



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
2004**

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Introduction

Last year, in the 2003 Dean's Report, I outlined the College's significant advances and challenges between my Christmas address of 2000 and the summer of 2003. This year's Dean's Report, in comparison, focuses on the College's advances and challenges during academic year 2003-2004. *Communiqué*, an annual publication of the College that serves as a companion piece to the Dean's Report, will continue to highlight teaching innovations, student accomplishments, and faculty scholarship in more detail. My presentation emphasizes the broad scope of Arts and Letters.

Undergraduate Studies and Learning

In the wake of three discussions in the Fall of 2003, which followed 10 discussions over the past seven years, the College Council recommended that the College of Arts and Letters replace its required Core Course (a two-semester sophomore course) with the newly designed College Seminar (a one-semester sophomore course). This will allow students to take one additional elective so that they might move more rapidly into their majors.

Each College Seminar has four essential components: (1) a focus on big issues and broad questions; (2) an introduction to the College and its diverse ways of approaching issues by including works from each of the College's divisions; (3) an introduction to a selection of major works; and (4) an emphasis on discussion and other activities that help students develop their capacities for oral expression and intellectual agility. The first cohort teaching the Seminar resolved that at least two-thirds of each student's grade will derive from oral performance. Faculty members will utilize a variety of strategies—such as oral interviews, classroom debates, and oral examinations—to help students develop the capacities to formulate clear questions, listen carefully and attentively, explore ideas through dialogue, argue for and against differing positions, and express their thoughts eloquently and persuasively. George S. Howard, Joseph E. Morahan Director of the College Seminar Program, conducted a three-day workshop in May in order to help participating faculty members prepare to teach within the parameters of the course and to become familiar with the support structures and reference materials available to them. Although faculty members are being asked to stretch beyond their areas of disciplinary expertise, they may choose their topics within the guidelines mentioned above. Thirty sections of the College Seminar Program are being offered in the inaugural semester, Fall 2004. The website for the Program is located at <http://www.nd.edu/~csem/>.

Hugh R. Page, Jr., Associate Dean of Undergraduate Studies, is launching a liberal arts advising initiative in Fall 2004. At its May 2004 meeting, the College Council discussed a set of strategies to assist students in thinking more holistically about the values and ideals at the heart of the Catholic liberal arts tradition. The College's long-term goal is to reach out more effectively to first-year students and rising sophomores who are considering an intellectual journey in the College of Arts and Letters. The best strategy may well be to invite every teacher of a University Seminar and every faculty member teaching a first-year class to choose up to 10 students from their classes whom they will advise during the students' first two years. First Year of Studies would keep track of the assignments and would pass the information on to the Arts and Letters Office of Undergraduate Studies, so that faculty teaching the College Seminar and other sophomore courses might seek out students whom they are teaching and who do not yet have a mentor. The goal would be to encourage faculty to mentor a selection of their own students on making the most of their liberal arts education, without burdening these professors with the nuts and bolts advising that helps students navigate University and College requirements. We are grateful to Eileen M. Kolman, Dean of First Year of Studies, for her help with this innovative project. This year will involve some initial pilot efforts and the development of a set of minimal expectations and best practices for faculty who would like to advise students. If successful, this endeavor could have a dramatic impact on the intellectual climate among students and the level of their commitment to the life of the mind. Ideas for this initiative are welcome and can be directed to Associate Dean Hugh Page or to me.

In Spring 2001, the University created the Advisory Committee on Academic and Student Life (ACASL) to advise the President, Provost, and Vice President for Student Affairs on how the University could better integrate its academic endeavors with students' residential, extracurricular, and social experiences. The ACASL has as its current topic the development of a greater culture for scholarship as a vocation. The goal is to encourage more students, when appropriate, to consider graduate school. Work on this topic involves gathering information and engaging internal constituencies in a dialogue about current and possible new efforts to promote scholarship as a vocation; exploring with highly successful Notre Dame graduates how their interest in scholarship was developed and supported; and gathering benchmark data from selected peer institutions that have demonstrated strength in promoting scholarship. Some students elect to begin their master's or doctoral programs directly upon graduation, whereas others complete one or two years of full-time service first. (The Center for Social Concerns reports that, since 1995, approximately 10% of each Notre Dame senior class enters a range of full-time service positions upon graduation, and, among the colleges, Arts and Letters has the

highest percentage of students pursuing this option. For example, 17.3% of the Arts and Letters Class of 2004 expressed the intent to enter full-time service immediately after graduation.) Nonetheless, 15% of our seniors indicated this year that they plan to pursue graduate study, up from 11% the year before.

One possible strategy to encourage more students to pursue further academic studies is to engage them in undergraduate research, which can assume a variety of forms across the disciplines. Both anecdotal and empirical evidence suggest that investigative work fosters active rather than passive learning, promotes the refinement of analytical skills, and allows students to gain experience in some of the processes by which new knowledge is created. In addition, students gain invaluable skills applicable to whatever career path they might pursue as well as increased confidence and other intrinsic rewards that come from successfully completing a substantial research project. Ideally, as more undergraduates are exposed to the joys and benefits of conducting research, a higher percentage of our students will attend graduate school. Associate Dean Hugh Page is collecting data in order to determine the number of Arts and Letters undergraduates involved in research and the range of their projects. The College will be measuring its efforts in this regard and collecting best practices for the promotion of undergraduate research.

Student interest in the Undergraduate Research Opportunity Program (UROP) has increased dramatically, particularly in recent years. In the most recent two-year period, Fall 2002 through Spring 2004, an average of 86 students per year received UROP awards. That contrasts with 35 students per year in the two preceding years, and only 11 students per year during the first seven years of the program. Included in the recent figures are 14 students, six in 2003 and eight in 2004, who received the new summer fellowships. The students who received summer fellowships this year represented all three divisions of the College, and grants were awarded to only the top 25% of applicants. The summer program will expand further next year.

The Arts and Letters/Science Honors Program is a four-year course of study that offers a select group of students from the College of Arts and Letters and the College of Science an opportunity to fulfill most of their University and College requirements in a special track of honors seminars during their first two years. In their final year, they complete a senior research project. This coming year, the Honors Program is offering 28 seminars to its students, 23 from the College of Arts and Letters and five from the College of Science. For the first time, the Honors Program has added a Senior Thesis Seminar, in which students present their preliminary research results to classmates for discussion; the Seminar should foster the research process as well as

enhance the already outstanding community of learning. The Honors Program culminates in its annual Research Colloquium at the end of April when the top students, introduced by their faculty mentors, present their findings in a public forum. This year, over 120 people attended the Research Colloquium, and a total of 44 different Arts and Letters faculty members served as thesis advisors, four of whom directed two or three students. The three Arts and Letters student presenters were Caitlin Cunningham, a Mathematics and History major, who presented a wonderfully imaginative history project; Daniel Murphy, a Mathematics and Economics major, who delivered a sophisticated "game theoretic" analysis of the conflict in Northern Ireland; and Josh Stuchlik, a Philosophy major, who presented an excellent paper on the relation of moral philosophy and action theory.

A higher percentage of Honors graduates, compared to the norm for Notre Dame undergraduates, attend graduate school. A few years after graduation, the combined average of Honors students pursuing Ph.D.s typically ranges between 25% and 33%. As part of its new recruiting efforts, the Honors Program invited 38 of its top applicants to campus for an all-expenses-paid weekend in Spring 2003; 18 of those students decided to enroll at Notre Dame for academic year 2003-2004. This past year, the Honors Program invited 60 of its top applicants to campus for a similar all-expenses-paid weekend; 36 of those students enrolled at Notre Dame for Fall 2004. These figures represent unusually high yields for students with this level of academic credentials. There are a total of 88 new students in the Honors Program in academic year 2004-2005, more than twice the number in 1997-1998.

The high percentage of Notre Dame undergraduates majoring in business, about which the University has expressed some concern, is beginning to decrease. Between Fall 2000 and Spring 2004, Business enrollments at Notre Dame dropped 16%, from 1,869 students to 1,608 students. During the same period, Arts and Letters enrollments grew 12%, from 2,522 students to 2,847 students. In fact, the percentage of Arts and Letters intents, as tracked by First Year of Studies, has risen every year since 1997; the 875 rising sophomores in Arts and Letters constitute the largest number in the history of the University. Viewed in terms of percentage of the undergraduate student body, the current figure is the third highest in 30 years and the highest since academic year 1988-1989. Business intents have dropped every year for the past five years, from 31% to 25%. The current figure represents the lowest percentage the University has seen in 10 years.

The College of Arts and Letters has developed several strategies that should help the University in its desire to see fewer students major in Business. First, the College is

marketing its own programs better. One reason for the migration to professional training nationally is the misperception, held as much by parents as by students, that Arts and Letters graduates will have difficulty finding employment. In response to this misunderstanding of the practical value of the liberal arts, the College is creating brochures for each department that offer information on the benefits and opportunities associated with the study of each major. These brochures will outline, first, the intrinsic value of majoring in a given arts and letters discipline; second, the formal capacities students acquire by majoring in that discipline; and third, the range of positions occupied by former majors. This new brochure is slated for completion this Fall and will be offered as a companion piece to each department's general brochure. Both these brochures will be available in the Great Hall of O'shaughnessy, the Undergraduate Admissions Office, and the First Year of Studies Office. Second, the College Seminar Program should become as attractive to students as the University Seminar. Anecdotal evidence suggests that some students selected majors in the Mendoza College of Business partly to avoid the required two-semester Core Course Program in the College of Arts and Letters, which had a mixed reputation among students. Third, the new advising initiative for first-year students should help our students grasp the value of a liberal arts education. Fourth, the College is enhancing attractive student-centered learning opportunities, which include a greater number of smaller courses and more opportunities for internships and undergraduate research. Fifth, the College is working with the Department of Economics and Econometrics and the Department of Economics and Policy Studies to reinvigorate the study of economics at Notre Dame. As the undergraduate economics program becomes stronger and more competitive, it is likely to attract more majors. Finally, the ad hoc Business Minor Review CommitteeBcomprised of six faculty members from the College of Arts and Letters, three faculty members from the Mendoza College of Business, and Mr. Lee J. Svete, Director of the Career CenterBhas developed a proposal for a set of five courses that would introduce Arts and Letters majors to the underlying theories, principles, and concepts of business practice. In late Spring 2004, the Committee shared its proposal for the Business Principles Program with both the Arts and Letters College Council and the Business College Council. Discussions regarding this proposal will resume in Fall 2004.

