004–2005, they continued to be successful in securing external funding for this research, with John Borkowski, McKenna Family Professor of Psychology, and Mark Cummings, Notre Dame Professor of Psychology, garnering most of the \$3.7 million awarded to the Department's faculty. In addition to his ongoing work in Chile, Israel, and Wales, Mark recently received funding to study violence in Northern Ireland, while several other faculty members are pursuing research with colleagues at the Max Plank Institute in Berlin. Associate Professor David Smith was elected a fellow of the American Psychological Association, the largest association of psychologists in the world. Election to fellowship status requires evidence of unusual and outstanding contributions or performance in the field, as well as work that has had a national impact. Ke-Hai Yuan, O'Neill Associate Professor of Psychology, received a James McKeen Cattell Fund Fellowship to pursue research on a project titled "Development of Statistical Modeling Methods for Analysis of Social and Behavioral Science Data." The Department is in the process of moving from an APA-accredited counseling program to a clinical program, and Professor and Chairperson Cindy Bergeman has cultivated a relationship with South Bend's Madison Center to identify the Center's goals and possible areas of research collaboration. This relationship should prove beneficial to the community as well as the University and will be of tremendous benefit to future hires in the clinical area. A recent study published in *Counseling Psychologist* (2005) ranks Notre Dame's counseling program 11th in the country for research productivity based on publication rates in the core journals in the field. In addition, national licensing exam (Examination for the Professional Practice in Psychology) data show that our students do extremely well. Their scores are ranked fifth overall among the 83 counseling programs included in the report, third in the areas of multicultural bases of behavior and treatment/intervention, fifth in assessment and diagnosis, and sixth in research methods.

Undergraduates in the **Department of Sociology** continued to engage in research through the Research Workshop on Race, Ethnicity, Activism, and Protest (REAP). Led by Professor and Chairperson Dan Myers and Associate Professor Rory McVeigh, the workshop is a National Science Foundation (NSF) Research Experiences for Undergraduates Site, allowing students to work on original research projects that focus on activism and protest related to racial or ethnic identities. In 2004–2005, 10 undergraduates completed their research on the project. Hye-Jin Kim, a 2004 graduate who majored in anthropology and participated in REAP, received first

prize in the student paper competitions of both the Midwest Sociological Society and the North Central Sociological Association. To provide exceptional students with even more curricular options, Dan and Ann Marie Power, Director of Undergraduate Studies, are planning to create an undergraduate honors program. They will submit a proposed framework to the Department's undergraduate committee in Fall 2005 and hope to enroll students in the program beginning in Fall 2006. Graduate student Valerie Lewis secured an NSF Graduate Research Fellowship. David Ortiz won the Department's inaugural Jeanine Becker Outstanding Graduate Student Paper Award. Beginning in Fall 2005, the Department's graduate program will offer academic credit for one of its training seminars, "Studies of Politics and Movements." These seminars are working groups of faculty members and graduate students who meet periodically to share work in progress and discuss recent developments in the field. The most well-developed of these groups, "Studies of Politics and Movements" has been in operation for six years and features five faculty members and 15 graduate students from Sociology and Political Science. If offering course credit for the seminar proves to be successful, the Department plans to offer for-credit training seminars in religion, education, and stratification in Spring 2006. The Department has also been reviewing and updating standards for its graduate program with an eye toward focusing students more on the research portion of their work. The new standards should be in place for students who enter the program in Fall 2006.

The Department made two hires for 2005–2006, including Associate Professor Jackie Smith, who is formerly of the State University of New York at Stony Brook and who will have a joint appointment in Sociology and the Joan B. Kroc Institute for International Peace Studies. The Collective Behavior and Social Movements section of the American Sociological Association bestowed its Best Published Article Award on Dan Myers and his former student Beth Schaefer Caniglia for their paper "All the Rioting That's Fit to Print: Selection Effects in National Newspaper Coverage of Civil Disorders, 1968–1969," which appeared in the prestigious *American Sociological Review*. Associate Professor Kevin Christiano served as both the President-Elect of the Association for the Sociology of Religion (he will be President in 2005–2006) and the President of the American Council for Québec Studies. The latter organization received the *Prix du 3-juillet-1608*, an award given annually by the government of Québec to recognize work in the promotion of the French language in North America. This was only the second time in the award's history, which spans three decades, that it was conferred on an organization outside Canada. The Department successfully launched the Center for the Study of American Religion (formerly called the DuBois Center for the Advanced Study of Religion and Race), with Professor Michael Emerson serving as its first director. The Center, which will be directed by Assistant Professor David Sikkink starting in 2005–2006, is currently pursuing a longitudinal study of American religious life, an unprecedented project funded by the Lilly