Other Notre Dame colleges and offices are also actively developing strategies to help address the over-enrollment problem in Business. A University committee is reviewing Notre Dame's policy on special admissionsBfor example, athletic and development interestsBwho, on average, have lower scores on entrance examinations and choose Business at a much higher rate than regular-admit students. The University is also planning to reduce the number of transfer students to the Mendoza College of Business. The colleges of Engineering and Science are increasing their efforts to recruit and retain students. The Notre Dame Career Center has been creative

and successful in placing more arts and sciences students in internships and post-graduate employment. The University may also decide to pursue other strategies, such as creating fora for first-year students and their parents on the value of studying the arts and sciences, recruiting international students with more diverse interests (our international students currently choose Business at a rate that is higher than that of the student body as a whole), reviewing work loads or student time per course across the colleges, and conducting focus groups with students on how they form perceptions of Notre Dame's diverse colleges.

In an effort to foster our community of learning, First Year of Studies sponsored a summer reading program for first-year students that culminated in a September 2003 Academic Convocation. Participants read Seyyed Hossein Nasr's *The Heart of Islam* and four companion articles, preparing them to discuss the overarching question: "The United States and the Middle East: Do We Face a Clash of Civilizations?" Eileen Kolman, Dean of First Year of Studies, asked faculty who were teaching 100-level courses in Fall 2003, most of whom were from the College of Arts and Letters, to continue to foster dialogue throughout the semester. First Year of Studies hosted the second annual Academic Convocation on September 2, 2004. The two readings were: *The Vanishing Voter* by Thomas Patterson, Bradlee Professor of Government and the Press at Harvard University's John F. Kennedy School of Government, and "Bowling Alone: America's Declining Social Capital" by Robert Putnam, Peter and Isabel Malkin Professor of Public Policy and former Dean of the Kennedy School of Government.

The College's Writing Center continues to serve more students each year. Of last year's 2,519 visits, 74% were by first-year students, whereas 11% were by sophomores, 6% by juniors, 4% by seniors, and 5% by graduate students. The marketing efforts of Writing Center administrators, approximately 28 undergraduate and graduate tutors, and supportive faculty members are clearly having an impact not only with first-year students, but also with advanced writers.

The College, through the Institute for Scholarship in the Liberal Arts (ISLA), funded 10 course development grants in academic year 2003-2004. Three were to develop new undergraduate courses that would expose students to diverse cultures or new technologies: one in Anthropology (Meredith Chesson's "Archeology of Egypt"), a second in English (Theresa Delgadillo's "Icon, Myth, and Legend in Contemporary Latino/a Literature and Visual Culture"), and a third in Film, Television, and Theatre (Susan Ohmer's "Film and Digital Technology"). One was to develop an interdisciplinary course for Theology and the Joan B. Kroc Institute for International

Peace Studies (Todd Whitmore's "Rich, Poor, and War: Empirical Realities and Christian Responses"). Two grants were to enhance Notre Dame as a Catholic university: one in Psychology (Darcia Narváez will develop a course on moral development and character education) and a second in Art, Art History, and Design (Charles Barber's "Art and Catholicism"). Two were to develop new multicultural courses: one in Gender Studies (Sophie White's "Women and Work in Early America") and the second in Psychology (Don Pope-Davis' "Latino/a Psychology"). One was to develop a dual-learning opportunity between technology and the liberal arts, a course that will be cross-listed in the Computer Applications Program (CAPP) and the Department of Romance Languages and Literatures (Elena Mangione-Lora's "The Telenovela: History, Cultural Significance, and Student Production"). The final grant was to develop a dialogue-intensive course in History (Margaret Meserve's "Family and Society in Early Modern Italy"). Descriptions of the development grants and recent winning proposals are available through ISLA.

The College will contribute funds to help the University upgrade four seminar rooms in DeBartolo Hall, so that each room will have display technology as well as DVD and internet access by Spring 2005. Alexander J. Hahn, Director of the Kaneb Center for Teaching and Learning, has been instrumental in coordinating this renovation project, which Arts and Letters language instructors strongly recommended. The Graduate School, the Office of Information Technologies, and the Office of the Provost are also contributing funds toward the purchase, installation, and maintenance of the technology.

More than 120 Arts and Letters faculty members have received Kaneb Teaching Awards since they were introduced in 1999. Valerie L. Sayers, Professor of English, received the College's 2003 Sheedy Award for Excellence in Teaching. Professors William H. Leahy (Economics and Policy Studies) and A. Peter Walshe (Political Science) are the co-recipients of the 2004 Sheedy Award; each will deliver a short public address on teaching and learning on Friday, September 24, 2004, at 4:00 p.m. in the Annenberg Auditorium of the Snite Museum, during the Fall meeting of the Arts and Letters Advisory Council. The names of all Arts and Letters Kaneb Award recipients along with the names of all Sheedy Award winners are available at [http://www.nd.edu/~alcoll/teaching awards.html](http://www.nd.edu/~alcoll/teaching_awards.html)

Residing in a World of Ideas (RWI), established in 2001, is designed to bring students and faculty together in the residence halls to discuss matters of current or perennial importance. Its goal is to facilitate intellectual engagement between scholars and students on a broad range of cultural, social, political, and religious issues. RWI is

jointly administered by the Office of Student Affairs and the Arts and Letters Office of Undergraduate Studies. During the 2003-2004 academic year, funding was awarded to support a panel presentation in Badin Hall entitled "Moving from Service to Justice." This panel featured students whose service activities have been shaped in some way by their course work at the University. Its purpose was to foster discussion about the ways that classroom learning can be used as a catalyst for activism rooted in the tradition of Catholic social teaching. The faculty sponsor for this project was Christine M. Venter, Acting Director of the University Writing Program in Spring 2004. RWI support was also given for a Keough Hall project entitled "Discovering Islam: A Dialogue with Muslim Students." The event was conceived as a follow up discussion to the Fall 2003 Academic Convocation as a means for promoting open theological discussion centered on the tenets of Islam. Professor Joseph P. Amar, Director of the Mediterranean/Middle East Studies Program, served as faculty moderator for this event.

The College's Undergraduate Intellectual Initiative Program (UIIP) offers grants to pay for events that send students away from campus for special learning experiences or that foster student intellectual engagement by way of special on campus learning opportunities. In 2001 2002, UIIP awarded \$19,639 to support 28 initiatives. In 2002 2003, UIIP awarded \$40,665 to support 59 projects. In 2003 2004, UIIP awarded \$69,754 to support 71 projects, just over half of which were initiated by Arts and Letters undergraduate students. This past year, for example, UIIP funding made it possible for one student to travel to London to conduct research for a study of legislation related to the age of consent in the United Kingdom. Another used a UIIP grant to participate in a Buddhist monastic life program in Taiwan, while several other students attended professional conferences with faculty, either as observers or student collaborators on faculty sponsored research projects. The Program also provided funding for several off campus cultural excursions for students organized by Arts and Letters faculty members. These included a class related trip to the Art Institute and Chicago Symphony sponsored by Professors Paul G. Johnson (Music), Kathleen A. Pyne (Art, Art History, and Design), and Henry M. Weinfield (Program of Liberal Studies), as well as the annual Arts and Letters/Science Honors Program trip, under the supervision of Co-Director Cornelius F. Delaney, to the Shakespeare Festival in Stratford, Ontario, Canada.

In December 2003, Associate Dean Hugh Page announced a new program, the Community of Learning Initiative, to promote the formation of communities of learning among departmental majors through shared reading and discussion. The College will provide up to four grants to individual departments for the creation of pilot programs that: encourage majors and minors to read (during the summer months)

and discuss (during the academic year) targeted works of scholarly merit or acute interest; promote student led discussion; provide for structured dialogue about critical issues outside of the classroom; enable senior Arts and Letters undergraduates to refine critical thinking skills and develop the capacity to lead and participate in rigorous debate about issues of perennial human concern; encourage advanced students to serve as mentors and models of the intellectual virtues for those at or near the beginning of their educational pilgrimage; and foster the disciplines of the mind and habits of the heart that ennoble lifelong learning and facilitate student engagement of the liberal arts and the Catholic intellectual tradition. Proposals for Summer 2005 programs should be submitted to the ISLA Office by December 3, 2004.

Changes are on the horizon for the Notre Dame debate team. In the 1990s, Notre Dame began offering students the opportunity to engage in parliamentary debate, where topics change during each round of a tournament. Parliamentary debate requires students to be well versed in current affairs and to be able to speak extemporaneously about them. At the National Parliamentary Tournament of Excellence, where the top teams in the U.S. compete after a year-long qualifying process, Notre Dame juniors Meghan Callahan and Robby Davidson finished fifteenth. In February 2004, Notre Dame hosted its own parliamentary competition, the Irish Invitational, which attracted 16 schools from around the Midwest. Callahan and Davidson took first place, and seniors Kara Vey and Mainon Schwartz took second place in the weekend tournament. The Notre Dame debate team has profited greatly from the beneficence of Bill and Helen Carey. In addition to their generous annual gifts, the Careys have endowed the William T. and Helen Kuhn Carey Chair of Modern Communication, which is now held by Assistant Professor Susan C. Ohmer, who is working with faculty and students on several initiatives designed to enhance the visibility of debate on campus. Also in Fall 2004, the University will launch a new policy debate team under the direction of Coach John Boyer, who most recently coached at the University of Puget Sound, and Assistant Coach Kiley L. Kane, who is a Notre Dame law student. In policy debate, a national association defines a resolution that teams will debate in every tournament throughout the academic year. Students research the topic in depth and argue either for or against the resolution. Coach Boyer will work with both the parliamentary and the policy teams to enhance their skills at analysis and communication, and Assistant Coach Kane will work exclusively with Notre Dame's new policy debaters at practice sessions and tournaments in order to build their experience in this competitive arena.

Under the supervision of Attorney William T. Dwyer, Jr., a Notre Dame alumnus and Adjunct Assistant Professor of Political Science, Notre Dame's leading mock trial team placed eighth in its national division. This achievement was enhanced by the

team winning, on a rare unanimous ballot, the prestigious Spirit of AMTA Award, which recognizes the team that best exemplifies the American Mock Trial Association's ideals of civility, justice, and fair play. In addition, one Notre Dame student qualified for an All-American Outstanding Attorney award, and another was selected as an All-American Witness.

Our Arts and Letters students are able to secure internships through a variety of sources, including the Career Center, their departments, related programs and institutes, and Arts and Letters Advisory Council members. This summer the Department of Anthropology placed two students at the Smithsonian Institution's National Museum of Natural History in Washington, D.C. and two at the Field Museum of Natural History in Chicago. These four students—two rising sophomores and three rising juniors—had worked with Anthropology faculty members before they applied for the museum internships. Museum administrators reported that the students' research experience and general commitment to learning new research skills gave them an edge during the selection process.

Other Arts and Letters students are working in internships across the nation and around the globe. A sampling of additional placements follows: John F. Kennedy Center for the Performing Arts in Washington, D.C. (Intern); National Baseball Hall of Fame in Cooperstown, NY (Intern); College Football Hall of Fame in South Bend, IN (Intern); National University of Mexico in Veracruz, Mexico (Biology Research Assistant); United States Senate in Washington, D.C. (Senate Intern); Apple Computer in Cupertino, CA (Quality Assurance Applications Intern); Securities and Exchange Commission in Washington, D.C. (General Intern); United Nations Economic Commission of Africa in Lusaka, Zambia (Research Intern); NBC Sports in New York, NY (Intern for the Executives at NBC Sports and Olympics); Warner Bros. in Shepperton, U.K. (Visual Effects Intern: Model Unit, Harry Potter 3); European Parliament in Brussels, Belgium (Intern); Maximum Sports Management in Roanoke, IN (Sports Agent Assistant); Kensington Welfare Rights Union in Philadelphia, PA (Community Organizer); Minnesota Historical Society in Saint Paul, MN (Historic Sites Collections Assistant); Florida State Attorney General in Daytona Beach, FL (Intern); United Farm Workers/BAFL-CIO in Los Angeles, CA (Political Office Intern); Howard University in Washington, D.C. (Rangel Scholar); Cincinnati Children's Hospital in Cincinnati, OH (Psychology Research Assistant); Time Warner Cable in Kimberly, WI (Marketing Intern); American Foreign Policy Council in Washington, D.C. (Intern); Northern Indiana Historical Society in South Bend, IN (Intern); National Interfaith Committee for Worker Justice in Chicago, IL (two Interns); and the Smithsonian Institution's Museum of American History in Washington, D.C. (Intern).

Agustín Fuentes, Associate Professor of Anthropology, is the new Flately Director of the Office of Undergraduate and Post-Baccalaureate Fellowships. The Office, which is located at 103 O'shaughnessy Hall, assists Notre Dame undergraduates in competing for prestigious fellowships and scholarships. Agustín succeeds Bradley S. Gibson, Associate Professor of Psychology, who served as the inaugural Flately Director from Fall 2001 through Spring 2004. Fellowships for Notre Dame students result from the guidance and support structures offered by this Office, from the quality of our students, and from the initiative shown by faculty members in encouraging our most engaging and promising students to seek opportunities of this kind. We all look forward to assisting Agustín and our students in this endeavor.

In 2003-2004, the number of Notre Dame applications for prestigious national scholarships continued to grow, and the University community celebrated its first Mellon Fellowship in eight years. Joshua Stuchlik, a Philosophy major in the Arts and Letters/Science Honors Program, received the Andrew W. Mellon Fellowship in Humanistic Studies. Notre Dame's commitment to international education continues to be a driving force behind students' successes in winning nationally competitive awards, as 27 of the 31 fellowships this past year were for work, research, or study in foreign countries, ranging from France to Egypt. The overwhelming majority of the recipients—26 of 31—were Arts and Letters students.

The Office of Undergraduate Studies continued to work toward its goal of enhancing its capacity to provide ongoing developmental advising to each Arts and Letters student. College enrollment now stands at 2,847 students, and the Office logged 3,633 student visits across Fall 2003 and Spring 2004. During this period, the primary responsibility for advising was assumed by three assistant deans, one of whom had a reduced schedule of 30 hours per week, and one half time advisor. As a result, the Office operated with 3.25 faculty members, and the ratio of student consultation sessions per assistant dean/advisor was 1,118:1. In spite of this high advising load, the Office continued to be a model of efficiency, collaboration, and service to the College. Moreover, members of its decanal staff balanced teaching duties, active research agendas, service on committees, coordination of special advising initiatives, and direction of College programs. In 2003-2004, the Office helped gather background statistics for an ongoing discussion among the deans and department chairpersons about student-centered learning and the stewardship of faculty and College resources. One of the group's several recommendations is that the College appoint an ad hoc committee to review its policies on course reductions, so that inequities across departments are eliminated and so that there will be a sufficient number and variety of courses available to increase student-centered learning. One of

the primary goals of the Office next year will be to examine the ways in which it can further embody the values articulated in its mission statement while at the same time planning for incremental faculty and staff growth over the next five years, anticipating future curricular changes that will have an impact on advising strategies, and further clarifying the roles of the Associate Dean for Undergraduate Studies and the assistant deans in the light of recommendations made in the recently completed external review of the infrastructure of the Office of the Dean.

Effective Fall 2004, Diana Hart Barnes will join the Office of Undergraduate Studies as our fourth assistant dean. Diana graduated, summa cum laude, with a B.S. in Physics from Notre Dame in 1992 and received two degrees from Harvard University, an S.M. in Applied Physics in 1995 and a Ph.D. in Earth and Planetary Sciences in 2000. After completing a one-year postdoctoral fellowship at Harvard, Diana served for two years as the South Asia Desk Officer for the Office of International Religious Freedom, U.S. Department of State. In addition to her diplomatic work, Diana has been a member of the Task Force on Faith-Based Diplomacy of the Council on Faith and International Affairs and a documentary filmmaker whose projects have included features on the Czech Church and on Catholicism in Sudan.

Among the hallmarks of a Catholic university are the search for the unity of knowledge across disciplines and the development of leaders who will serve humanity with a strong moral compass. The College of Arts and Letters has an unusually large array of interdisciplinary minors, most of which serve both of these purposes. Recent developments in five of our flourishing interdisciplinary minors—Education, Schooling, and Society; the John W. Gallivan Program in Journalism, Ethics, and Democracy; the Hesburgh Program in Public Service; Philosophy, Politics, and Economics; and Science, Technology, and Values—illustrate our faculty's commitment to these programs.

The interdisciplinary minor in Education, Schooling, and Society, directed by Julianne C. Turner, Associate Professor and Fellow of the Institute for Educational Initiatives, attracts a large number of talented students, many of whom relate more strongly to the minor than to their majors. In 2003-2004, 74 students were enrolled in the minor, including 18 graduating seniors (compared to 13 the year before); next year, 25 students are expected to finish the program. Because of increasing student interest in the minor, the program will offer an additional section of the introductory course and the senior research seminar. The gateway course introduces students to both enduring and current issues in American education, such as equity, the history of the common school, theories of learning and instruction, and current educational

policy. Approved electives offered by Arts and Letters departments provide students with opportunities to examine topics related to education more deeply. The capstone course, a senior research seminar, requires students to design and execute an empirical or policy study on an educational topic. Last year, in honor of the anniversary of *Brown v. Board of Education*, the Education, Schooling, and Society Program hosted a two-night special event. On the first evening, participants viewed a film related to the history of *Brown*, which was followed by a panel discussion by three faculty members: William J. Carbonaro, Assistant Professor of Sociology; Richard B. Pierce II, Carl E. Koch Assistant Professor of History; and Walter F. "Jack" Pratt, Associate Dean of the Law School. On the second evening, students presented their research on topics related to *Brown* and the issue of desegregation in South Bend schools. The second event attracted a significant number of undergraduates, many of whom learned about the *Brown* Supreme Court ruling for the first time.

The John W. Gallivan Program in Journalism, Ethics, and Democracy, directed by Robert P. Schmuhl, Professor of American Studies, offers an interdisciplinary minor devoted to developing future journalists in a liberal arts context. The minor combines professional training and ethical inquiry, with an emphasis on substance over technique, in preparing students for careers in print and broadcast journalism. This past year, the Program continued to develop several of its core activities, including sponsoring some highly successful lectures by notable journalists and writers such as David Brooks, Robert J. Haiman, Frank McCourt, and Mike Wallace. The Program also offered two new courses: "Media Ethics," developed by Matthew V. Storin, Associate Vice President for News and Information and Concurrent Professor of American Studies, and "Anglo-American Journalism," taught by Bob Schmuhl as part of the London Program curriculum. Through Bob's efforts, Gallivan Program students participating in the London Program secured internships at the NBC London bureau and the British Broadcasting Corporation (BBC). During both semesters of 2003-2004, Daniel Le Duc, a Notre Dame alumnus and editor at *The Washington Post*, taught "American Political Journalism," and students completed media-focused internships at "Meet the Press," the State Department, C-SPAN, and elsewhere.