Endowment, Inc. With the disbandment of the Laboratory for Social Research, the Department will look to incorporate some of that unit's functions into both its own operations and those of the Center. The Department will consider all of these new developments as well as those areas that have remained constant when it engages in a self-study in Fall 2005 in anticipation of a visit by external reviewers in Spring 2006.

In 2003–2004, the **Laboratory for Social Research (LSR)** was reviewed by internal and external committees. In its report, the external review committee noted the need for a clearer statement of mission, changes in staffing structures and accountability, increased computer infrastructure support, movement of the scanning unit to a more appropriate part of the University, changes in billing and budgetary methods, and increased communication with departments and other units in the University involved with data archiving. Implementing these recommendations would have required a significant investment of resources. During Fall 2004 and early Spring 2005, a number of discussions took place with chairpersons and faculty members in the social sciences concerning these recommendations and the most pressing needs in the Division. What emerged from these discussions was that advances in the quantitative social sciences, including research funding, have for the most part not been driven by the LSR, that the most pressing infrastructure needs in the social sciences fell outside the LSR, and that investing further in a large centralized unit, such as the LSR, would not be the most desirable or most efficient use of our current resources. Thus, we made the decision to dissolve the LSR. Many of the current services will be moved to appropriate departments; other services will be eliminated, at least for the time being; and some new support structures will be put in place to enhance research in the social sciences. For example, faculty and graduate statistical consultants will move back to their home departments so the departments can structure statistical consulting services in ways that make the most sense for their needs. In addition, some departments have been or will be in the process of hiring quantitatively oriented faculty members who will teach relevant graduate courses and potentially serve as consultants. The Institute for Scholarship in the Liberal Arts (ISLA) will also offer grants to support visits by quantitatively oriented speakers for presentations or workshops or to send faculty members to workshops for statistical training. We will hire two staff members who will help oversee data management and grants management services, work with the Library on data library services, and develop and maintain relationships with agencies and organizations from which data are sometimes collected. The College is also working on ways to enhance space for graduate students in the social sciences and to ensure more consistent technical support for statistical software. Associate Dean Julie Braungart-Rieker is overseeing these changes and would welcome any suggestions as we complete this transition in support of quantitative social science research.

Selected College and University Issues

In recent years, the University has increased the amount of funding directed toward **undergraduate financial aid**. In fiscal year 1997, for example, only 31% of first-year students received financial aid. Of that group, just 2% were awarded a preferential package of fewer loans and more scholarships. In fiscal year 2005, 45% of freshmen received financial aid, with 57% of that group being awarded a preferential package. To fund such an ambitious program, support for financial aid has been coming not only from the endowment and annual gifts but also from the University's general operating budget. Last year, \$5 million of new tuition dollars was immediately directed to undergraduate financial aid. The pressures on financial aid, along with non-negotiable items such as health insurance and the staffing and maintenance of new buildings, have been among the reasons why faculty salaries have grown less rapidly in recent years and why allocations for new projects have been curtailed. Faculty members recognize the importance of undergraduate financial aid and tend to support its priority status, although a recent external review recommended that we consider whether the high number of preferential packages might be modestly reduced without in the least weakening the outstanding quality of our undergraduate students. The endowment had superb returns this past year, so support may become available in the next year or two for other selected priorities. If so, we will need as a university to rank competing requests, such as graduate stipends, library support, faculty and staff salaries, senior hires, and new faculty and staff positions.