The Hesburgh Program in Public Service, which is directed by Associate Professional Specialist Martine M. De Ridder, under the guidance of the Hesburgh Advisory Committee, is currently the College's largest interdisciplinary minor. In 2003-2004, 111 students were enrolled in the Hesburgh Program, 89 Arts and Letters students and 22 students from other colleges. As recently as 2000-2001, there were only 74 minors. The minor has two prerequisites: "Introduction to American Government" and "Principles of Microeconomics." The gateway course, "Introduction to Public Policy," introduces students to the interdisciplinary study of public affairs and provides them

with the necessary background for their elective courses, which fall under three rubrics: "Values," "ATools," and "Institutions and Processes." The Lyman Internship Program, funded by the O'shaughnessy Family Foundation, helps students obtain summer internships in a variety of settings. In Summer 2004, 19 students were Lyman Interns; they secured positions across the country, from Washington, D.C. to Chicago and San Francisco. In their senior year, students enroll in one of two kinds of capstone policy seminars: Lyman Interns conduct research projects based on their internships, and the remaining students take one of several pre-approved policy-relevant writing-intensive courses offered by Arts and Letters departments. In the coming year, the Hesburgh Program in Public Service Advisory Committee will develop strategies to increase faculty involvement in the Hesburgh Program while it considers the possibility of developing a proposal for an undergraduate public policy major.

David K. O'Connor, Associate Professor of Philosophy, and L. John Roos, Professor of Political Science, co-direct the small, highly selective undergraduate minor in Philosophy, Politics, and Economics, which is one of the College's most successful minors in fostering intellectual excitement among its students. The minor is designed for students with serious interests at the intersection of political philosophy, political theory, and economic analysis. To be eligible for the minor, students normally must major in Economics, Philosophy, Political Science, or the Program of Liberal Studies. The gateway course, "Justice Seminar," is offered every Fall. In May 2004, 11 seniors completed the minor in Philosophy, Politics, and Economics, six of whom were selected for Phi Beta Kappa. One 2004 graduate won the Weber Award, which is presented to the senior in economics who has achieved the highest grade point average, and another graduate won the Program for American Democracy Prize, which is awarded for the best senior honors thesis in the field of American politics. Graduating seniors in the minor also won acceptances at the Chicago Law School, the Chicago School of Public Policy, the Duke School of Public Policy, the Harvard Law School, and the NYU Law School, among others. Thomas Kelly, a 1994 graduate of Philosophy, Politics, and Economics, recently accepted a tenure-track position in the Department of Philosophy at Princeton University.

Sheri A. Alpert, Associate Professional Specialist, oversees the Science, Technology, and Values (STV) interdisciplinary minor. This program brings insights and techniques from the humanities and the social sciences to bear on science and technology. This past year, Gerald "Jerry" P. McKenny, Director of the Reilly Center for Science, Technology, and Values, and Sheri successfully completed a thorough internal review of the minor. The review resulted in significant improvements to the core course, increased direct involvement of the colleges of Engineering and Science, and expanded internship and research opportunities for students. Twenty-eight seniors

completed the minor last year, and 24 juniors are registered. The sophomore class includes 54 students who have declared an intent to complete the STV minor. As in the past several years, the majority of the current STV students are from the College of Science, although the minor attracts students from every college.

An abundance of additional interdisciplinary minorsBringing from the Catholic Social Tradition to Religion and LiteratureBoffers our students wonderful opportunities to integrate their electives into a more meaningful and coherent program of interdisciplinary and integrative studies. The College is grateful for the many faculty members who lead these programs and offer courses within them, thereby contributing to the distinctive identity of Notre Dame and the flourishing of our students.

To recognize an outstanding colleague outside the College of Arts and Letters whose work adds immeasurably to the College and enriches its life, we introduced, in 2002, the Arts and Letters Award of Appreciation. The first recipient was Lee J. Svete, Director of the Notre Dame Career Center. The second recipient was Alexander J. Hahn, Professor of Mathematics, Co Director of the Arts and Letters/Science Honors Program, and Director of the Kaneb Center for Teaching and Learning. Alex was the unanimous first choice of the 2003 Arts and Letters Award of Appreciation Committee, which was chaired by Rev. Thomas E. Blantz, C.S.C. (History) and included Elizabeth F. Mazurek (Classics) and Christian R. Moevs (Romance Languages and Literatures). The Committee selected Alex from an impressive array of highly qualified nominees. The nominations on Alex's behalf detailed the extraordinary effort and success that have marked his work on behalf of Notre Dame faculty and studentsBespecially those from the College of Arts and LettersBin both his roles as Co-Director (with Neil Delaney, Professor of Philosophy) of the Arts and Letters/Science Honors Program and Director of the Kaneb Center for Teaching and Learning. Alex's wide-ranging contributions include teaching the year-long Honors Calculus course that was designed for Arts and Letters students; team-teaching the senior seminar for all Honors students, which focuses attention on broad ethical issues; and creating new programming at the Kaneb CenterBpanel presentations and workshops in particularBfor Arts and Letters faculty and graduate students. Alex's informal work with Honors students and with Arts and Letters faculty members has contributed in diverse and valuable ways to the mission of the College.

Sarah Streicher, who majored in English and French, was valedictorian of the Class of 2004. Sarah, a Notre Dame Scholar, was a finalist for a Fulbright Fellowship and has studied extensively abroad, including semesters in both Paris and Angers, France. She

tutored at the University Writing Center, volunteered at St. Paul's Retirement Community in South Bend, participated in French theatre at Notre Dame, and served as an intern at The Paris Voice, a magazine for Anglophone Parisians. Sarah also won the Robert D. Nuner Award (highest cumulative grade point average for a student majoring in a classical or modern foreign language), the Walter Langford Award for Excellence in French Literature, and a French Government Teaching Assistantship. Richard Herbst, who majored in Psychology and in Film, Television, and Theatre, offered the Commencement invocation. Rick received the Senior Recognition Award in Psychology for outstanding achievement in research, academic performance, and student-life activities and the Joseph P. O=Toole, Jr. Award for outstanding work in film and television.

Graduate Studies and Scholarship

Increasing the level of graduate student stipends is the College's highest internal funding priority at present. Until the University is able to raise all graduate student stipends to a competitive level, the College will likely continue to lose some outstanding candidates who might otherwise have wished to attend Notre Dame. The College and the Graduate School have devised a partial stop-gap measure. Effective Spring 2004, we were able to offer additional funding to selected outstanding prospective Arts and Letters graduate students who had competitive offers from peer institutions. This "topping off" of the graduate student stipend was used selectively in order to encourage the best prospective students to study at Notre Dame. The placement of graduate students in coming years will be partly determined by the quality of today's incoming students. Standard nine-month graduate stipends for students entering Ph.D. programs in the humanities and social sciences at Notre Dame range from \$11,700 to \$12,000. The Graduate School tracks two peer groups for each department. The stipends at these universities are regularly above those at Notre Dame and tend to range between \$13,000 and \$16,000. This is an alarming gap, given our ambitions for distinction in graduate studies and research.

Effective Summer 2004, the Office of Research is offering on a competitive basis Graduate Student Summer Research Grants in the amount of \$3,600 to graduate students in the College of Arts and Letters. The intention behind this initiative, besides fostering the development of our students and assisting faculty in their research, is to encourage faculty-student teams to engage in activities that will result in a grant or a fellowship proposal to an external source within an 18-month period.

The College had several impressive graduate placements last year. The Department of

English, for example, successfully placed graduates at the Ohio State University (Leslie Lockett) and the University of Illinois at Urbana-Champaign (Rebecca Stephenson). The Department of History placed a student (Claudrena Harold) at the University of Virginia. The Department of Political Science had one of its best graduate placements ever. Dan Brinks, a comparative politics specialist in Latin America, accepted a tenure-track position at the University of Texas at Austin. He also received an offer from Washington University in St. Louis. Both universities are ranked among the top 20-25 departments in political science. In the social sciences, prestigious postdoctoral fellowships also represent highly desirable appointments. Sociology's placements last year included postdoctoral fellowships at the California Institute of Technology (Xiao-Qing Wang) and the Centers for Disease Control (Rob Bossarte).

In May 2004, the College announced a new initiative: Henkels Interdisciplinary Visiting Speakers. Arts and Letters programs, departments, and centers are encouraged to bring to Notre Dame distinguished scholars whose work and scholarly activities are interdisciplinary and integrative across domains and would be relevant and appealing to a broad range of faculty and students. Faculty may submit an application requesting up to \$1,500 to cover the cost of an honorarium, travel expenses, lodging, and meals to the College's Institute for Scholarship in the Liberal Arts (ISLA). There is no deadline; ISLA will review the applications on a rolling basis. The program is partly designed to foster community by bringing together faculty for lectures that cross traditional disciplinary boundaries.

Over the last seven years, internal funding for faculty members and students through the Institute for Scholarship in the Liberal Arts (ISLA) has increased by 75.4%. In 1996-1997, ISLA-funded projects totaled \$270,083; in 2003-2004, the figure was \$473,679. Faculty use their ISLA awards for career enhancement, conference support, course development, exploratory seminars, publication subventions, research, or travel. Students use their ISLA funds, which are awarded through the Undergraduate Research Opportunity Program (UROP), to undertake serious independent research projects and to interact with distinguished scholars. Often these internal grants function as seed funding for national and international awards.

External research funding in Arts and Letters, which is one factor in establishing peer-review recognition, continues to rise. More importantly, such funding greatly aids our faculty in advancing their scholarship. Last year, the number of external grant applications in the College was almost three times what it was seven years ago. The dollar amount of grants awarded last year was almost five times higher than in 1996-

1997. During the seven-year period 1990-1997, the average income from grants was \$1.5 million; the recent seven-year average is \$8.2 million, a 550% increase in dollars. In this past fiscal year alone, faculty members in the College submitted 197 proposals requesting \$31.3 million and received 78 awards, totaling \$11.2 million. While the colleges of Science and Engineering have also continued to increase their external funding, the percentage of University funds garnered by Arts and Letters faculty has climbed steadily over the past decade in relation to the other colleges, rising from about 5% 10 years ago to approximately 20% in 2002-2003.

In 1999, the College established the Pilot Fund for Faculty Student Teams in the Social Sciences to assist scholars in obtaining external funding for research. Because of the extent and length of many social science research projects, faculty must often seek external funding to help underwrite their research. In order for faculty to become competitive for external grants, preliminary data collection and analysis are necessary as a basis for formulating and justifying larger research projects. Under the Pilot Fund Program, undergraduate and graduate students assist with the initial research. In the first five years of this initiative, the College provided support for 19 projects with a total of \$212,850. So far, this support has resulted in 12 external grants, totaling \$852,952. This represents an increase of 300% over the initial investment on these projects. Additional external grant proposals are pending, and others will soon be submitted.

In the past six fiscal years, scholars in the social sciences have submitted 371 proposals for external funding and received 237 awards, a 64% success rate. These awards have totaled \$34.1 million. In 2003-2004, faculty in the social sciences received 48 awards, totaling \$7.9 million. Appendix A illustrates the impressive trajectory over the past decade of external research dollars in the social sciences. 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.

In Summer 2003, Alicia J. Knoedler, former Assistant Director of the Institute for Scholarship in the Liberal Arts (ISLA), offered an introductory graduate course in grant writing for the social sciences. The course focused on fundamental aspects of grant writing: searching for funding, writing a proposal narrative, generating an effective budget, reviewing proposals, and managing awarded grants. The course examined the criteria for fundable projects in the social sciences and provided students with knowledge and tools for producing a successful grant application. Students learned how to develop and market fundable project ideas, how to discern what agencies and reviewers are seeking, and how to write a competitive proposal.

Seventeen students enrolled in the course and through several assignments created a project, identified appropriate funding, wrote a grant proposal, and reviewed their proposals with peers. At the end of the course, three students submitted their proposals to funding agencies: one to the National Science Foundation (NSF), one to the National Institutes of Health (NIH), and one to a private foundation. All three proposals received favorable reviews and are currently being revised for resubmission. Two other social science graduate students were successful in obtaining external funding: Lauren Papp, advised by Professor E. Mark Cummings in Psychology, received an NIH Individual NRSA award for \$23,572, and Patricia Rodriguez, advised by Professor Michael J. Coppedge in Political Science, received an NSF Doctoral Dissertation Improvement Grant for \$7,500.

In Fall 2003, Kenneth N. Garcia, Associate Director of ISLA, and Peter Diffley, Associate Dean of the Graduate School, conducted a series 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.

Notre Dame continues to be one of the country's leading universities in the receipt of research fellowships in the humanities. Over the past five years, Notre Dame has received 17 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 (13), Harvard University (12), the University of California-Berkeley (11), Columbia University (9), Cornell University (9), and the University of Chicago (8). Moreover, among the nation's top 25 national research universities, as defined by U.S. News and World Report, Notre Dame ranks fifth 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 the University of California-Berkeley, Princeton University, the University of Chicago, and the University of Michigan, while leading such institutions as Harvard, Columbia, Stanford, and Yale. Appendix B illustrates Notre Dame's standing among these leading universities.

The Notre Dame Office of Research has unveiled, in consultation with the College, NEH Summer Seminar Support to encourage faculty to apply to direct NEH Summer Seminars. Each year, the Office of Research will provide additional support to up to two faculty members who direct an NEH Summer Seminar. Three options of support are available to faculty: 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; or a one-course reduction taken during the Fall semester that succeeds the summer of the NEH award in order to allow the faculty member time to conduct research.

Catholic Identity and Mission

In 2003-2004, the Institute for Scholarship in the Liberal Arts, with funding from the Office of the Provost, sponsored eight faculty seminars that focused on Catholic social thought. Each seminar included a set of readings, a lecture by a leading scholar, and a discussion among the 15 seminar participants. The titles of the eight seminars follow: "The Scriptural and Theological Foundations of Catholic Social Thought"; "Economic Development and Social Justice"; "Peace Building in the World"; "The Theology of Work and the Condition of Labor"; "The Contributions of John Paul II to Catholic Social Thought"; "Social Teachings of the Second Vatican Council"; "Human Rights and Religious Freedom"; and "Liberation Theology and the Option for the Poor." Notre Dame speakers included R. Scott Appleby, Professor of History and John M. Regan, Jr. Director of the Joan B. Kroc Institute for International Peace Studies; Maura A. Ryan, Associate Professor of Christian Ethics; Charles K. Wilber, Professor of Economics Emeritus; Todd D. Whitmore, Associate Professor of Theology; Rev. Edward A. Malloy, C.S.C., Professor of Theology and President; and Rev. Gustavo Gutiérrez, O.P., John Cardinal O'Hara Professor of Theology. The two guest speakers from outside Notre Dame were David Hollenbach, S.J., Margaret O'Brien Flatley Professor of Theology from Boston College, and George Weigel, a Senior Fellow of the Ethics and Public Policy Center. The College hopes to offer a series of faculty seminars on another significant topic in the near future. Recent topics that have been proposed include "The Catholic Ideal of Liberal Learning" and "Catholicism and the Arts."

This Fall, the College will sponsor a panel, together with the Erasmus Institute, on the broad topic of building a greater Notre Dame, with an emphasis on the practical. A series of questions focusing on the advancement of our faculty, our aspirations in research, the intellectual development of our students, and the complexity of advancing in the rankings while enhancing our distinction will be addressed to three distinguished Catholic academics: Francis Oakley, President Emeritus of Williams College; George Dennis O'Brien, President Emeritus of the University of Rochester; and Alasdair C. MacIntyre, Research Professor of Philosophy at Notre Dame. Questions such as the following are central to our mission: What are the most important ways in which Notre Dame should resemble the best secular universities,

and what are the most important ways in which it should differ? How should we educate our undergraduates so that 20 years later they are likely to be the kind of people we would like them to be? What qualities should mark the teacher-scholars whom Notre Dame recruits, so that they can advance both our distinctive mission and our academic reputation? The questions will be posed by Kathleen A. Mahoney, President of the Humanitas Foundation and author of *Catholic Higher Education in Protestant America*. The conversation will expand from the panelists to include members of the Notre Dame community who are attending. The panel, which is entitled "Notre Dame: What's Next?," is scheduled for November 17, 2004, from 3:00 to 4:30 p.m., in the McKenna Hall Auditorium.

In Spring 2004, the College Council approved a new interdisciplinary minor in liturgical music ministry, which will assist our focus on mission. Students will develop a better understanding of the ways in which the arts serve worship and the ways in which theological and musical principles come together in the pastoral practice of liturgical music. The interdisciplinary minor is not designed to prepare students for graduate work in music or theology or for full-time employment in the field of liturgical music ministry. Instead, graduates are likely to work with liturgical choirs on a volunteer basis, as an avocation. The College has also developed a complementary proposal for a master's degree in sacred music (MSM), which the Graduate Council approved in Spring 2004, and the Academic Council will review in Fall 2004. The objective of the proposed MSM program, unlike the interdisciplinary minor in liturgical music ministry, is to prepare students for full-time employment in dioceses, parishes, or church-related positions. Together, the two programs fill an important niche in higher education, one for which Notre Dame is well-suited.

The Summer 2004 semester saw the inauguration of the Faith Formation Leadership Program, a new initiative jointly sponsored by the Department of Theology and the Center for Catechetical Initiatives at the Institute for Church Life. This is a leadership education program meant to address the issue of religious illiteracy among American Catholics. Through summer study in the Department of Theology's M.A. program, recent graduates of Notre Dame prepare themselves to assume leadership positions in catechesis and religious education in parishes across the country. During the academic years, participants will serve local churches as apprentices in catechetical ministries in partner dioceses. Our aspiration is to "train the trainers," to develop a new cadre of bright, well-prepared leaders who can educate parish volunteers and parents in the literacy of the Catholic faith, so that they can hand it on more effectively.

In 2003-2004, the University received two grants in support of our Catholic mission.

The Wabash Center awarded the Department of Theology a \$69,981 grant for "Teaching Theology through Music: Conveying Theological Concepts through the Music of the Church." John C. Cavadini, Associate Professor and Chairperson of Theology, and Charlotte Y. Kroeker, Ph.D., Director of the Church Music Initiative within the Institute for Church Life, are Co-Directors of the project. In Summer 2004, the University hosted a two-week seminar for 20 participants—10 theologians and 10 musicians—so that they could explore the pedagogy of teaching theology through music. In Spring 2004, the National Endowment for the Humanities (NEH) awarded the University Libraries a \$450,000 grant to help support phase one of the three-phase project entitled "Preservation of Catholic Tradition Collections." The goal of the project is to ensure the preservation of, and increasing access to, more than 15,000 endangered 19th- and 20th-century monographs documenting the Catholic tradition.

In August 2004, Gerard "Jerry" F. Powers (J.D. '86 and M.A. Theology '88), formerly the Director of the Office of International Justice and Peace of the United States Conference of Catholic Bishops, succeeded George A. Lopez, Professor of Political Science, as Director of Policy Studies at the Joan B. Kroc Institute for International Peace Studies. Jerry is a leading lay Catholic intellectual and expert on Catholic social teaching, human rights, and international relations. During the past 17 years, he has been a chief policy advisor to the U.S. bishops and drafter of many of their major statements and pastoral letters.

Georgetown University will honor Timothy M. Matovina, Associate Professor of Theology and Director of the Cushwa Center for the Study of American Catholicism, in October 2004 with the Richard Cardinal Cushing Medal for the Advancement of Church Research. Georgetown's Center for Applied Research in the Apostolate annually bestows the Cushing Medal, named in honor of the Boston cardinal and archbishop who died in 1970, to people who have "advanced Church research both through their understanding of its uses and their active support of it." Professor Matovina teaches courses on theology and culture and specializes in American Catholicism, particularly as it concerns Latino history and religious traditions.