As we embark on the silent phase of the campaign, **Development** will be the difference-maker in allowing us to advance our boldest ambitions. The support the University and the College receive from alumni and donors, which allows us to pursue these ambitions, comes from persons who believe very strongly in what we do and what we profess. Our distinctive mission, which is the wellspring of this support, cannot fall on the shoulders of the Congregation of Holy Cross or Campus Ministry or the Department of Theology. Instead, all departments and centers must find ways to integrate our distinctive identity with our ambitions in learning and scholarship. This unique integration generates the peerless enthusiasm of Notre Dame's supporters; it is not, as a colleague suggested to me recently, something that we should leave behind as we become more and more like our peers. The University's Catholic identity has been at the heart of its triumphs since its founding by a priest of the Congregation of Holy Cross and remains central to our continued flourishing.

Endowments for excellence give departments greater flexibility in creating educational opportunities beyond the classroom, such as departmental colloquia, student research projects,

specialized lectures, and social gatherings for students and faculty members. While we continue to seek more of these endowments to further the missions of all our departments, it is worth noting that between the College and those University centers and institutes with an Arts and Letters orientation, there are currently 55 endowments for excellence, more than twice as many as any other college at Notre Dame.

Arts and Letters is implementing an **incentive plan** for departments based on the University's incentive plan for colleges, which allows units to retain unspent funds at the end of the fiscal year. This system has allowed the College to invest in a wide variety of projects, from the Undergraduate Research Opportunity Program and work-study funds for undergraduates assisting faculty members with research to bridge monies for faculty pre-hires and additional start-up funds for new hires. Under this plan, Arts and Letters is treating departmental budgets in much the same way the University handles the budgets for the individual colleges. I am confident that this arrangement will further enhance each chairperson's flexibility in advancing departmental goals.

In February, Provost Nathan Hatch announced that Hugh Page, Walter Associate Professor of Theology, had been appointed **Dean of Notre Dame's First Year of Studies** (FYS). Hugh was completing a three-year term as Associate Dean for Undergraduate Studies and Director of the Office of Undergraduate Studies in the College of Arts and Letters. He succeeded Eileen Kolman, the Dean of FYS since 1990, on July 1. Hugh has been a member of the Notre Dame faculty since 1992 and has also served as the Director of the African and African-American Studies Program, playing an instrumental role in the Program's development into the College's 21st department in 2005. In addition to being an outstanding teacher, Hugh has enhanced the educational experience of our undergraduates by introducing a liberal arts advising initiative and the Community of Learning Initiative, among other programs. Hugh will continue to work with faculty and students in Arts and Letters in his new role.

In the light of Hugh's appointment, Stuart Greene, Associate Professor of English, was named to a three-year term as the College's **Associate Dean for Undergraduate Studies** and Director of the Office of Undergraduate Studies. He most recently served as O'Malley Director of the University Writing Program. Stuart's principal areas of research have focused on socio-cognitive theories of writing; history of rhetoric and composition; rhetorical theory; academic genres; writing in the disciplines; ethnographic research methods; the history of urban education; and the intersections of race, ethnicity, and educational achievement. Since coming to Notre Dame in 1997, Stuart has developed the University Writing Program, charting a new direction for the teaching of first-year composition. He also started the University Writing Center, which now

serves over 2,500 undergraduates each year. More recently, Stuart played an instrumental role in developing the interdisciplinary minor in Education, Schooling, and Society. Over the years, he has received a number of teaching awards, including a Kaneb Award, and he has distinguished himself as a leader in his field by chairing the National Council of Teachers of English Commission on Composition and serving twice as President of the National Council of Teachers of English Assembly on Research. Stuart's scholarly background in various aspects of writing and student learning as well as his excellence as a teacher make him a particularly appropriate fit for the position of Associate Dean for Undergraduate Studies. Concurrent with Stuart's appointment, John Duffy, Assistant Professor of English, has been appointed Acting Director of the University Writing Program.

A longtime member of the Arts and Letters faculty, Nathan Hatch, has relinquished his position as Provost at the University of Notre Dame to become President of Wake Forest University. Notre Dame's new **Provost**, Thomas Burish, most recently President of Washington and Lee University and previously Provost of Vanderbilt University, will also be a faculty member in Arts and Letters. A distinguished researcher in clinical psychology and an award-winning teacher, Tom graduated from Notre Dame, *summa cum laude*, with a bachelor's degree in 1972. Tom was an external reviewer of the Office of the Dean in 2004. A person of high ambitions and personal modesty, he will be a superb leader. We can be proud that Notre Dame has attracted a person of such distinction back to campus.