Thomas A. Kselman, Professor of History, was elected First Vice President of the American Catholic Historical Association (ACHA) for 2004; he will serve as President in 2005. A small group of historians founded the ACHA in 1919 as a national society that would bring together scholars scattered across the country and their non-professional supporters, all of whom were interested in the history of the Catholic Church or in Catholic aspects of secular history. The ACHA welcomes non-Catholics among its members, many of whom have served as committee members or

officers. Notre Dame's Jay P. Dolan, Professor of History Emeritus, also served as President of the American Catholic Historical Association in 1995.

Catholic Education: A Journal of Inquiry and Practice, the only scholarly periodical exclusively devoted to research on Catholic educational issues, moved its editorial office to the University of Notre Dame. This was partly the result of the extraordinary work being done at Notre Dame by the Institute for Educational Initiatives, which is directed by Rev. Timothy R. Scully, C.S.C., Professor of Political Science.

The Reilly Center for Science, Technology, and Values, which is directed by Professor Gerald "Jerry" P. McKenny, ensures that the University address the most pressing ethical challenges of modernity. It also seeks the Catholic ideal of the unity of knowledge across disciplines by actively integrating the humanistic disciplines with science and engineering. The Reilly Center oversees the graduate program in History and Philosophy of Science; the undergraduate interdisciplinary minor in Science, Technology, and Values, which was discussed above; and the dual degree program in Arts and Letters and Engineering. The History and Philosophy of Science Program enjoyed another successful year in placement and recruitment. Five students completed their doctoral studies this past year, four of whom have already secured appointments. The Program was able to recruit all but one of its top candidates as new Ph.D. students. The Reilly Center has reinforced its outreach to other colleges by recently appointing fellows from the College of Engineering (Stephen E. Silliman, Associate Dean and Professor of Civil Engineering and Geological Sciences) and the College of Science (David M. Lodge, Professor of Biological Sciences). Since Spring 2000, the number of students seeking dual degrees in Arts and Letters and Engineering has increased from 16 to 29.

The Department of Classics introduced an upper-division undergraduate course in Greek religion, which together with other recently inaugurated courses in Roman religion and the rise of Christianity under the Roman Empire, has helped create a distinctive set of Classics course offerings on ancient religious history and culture. These courses are complemented by other offerings on the history of early Christianity in the Near East and on Islam taught by members of the Department's Arabic Studies section.

Arts and Letters continues to play a leadership role in educating doctoral students who will eventually become teacher-scholars 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 outstanding religious universities. Philosophy, for example, placed students at the Catholic University of America (Angela McKay) and the University of St. Thomas (Marie Pannier); Psychology placed a graduate (Marcie Goeke-Morey) at the Catholic University of America; Sociology placed one (Jerry Park) at Baylor University; and Theology placed graduates at Boston College (Paul Kolbet) and Fordham University (Michael Lee).

The University has the goal of ensuring that a majority of its faculty members be Catholic. In terms of the College, I have proposed a minimal goal of 50%, an expected goal of 55%, and an aspirational goal of 60%. In the 2003-2004 recruiting season, owing to late developments, we were able to meet the minimal goal; 54% of our new faculty are Catholic, which is 1% below our seven-year average, including adjustments for attrition. However, the percentage of new tenure-track and tenured faculty who are Catholic fell to 50%. Over the past seven years, we have hired Catholics into the tenure-track and tenured ranks, including adjustments for attrition, at a ratio of 52%, just barely above our minimal goal. Departments vary dramatically: in six departments, two-thirds or more of the hires have been Catholics, but in four departments, less than one-third have been Catholic. As I have remarked in the past, not all who answer "Catholic" in response to the question on religion in the faculty questionnaire are active Catholics supportive of our distinctive mission, and some of the strongest supporters of the University's distinctive identity are not Catholic. Nonetheless, tracking hiring provides us with one of several lenses onto this complex puzzle, and a preponderance of Catholics gives us models of lived Catholicism for our students.

One distinct dimension of Notre Dame is the considerable number of priests of the Congregation of Holy Cross who contribute to our teaching, research, and service mission. In Fall 2004, Fr. Robert A. Dowd and Fr. Jeffrey A. Schneibel will join the more than two dozen C.S.C. priests who are Arts and Letters faculty members and administrators. Fr. Dowd, a recent graduate of UCLA, is a specialist in African politics. Fr. Schneibel, a former Program of Liberal Studies student and recent graduate of the University of Chicago, is a specialist in South Asian languages and civilizations. The profound presence of the Congregation of Holy Cross as well as the contributions of diocesan and other religious priests on our faculty has helped make possible the rich liturgical life of our campus. Last semester, the student newspaper, *The Observer*, reported the average number of masses offered weekly at the nation's top three Catholic universities: Boston College had 36; Georgetown had 42; and Notre Dame had 174.

In April 2004, Time magazine named Tariq Ramadan, Henry R. Luce Professor of Religion, Conflict, and Peacebuilding and a leading European Islamic scholar who is expected to join the Joan B. Kroc Institute for International Peace Studies and the Department of Classics, one of the world's most influential "scientists and thinkers." Notre Dame is arguably the premier university in the world for the study of religion across the disciplines, and Tariq would be joining a growing number of Arts and Letters faculty members who are luminaries in this field. The Department of Sociology hired one of the country's leading sociologists of religion, Michael O. Emerson, who relinquished an endowed chair at Rice to join our department here at Notre Dame.

Diversity and Internationalism

In terms of hiring women, I have proposed a minimal goal of 40%, an expected goal of 45%, and an aspirational goal of 55%. In the 2003-2004 recruiting season, we fell just below the proposed minimal goal; 39% of the new faculty cohort are women. Adjusted for attrition, our average over the past seven years, 38%, is also below our minimal goal. As with mission hiring, departments vary widely. Six departments have been hiring women at a rate of 50% or better, but five departments are at 25% or below.

For minority faculty hiring, I have proposed a minimal goal of 20%, an expected goal of 25%, and an aspirational goal of 35%. Unfortunately, in the 2003-2004 recruiting season, we fell short of our minimal goal; only 11% of the new faculty cohort are minorities, which brought our cumulative seven-year average, adjusted for attrition, down to the bare minimum of 20%.

It is clear that we need to improve next year. Fortunately, the student population continues to become more diverse. While the junior and senior classes include 16% minority students, the rising sophomore class is 21% minority, and the entering first-year class is expected to be 21.5% 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. This year women occupy 71%, and minority faculty 36%, of the Arts and Letters College Chairs.

In 2003-2004, the Institute for Latino Studies (ILS) reported significant and promising developments in Latino enrollment and academic activities. The University welcomed 175 Latino first-year students to campus in Fall 2003, the largest incoming cohort of Latinos in Notre Dame's history. In March 2004, Hispanic Magazine ranked Notre Dame 9th in a national survey of top colleges for Latinos. Last year, ILS launched an academic minor in Latino studies that emphasizes interdisciplinary and comparative approaches to the study of U.S. Latinos and trains students to serve an increasingly diverse society. Notre Dame faculty members offered 31 Latino studies courses in a variety of fields, including history, literature, sociology, and theology; seven visiting faculty members taught an additional 10 courses and pursued research projects at the Institute. ILS also hosted two successful interdisciplinary lecture series: "Race in the Americas," which focused on the interrelated experiences of the African and Latino diasporas, and "A Strangers No Longer," which examined Catholic responses to migration. The 2003 Joseph L. Gaia Distinguished Fellowship in Latino Studies, which provides funding to students pursuing doctorates in relevant disciplines, was awarded to Evelyn Boria-Rivera in the Department of English. ILS has a tradition of supporting students by offering them useful work experiences at the Institute. In 2003-2004, the Institute employed 44 undergraduate interns and 10 graduate student assistants. ILS and the Center for Social Concerns jointly sponsored an initiative to give undergraduate interns an opportunity to provide social services to urban Latino communities. In Summer 2003, eight undergraduate interns spent two months working for ACCESS Health Network, the Interfaith Leadership Project, Casa Juan Diego Youth Center, Little Village Development Corporation, and the Resurrection Project in Chicago.

The Department of History developed a proposal for a graduate track in Latin American history this past year. The Graduate School responded favorably to this proposal and awarded the Department six extra fellowships for the five-year period beginning Fall 2005. The Department also recently hired Assistant Professor Marc Rodriguez who specializes in U.S. Latino/a and U.S. legal history. The quality of the faculty in Latin American history (including Professors Edward "Ted" N. Beatty, Iván A. Jaksic, and Sabine G. MacCormack), the appointment of Marc Rodriguez in U.S. Latino/a history, and the resources surrounding Latin American studies at Notre Dame generally, notably the scholars and students associated with the Helen Kellogg Institute for International Studies, make the new graduate track in Latin American history an obvious fit for Notre Dame.

The Erskine Peters Fellowship Program, which is administered by the African and African-American Studies Program (AFAM), brings minority pre-doctoral students to campus for a year. The Office of the Provost funds two Peters Fellows annually. The

College and its departments have provided resources for at least one or two additional Fellows each year. In 2004-2005, there will be five fellows in residence. In March 2004, AFAM hosted a symposium on "African-Americans in the Academy," and the Cushwa Center hosted a conference on "The Witness of African-American Catholics." That same month, external consultants, luminaries in several academic fields, came to campus for three days to help us develop a long-term plan for AFAM's further enhancement. It was the first time in more than a decade that Notre Dame engaged in a sustained dialogue about the nature and scope of African and Black Diasporan studies.