Faculty members who serve in an administrative capacity within a department or program make significant contributions to the College's academic life. To this point, however, the College has lacked a comprehensive policy that provides incentives and ensures equitable support for those serving in such positions. The absence of a College-wide policy has created significant inconsistencies in the ways that faculty members serving in analogous roles are supported. During 2004–2005, we convened a committee of faculty members, representing the three divisions of Arts and Letters, with the purpose of compiling an **Administrative Compensation Report**. This committee was charged with examining the current state of support for administrative service and helping to formulate specific recommendations for equitable standards of support throughout the College. The committee was asked to weigh whether the current system of course releases and research stipend support is in the best interests of both individual faculty members and the College, and if not, whether other forms of meaningful compensation should be explored and recommended. The goal was to produce consistent guidelines that will serve as a template for administrative support in departments and programs. After formulating some basic criteria, the committee worked through every department individually for each of the major administrative positions. The group's recommendations were

presented to chairpersons at the final meeting of 2004–2005 and will be considered a starting point for the development of future College policy. The report is part of a larger effort to ensure both fairness and accountability throughout the College. The report is available at <http://al.nd.edu/resources-for/faculty-and-staff/general-information/>.

The initiative to **redesign the College's Website** was launched last Fall. Phase I is targeting the revision of the Arts and Letters homepage; Phase II will focus on the departmental homepages. The project's goal is to communicate the College's identity, vision, and activities more effectively to our primary audiences: current and prospective students and their families, alumni, and the academy beyond Notre Dame. The redesign will enhance communication and access to information within the College and serve as a pilot project for the University. Design and implementation of the College homepage are complete, and the site was unveiled early this Fall; the departmental homepages will be redesigned throughout 2005–2006.

For the first time, the College published a **condensed version of the *Dean's Report***. *Exemplum* was sent to the presidents, provosts, and deans of admissions at all of the national research universities listed in *U.S. News and World Report*. Highlighting the major achievements from the previous year's *Dean's Report*, it should serve to bolster our reputation among our peers around the country. This year's *Exemplum* included, among other things, the Marie P. DeBartolo Center for the Performing Arts, the success of faculty members in the humanities and the social sciences in securing research funding, and notable placements of graduate students. Elements of *Exemplum* will be featured on the new Website.

Communiqué has become a familiar name throughout the College as the title of the annual publication chronicling faculty and student scholarship. However, owing to the piece's high production costs and the absence of a well-defined audience, we decided to discontinue its print publication and allocate the resources to other projects, including departmental publications. Its name endures, though, as the title of the **new Arts and Letters e-newsletter**. Launched by the Office of News and Publicity in January, the new *Communiqué* is divided into three sections: College Headlines, Faculty Notes, and Student/Alumni Updates. Each section is composed of brief descriptions of stories, followed by links to full press releases. *Communiqué* is distributed quarterly via e-mail using a template created by the Notre Dame Web Group. The initial invitation to subscribe was sent to Arts and Letters alumni, faculty members and staff, and other individuals with an interest in the College. According to the Web Group, "An unprecedented 1,200 visitors subscribed [to the newsletter] . . . in the first week." Currently boasting over 1,400 subscribers, *Communiqué* may be viewed at <http://newsletter.al.nd.edu/>.

This past year the Provost's Advisory Committee (PAC) made a decision that will affect future assistant professors in Arts and Letters. PAC had been contemplating eliminating the policy by which faculty members may stop the clock for research leaves for up to two years. I asked to be able to air the proposed policy change with Arts and Letters chairpersons, who by a vote of 17-1 endorsed a compromise proposal, a **one-year stoppage of the tenure clock for research leaves**. After discussing the matter at three meetings, PAC endorsed the recommendation from Arts and Letters. PAC wanted to move away from the two-year stoppage, which had the absurd double bonus that a faculty member who had a research leave had both more time for research and more time before tenure. The policy was also out of line with peer universities. Nonetheless, compelling arguments were made for retaining a one-year extension. These included, for example, Notre Dame's unusual emphasis on outstanding teaching, which requires a substantial investment of time; some continuing gaps in infrastructure support, such as the size of our staff and technical support and the quality of our library holdings in selected fields, which can also delay research productivity; the advantage in recruiting new faculty members that a possible stoppage offers; and the desire to see faculty members take the risk of seeking the best possible publication outlets, which sometimes delays one's rate of publication.

At its April 2005 meeting, the Dean's Advisory Committee discussed the possibility of **notifying candidates for tenure as to the likely outcome of their cases**. The University's current policy does not permit any communication once the formal review of a case begins until a final decision is made. However, greater transparency may be welcome, and the Committee had a number of interesting ideas on the topic, which can be viewed at <http://al.nd.edu/resources-for/faculty-and-staff/general-information/>. I will propose that these ideas be discussed by the Provost's Advisory Committee. Of course, the outcome of a tenure or promotion case should not be a surprise if the faculty member has been receiving proper mentoring and feedback over the years. Although written feedback was rare some years ago, now most Arts and Letters chairpersons provide it. Indeed, the College has strongly recommended that all chairpersons provide annual written feedback for probationary faculty members. This feedback should also draw on the views of the Committee on Appointments and Promotions so that it is generated by more than one person.

The mentoring process should not stop once a faculty member is awarded tenure. Chairpersons should give **new associate professors** selected feedback from their tenure review cases that could help them flourish in the next phase of their academic careers at Notre Dame. This mentoring discussion can also be used to thank colleagues for their contributions to the University to date. The College honors newly tenured faculty members with a dinner at which they are celebrated for their individual accomplishments and given an opportunity to think out

loud with others about their new opportunities at Notre Dame. In addition, newly tenured faculty members may invite three faculty colleagues to a celebration meal, with the only stipulation being that their guests be from other departments, so that our sense of community across the disciplines is reinforced, especially at this crucial stage of a faculty member's career.

To make the College a more welcoming place for prospective and new faculty members, we are drafting a series of **Frequently Asked Questions** (FAQs) that will be posted on the College's Website. Answers to questions such as "What does Notre Dame's Catholic identity mean to me as a prospective faculty member?"; "Does the University have a policy for spousal hires?"; "What are the local schools like?"; and "What are the steps I should follow once I arrive on campus?" will now all be conveniently located in one place and feature links to relevant Websites. The draft document will be circulated to chairpersons in the Fall.

A number of departments have held **retreats**, which receive outstanding reviews from chairpersons and faculty members alike. Retreats tend to serve two purposes. First, they allow a department to engage in focused conversation on a particular challenge, such as developing an honors program, improving the mentoring and the placement of graduate students, assessing what we need to do to reach our aspirations in research, and contemplating ways for a department to become more distinctive. Second, they foster collective identity, which is very important for our sense of community and our sense of motivation. The College has been happy to support such events and encourages all departments to consider the advantages of well-planned retreats.

In December 2004, Dave Mastic became the IT Support Coordinator for the College of Arts and Letters. Dave manages the **Art and Letters Computing Office** (ALCO) on behalf of the College and helped spearhead our decision to have ALCO join the Office of Information Technologies' (OIT) Distributed Support Services (DSS) program. With this change, ALCO's technical staff no longer reports to the Office of the Dean but instead to OIT. Essentially, this means that we now have the full support of OIT to help solve Arts and Letters computing issues while having been able to maintain the familiar presence of ALCO and its staff within the College. Dave's goal is to find logical, consistent, and simple ways for members of the College to use technology. He and the staff of ALCO are available to help the College develop strategies to move computing forward and to address existing computing needs that may not have been met in the past. Already during the past semester we have seen more communication regarding staff, security, and improvements to systems and technology than there had been under the old structure. ALCO's Website can be found at
<<http://al.nd.edu/resources-for/faculty-and-staff/operations-and-resources/>>.