In June 2004, the African and African-American Studies Program and the Department of Theology hosted the 2004 Expanding Horizons Summer Conference for African-American doctoral candidates in theology. This project, the best-known recruitment effort in religion for minority students in the United States, is an annual initiative sponsored by the Fund for Theological Education (FTE) in Atlanta, Georgia. FTE has been a national leader in providing financial assistance, mentoring, and career guidance for Hispanic, African-American, Asian-American, and Native-American students pursuing religious or academic vocations. Many of the leading African-American scholars in the theological disciplines today are former FTE Doctoral Fellows, including Associate Dean Hugh R. Page, Jr., who was instrumental in bringing the conference to Notre Dame during its 50th anniversary year. Some 31 doctoral candidates—nine of whom are dissertation fellows—were in residence at the University for the three-day conference. Twelve faculty from around the country, representing the full spectrum of theological disciplines, were selected to present workshops and provide one-on-one mentoring for each fellow. In recognition of the prominent role that Roman Catholicism has played, and continues to exercise, in African-American life, Ms. Chandra Johnson, Assistant to President Malloy, led a service of morning prayer and praise at the conclusion of the conference. This event was a first for Notre Dame and illustrates how synergistic relationships between academic units within the College can generate opportunities for linkages with organizations whose goals not only resonate with our academic and ecclesial missions, but also advance our efforts to create an ethos that is diverse and inclusive in scope.

The Gender Studies Program, directed by Kathleen A. Pyne, Professor of Art History, offers students the option of completing a supplementary major or an interdisciplinary minor. Students take courses cross-listed from every department in the College. Gender Studies has nearly 90 students enrolled as supplementary majors and minors, and close to 100 faculty are affiliated with the Program. In Fall 2003, because of its increasing number of majors, the Gender Studies Program offered a second section of

"Introduction to Gender Studies." The Program will offer a new undergraduate course next year, "Catholicism and American Women," which will be taught by Dr. Kathleen Cummings, Associate Director of the Cushwa Center for the Study of American Catholicism; the course will be cross-listed with the Department of History. In December 2003, senior majors read papers summarizing their thesis research at a symposium during which faculty and peers could ask questions and offer comments.

In April 2004, the Program hosted a symposium for graduate students doing research on gender issues. The Program hopes to bring M. Shawn Copeland, former President of the Catholic Theological Society of America, to Notre Dame as the first Arts and Letters Visiting Professor in Gender Studies. Last year, Gender Studies and the Department of Philosophy co-hosted a visit by Professor Amy Gutman, at the time Provost of Princeton University and now President of the University of Pennsylvania, as part of the Provost's Distinguished Women's Lecturer Program. In April 2004, Ms. Colleen Meiman (ND '88, B.A. Economics), a former White House staffer and expert on health care public policy, came to campus as the most recent visitor hosted by the Women of Notre Dame Project. Also in April 2004, a highly supportive external academic review of the Gender Studies Program took place; reviewers commented, for example, on the articulate passion undergraduates exhibited for the Program, which was higher at Notre Dame than at some of the premier programs in the country, and the ways in which Gender Studies has become a social and intellectual home for many of our students. The review should also lead to some modest improvements, for example, ensuring more predictable student access to undergraduate courses and developing a graduate certificate in gender studies.

In 2003-2004, the College introduced an administrative apprenticeship for faculty members entitled 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. Christina K. Wolbrecht, Packey J. Dee Associate Professor of Political Science, was the inaugural Executive Fellow. Kristine L. Ibsen, Professor of Romance Languages and Literatures, is the 2004-2005 Executive Fellow. Kristine specializes in Spanish-American literature with a particular interest in Mexican narrative and women writers.

During the 2003-2004 recruiting season, the College continued its tradition of making international hires. New faculty members this year include Maud Ellmann, Donald and Marilyn Keough Professor of Irish Studies, formerly a Reader in Modern Literature at the University of Cambridge; Anthony (Anton) M. Juan, Professor of

Theatre, from the University of the Philippines; Aaron J. Magnan-Park, Assistant Professor of Film, from Victoria University in Wellington, New Zealand; and Tariq Ramadan, Henry R. Luce Professor of Religion, Conflict, and Peacebuilding, from the University of Fribourg in Switzerland. A constant stream of international fellows and visitors continues to enliven Notre Dame's internationally recognized centers and institutes, including, for example, the Center for the Philosophy of Religion, the Helen Kellogg Institute for International Studies, the Kroc Institute for International Peace Studies, and the Medieval Institute. Many of these visitors teach occasional courses, thus offering our students welcome international perspectives. Also excellent relations with the Fulbright Association and the Max Kade Foundation bring us distinguished visitors on an annual basis from Italy and Germany.

For the past four years the College has been funding, together with the Office of International Studies, a competition for summer language grants for undergraduate students. An average of 33 students per summer have applied to study 14 different languages from Arabic and Chinese to Hindi, Polish, and Portuguese. Last year, the number of students studying in non-English speaking countries during the academic year increased 10% from 271 students in 2002-2003 to 298 students in 2003-2004.

The University is enrolling a higher percentage of undergraduate students who are international; the figures have risen in recent years from 2% to 4%. This past summer eight undergraduate and graduate students traveled from Brazil, Colombia, Germany, Italy, and South Korea to join Notre Dame undergraduates in a philosophy course taught by Vittorio G. Hösle, Paul G. Kimball Professor of Arts and Letters; this is not surprising, given that Vittorio's works have been translated into more than 15 languages. A Notre Dame undergraduate wrote to me at the conclusion of the seminar, indicating that engaging in conversations inside and outside the classroom with experienced foreign students was one of the most compelling experiences of his young academic career.

The internationalism of the University is above all evident in our rich array of undergraduate offerings. Several area studies programs bringing from African Studies to Mediterranean/Middle East Studies offer students wonderful opportunities to broaden their understanding of the world and its interconnectedness. The College is grateful for the many faculty members who lead these programs and offer courses within them, providing our students with the critical international perspectives increasingly demanded of informed citizens.

For the minor in European Studies, for example, which is administered by A. James

McAdams, Dr. William M. Scholl Professor of International Affairs and Director of the Nanovic Institute for European Studies, students take courses in a variety of fields, such as culture, economics, history, literature, philosophy, politics, and theology, with faculty advisors helping them design their programs of study. Seniors complete a capstone essay directed by a member of the faculty. Last year, 13 different Arts and Letters faculty members supervised senior projects. The minor's website, <http://www.nd.edu/~nanovic/programs/european_studies_minor.html>, offers information and resources for faculty and students. Interest in the minor has grown considerably in the past year. In 2002-2003, 10 students participated in the program, two of whom graduated with a European Studies minor. In 2003-2004, 48 students participated in the program, 14 of whom graduated with a European Studies minor. Throughout the academic year, students met with visitors to the Nanovic Institute over breakfast. In May 2004, the Institute also organized a separate graduation ceremony for seniors. Over the next few years, the Institute plans to further develop the program through advertising, outreach, mobilization of the more than 100 Nanovic Fellows, and the organization of more activities for minors.

The minor in Latin American Studies, which has been administered by Christopher J. Welna, Associate Director of the Helen Kellogg Institute for International Studies, and will be administered by Professor Edward "Ted" N. Beatty during the 2004-2005 academic year, has also grown in dramatic ways. In May 2003, five seniors completed the Latin American Studies minor. In 2003-2004, 34 students participated in the Program, 11 of whom graduated. An important facet of the Latin American Studies Program is its summer internship program. Students work for Latin American policy-related organizations in the United States and Latin America. In Summer 2003, the Kellogg Institute provided over \$93,000 to underwrite internships for 20 students. The Director and Academic Coordinator continually seek to increase the number of Latin American studies minors. Last year through Kellogg events, career fairs, class visits, brochures, and e-mails to students studying abroad the number of registered students doubled. During 2003-2004, students met with dignitaries such as former President of Ecuador Jamil Mahuad, former President of Bolivia Gonzalo Sanchez de Lozada, and New York Times journalist Anthony DePalma. In Spring 2004, graduating seniors presented research from their capstone essays at the Program's first annual senior presentation night.

Division of the Arts

The Marie P. DeBartolo Center for the Performing Arts opens this Fall after almost 10 years of planning, design, and construction. On Friday, September 17, an open house for the Notre Dame community offered continuous performances in the five

performance venues: the Judd and Mary Lou Leighton Concert Hall (900 seats), an acoustically variable space designed for music and speech; the Patricia George Decio Theatre (350 seats), a traditional proscenium theatre designed for teaching and performing; the Regis Philbin Studio Theatre (100 seats), a flexible space designed for experimental theatre; the Browning Cinema (200 seats), a THX-certified cinema; and the Chris and Ann Reyes Organ and Choral Hall (100 seats), in the center of which is a \$1 million pipe organ. The Center is built on seven different foundations in order to provide each venue with acoustic isolation. On Sunday, September 19, there was an open house for the general public that culminated with an 8:00 p.m. performance by Wynton Marsalis and the Lincoln Center Jazz Orchestra. The formal dedication is scheduled for September 29. In addition to the five performance venues, the 150,000-square-foot Center houses the Department of Film, Television, and Theatre, three faculty members from the Department of Music, classrooms, editing studios, a recording studio, a scene and prop construction shop, a sound stage, a costume shop, a computer-aided design lab, a lighting lab, music and theatre rehearsal studios, and more.