To recognize contributions from outside the College that add immeasurably to Arts and Letters and enrich its life, the College honors each year an outstanding colleague with the **Arts and Letters Award of Appreciation**. Earlier recipients include Lee Svete, Director of the Notre Dame Career Center, and Alex Hahn, Co-Director of the Arts and Letters/Science Honors Program and Director of the Kaneb Center for Teaching and Learning. In 2004, we recognized Sr. Kathleen Cannon, O.P., Associate Dean of the College of Science and former Associate Provost. Sr. Kathleen's contributions to the welfare of women and their families are numerous and far-reaching. She advocated the growth of the Early Childhood Development Center (ECDC); created the Provost's Distinguished Women's Lecturer Program, which in the past 11 years has brought more than 40 distinguished visiting women to Notre Dame for brief stays; contributed greatly to the pioneering efforts of the University Committee on Women Faculty and Students; and championed spousal hiring. A gifted teacher who occasionally teaches "Foundations of Theology" and "Preaching I," Sr. Kathleen is admired for the spiritual and pastoral qualities she brings to both her formal responsibilities and her informal interactions with others.

Staff members undertook a variety of initiatives in 2004–2005 designed to build **community** within the College and help the community surrounding the University. The Staff Advisory Support Committee organized several on-campus field trips for staff members to discover parts of Notre Dame with which they may have not had much contact. The field trips took staff to the Reyniers Building—where a few Anthropology faculty members showed some artifacts and talked about their research—the Cedar Grove Cemetery, the new post office, the Basilica of the Sacred Heart, and the Law School. Mary Ellen Koepfle, the College's Director of Finance and Operations, once again hosted a staff appreciation luncheon in May to thank staff members for their contributions throughout the year. Alan Bigger, Director of Building Services, was the guest speaker this year and talked about the "unsung heroes" at Notre Dame who make a difference even as their actions often go unnoticed. Several awards were given at the luncheon, including the new Inside/Outside Award, which recognizes contributions to Arts and Letters by a staff member inside the College and an individual from another unit on campus. Diane Pribbernow, Senior Administrative Assistant in Anthropology, won the "inside" award, while Christopher Temple, Academic Course Specialist in the Office of the Registrar, received the "outside" award. For the College's annual breast cancer awareness drive, interdepartmental teams competed to see who could raise the most money for this worthy cause. As a whole, the College raised over \$7,000 to help meet an important need in the South Bend community. To enhance community further, previously separate Christmas events have now been folded into one reception for both faculty and staff.

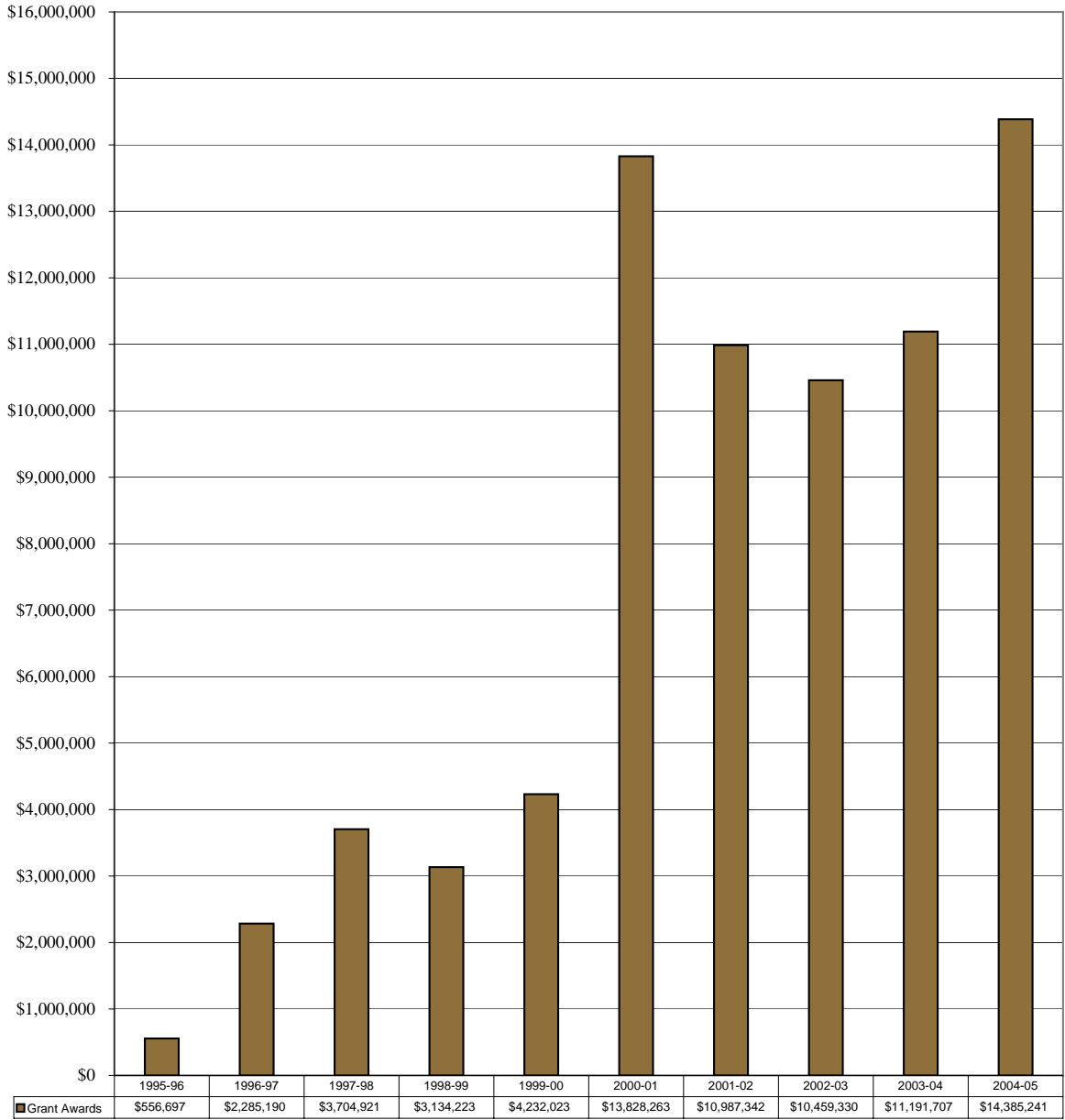
Notre Dame is a distinctive institution. In a landscape where we are increasingly aware of what our peers are doing, it is our challenge—and our obligation—to reside at the fore of academic inquiry while still ensuring that our Catholicism animates our endeavors. In a July address, Harvard economist David Collins warned that in desperately competing with one another, research universities are becoming interchangeable, losing thereby their core identity and the loyalty of their faculty members. Notre Dame can be different. We can foster here **a special kind of intellectual community**, one whose ideals ennoble teaching and learning and give scholarship a lofty and transcendent purpose. Year in and year out, the community that is the College of Arts and Letters embodies Notre Dame's triadic identity. No where else at Notre Dame do learning and scholarship come into such steady contact with reflection on ultimate questions. In many ways, the College serves as the face of the University, both to the world and to ourselves. It is a diverse college, with each discipline offering partial windows onto the truth, such that our efforts at integration make us collectively richer. I am grateful to all of you for working together to realize the grand vision we have set for ourselves.

Our academic aspirations and our sense of Catholic identity are not only distinctive, they are also dynamic: they evolve through the contributions of new members of our community and the development of our current faculty members and students. As we move into the uncharted territory of creating a great Catholic university in modern America, a university that is both competitive and distinctive, may the grace of God's love continue to guide us and may the inexhaustible meaning and deep mystery inherent in our Catholic identity continue to be a source of great inspiration and longing.

College of Arts and Letters

Total External Grant Dollars Awarded: 1995-2005

Appendix A



NEH Fellowships to Leading Research Universities*
Six Year Comparison: 1999-2005
Appendix B

Notre Dame	20
University of Michigan	18
Harvard	17
UC Berkeley	11
University of Virginia	11
Columbia	10
Cornell	10
University of Chicago	9
Georgetown	9
Dartmouth	8
Stanford	8
Princeton	7
Brown	7
Duke	7
Rice University	7
Northwestern	6
Vanderbilt	5
Pennsylvania	4
Washington (St. Louis)	4
MIT	4
Yale	3
Emory	2
Johns Hopkins	2
Carnegie Mellon	0
Cal Tech	0

* Top 25 Research Universities according to U.S. News and World Report, September 2003