The opening of the Marie P. DeBartolo Center for the Performing Arts is the symbolic start of the Decade of the Arts Initiative at Notre Dame, and the Center, over time, is likely to have a significant positive impact on Notre Dame. First, the culture of our student body will change as more students become involved in the arts, both inside and outside of the classroom. Future classes of Notre Dame students will be more attentive to film, music, and theatre, participating in, or attending, all sorts of artistic performances at the Center and other locations around campus. The Center's successful programming will, in turn, promote the development of the arts at Notre Dame. The notion that Notre Dame students appreciate and celebrate the arts will become part of the student body's collective identity. (For the first time since Notre Dame began tracking data on the arts, a majority of incoming Notre Dame students have participated in drama, music, and studio arts during their high school years. Fifty-two percent of the Class of 2008 were active in this way, compared to 45% of the Class of 2007 and 40% of the Class of 2006.) Second, there will be more learning opportunities for theatre students. The College recently allocated \$40,000 in one-time funds to the theatre program, so that it can take advantage of the extraordinary fly space and wing space now available in the Patricia George Decio Theatre. Additional funding for mainstage productions is one of the College's leading endowment goals. Third, faculty and staff will benefit: the renewal of artistic life on campus will aid recruitment and retention, and artistic events will enrich academic conferences. Finally, the Center will be a bridge to the Michiana community and will attract more people to campus. The College has already invested significantly in the arts in recent years, for example, by adding new faculty lines to Film, Television, and Theatre; by

creating new performance scholarships in Music; by funding new music practice rooms around campus; by endorsing a new interdisciplinary minor in liturgical music ministry and a master's degree in sacred music; and by establishing the Center for Creative Computing. Interest in, and financial assistance for, developing the arts will increase as we continue to build the appropriate infrastructure for a cohesive set of academic and extracurricular offerings within the arts.

John A. Haynes, Judd and Mary Lou Leighton Director of Performing Arts and Executive Director of the Marie P. DeBartolo Center for the Performing Arts, has been developing an ambitious schedule. Throughout the year there will be dozens of performances by faculty and student ensembles, other types of Notre Dame and guest artists, and a regular viewing schedule of classical, foreign, independent, and contemporary films. A sampling of the Center's scheduled performances includes: The Marcus Roberts Trio (9/24/04), Here Come the Irish Alumni Jam (10/1/04), Eileen Ivers and Immigrant Soul (10/8/04), Mariza (10/13/04), The Academy of St. Martin's in the Field with pianist Christopher O=Riley (10/14/04), ND Fall ArtsFest: "Shakespeare in Performance" a festival of theatre, film, and music accompanied by academic symposia (11/2-7/04), king's singers (11/7/04), The Chieftains (1/30/05), The New York Philharmonic (2/3/05), ND Winter ArtsFest: Tolerance and ReconciliationBa festival of theatre, film, and music accompanied by academic symposia (2/22-27/05), Simon Shaheen & Qantara (2/27/05), Emanuel Ax and Yefim BronfmanBa dual piano recital (3/18/05), Ladysmith Black Mambazo (3/20/05), Natalie MacMaster (4/8/05), ND Spring ArtsFest: the Arcadia Project (4/12-23/05), Altan (4/15/05), and Emerson String Quartet (4/16/05).

Dennis P. Doordan, Professor of Architecture and Art, Art History, and Design, successfully completed his first year of a three-year term as Chairperson of the Department of Art, Art History, and Design. Nyame O. Brown, Assistant Professor of Art, received a 2003 Painters and Sculptors Grant Award from the Joan Mitchell Foundation; he was one of only 10 young contemporary artists nationwide to receive this prestigious award that celebrates painting and sculpture as significant cultural necessities in America. Robert P. Sedlack, Jr., Assistant Professor of Design, created a poster for the New York Central Railroad Museum in Elkhart, Indiana that was selected for inclusion in the 2004 edition of the Graphis Poster Annual. Robert R. Coleman, Associate Professor of Art History, chaired the 31st Annual Midwest Art History Conference that convened on the Notre Dame campus in April 2004. The Department received a \$100,000 three-year grant from the I. A. O'shaughnessy Foundation for the project AMaking and Seeing: Art and Design in the 21st Century." The funds will be used to purchase new equipment and to underwrite a major intellectual event toward the end of the grant period. The College's Undergraduate

Intellectual Initiative Program and the Notre Dame Career Center funded the Department's Alumni Design Conference, so that graduates from the Class of 1994 could discuss their successes and challenges with current design undergraduates. Paul A. Down, Associate Professor of Design, in a joint effort with faculty from the Mendoza College of Business, led a special integrated design studio sponsored by the Electrolux Home Products Corporation as part of Electrolux's Global Design Laboratory; Notre Dame was the only North American university selected to participate in this international student design competition. Richard L. Gray, Associate Professor of Art, organized visits to Notre Dame by five distinguished visitors from the world of photography and digital memory for a coordinated series of lectures, workshops, and student critique sessions. Two students received national and international acclaim this past year: Brad Jolitz won first place in the annual International Housewares Association Student Design Competition, and Patrick Quill was one of only six students nationwide selected as an associate designer for the U.S. Mint.

The Department of Film, Television, and Theatre (FTT) conducted an international search to hire an outstanding theatre director to replace Reginald F. Bain, Associate Professor Emeritus. Anthony A. Anton, Professor of Theatre, from the University of the Philippines, will assume that role in January 2005. Anton's productions have been seen in many countries, and he has received numerous awards and honors for his work, including distinctions and awards from England, France, Greece, Italy, the Philippines, and the United States. Susan C. Ohmer, William T. and Helen Kuhn Carey Assistant Professor of Modern Communication, transfers from American Studies to join FTT in Fall 2004. The National Film Preservation Board selected Professor Jill Godmilow's film *Antonia: A Portrait of the Woman* (1974) as one of the 25 culturally, historically, or aesthetically significant films added to the National Film Registry in 2003. The Department established a teaching committee to provide the continuing evaluation of colleagues' teaching in advance of their tenure or promotion years and to share teaching methods that confront the particular challenges of teaching within the subfields of film, television, and theatre. The Department moved into its new home within the DeBartolo Center for the Performing Arts (PAC) in July 2004. The faculty and staff are excited about the PAC's wonderful new facilities and the opportunity for the Department to develop its full identity now that everyone is united under one roof. Peter D. Holland, McMeel Family Professor in Shakespeare Studies and Chairperson of FTT, will be on leave in Spring 2005, during which time James M. Collins will serve as Acting Chairperson. Peter will return in Fall 2005 to serve an additional three years as Chairperson, through August 2008.

Patrons of Summer Shakespeare have enjoyed performances of *Much Ado About*

Nothing (2001), The Tempest (2002), A Midsummer Night's Dream (2003), and Romeo and Juliet (2004). In February 2004, the College co-sponsored five performances of Shakespeare's Othello at Saint Mary's College by nationally recognized actors from the Guthrie Theater of Minneapolis. Othello is one of six Shakespearean plays that will tour the country as part of the National Endowment for the Arts= Shakespeare in American Communities initiative. A "Remembering Performance," the inaugural conference for the McMeel Family Chair in Shakespeare Studies, which will include three theatrical productions, one film, and a concert, is scheduled for November 5 and 6, 2004 in the DeBartolo Center for the Performing Arts. The Shakespeare at Notre Dame Committee, chaired by Peter D. Holland, has been meeting since Fall 2002 to ensure synergies across the diverse parts of the program. When sufficient endowment monies are available to hire additional faculty, the Committee will recommend creating an M.A./M.F.A. program in Shakespeare and Performance. Supporting such a program and undergraduate theatre courses will also require a library endowment to enhance our collection of related materials and additional funds for guest lecturers and performers.

In 2003-2004, under Chairperson Paul G. Johnson's leadership, the Department of Music developed and ratified new procedures for its Committee on Appointments and Promotions, introduced Teacher Course Evaluations for studio lessons, and added a harpsichord, practice piano, and piccolo trumpet to its instrument collection. In Fall 2003, Provost Nathan O. Hatch constituted a Music Review Committee to provide recommendations about the future operation and governance of the Department of Music. His decision to create the Music Review Committee was based, in part, on recommendations outlined in the 2001 external review of the Department. The Committee reviewed Music's graduate programs, undergraduate programs, administration, and facilities. In April 2004, the Committee submitted six recommendations to Provost Hatch, one of which included suspending all master's degree programs in Music indefinitely. Another called for the development of undergraduate major programs that are more consistent in terms of credit-hour requirements with other major programs in the College and with similar music programs at peer institutions. The University has accepted the Committee's report and recently appointed Donald Crafton, Professor of Film, Television, and Theatre, as Chairperson of Music. Don will assist the faculty with implementing these and other recommendations designed to strengthen the Department. A very encouraging sign with regard to undergraduate participation in Music is that the number of students enrolled in Theory I and Theory II (the gateway courses to the minor and major) has risen dramatically in recent years: last year's enrollments totaled 100 compared with only 48 in 2000-2001. Enrollments for Fall 2004 indicate an additional 29% increase over last year's record highs.

The Creative Writing Program (CWP) sponsored three major literary events this past year. First, Dana Gioia, Chairman of the National Endowment for the Arts, delivered a lecture and poetry reading, conducted a community arts workshop on grant writing, and met with students. Second, the CWP co-hosted with the African and African-American Studies Program, the Department of Film, Television, and Theatre, and the Institute for Latino Studies drama and poetry readings by award-winning poet Jay Wright. Third, with the generous assistance of a Henkels grant, the Program hosted a two-day festival of writing entitled "A& Now." Over 50 prominent and emerging professional writers, artists, and scholars of postmodern and contemporary literature attended the conference. Undergraduate and graduate students from several courses also participated in the conference, preparing for the sessions by studying the work of selected attendees. The CWP also sponsored or co-sponsored more than a dozen smaller readings throughout the year by guest artists and local faculty from Notre Dame and Saint Mary's. The CWP, which admits 10 graduate students per year, has seen its applicant pool nearly triple in relation to four years ago; this past year, the CWP received almost 200 applications. The increase is due, in part, to the attractiveness of the Sparks fellowships. Angela Hur and Janet McNally, 2004 Sparks Summer Interns, secured posts at the Sanford Greenburger Literary Agency and Warner Books, respectively. Justin Haynes, 2003 Sparks Summer Intern, won a prestigious post-M.F.A. fellowship at the University of Wisconsin. Recent graduate Kevin Ducey (>04) won the Association of Writers and Writing Programs (AWP) annual first-book contest for *Rhinoceros* (forthcoming in Fall 2004, from Copper Canyon Press). Every Creative Writing student has the opportunity to serve as an editorial assistant on the staff of *The Notre Dame Review*. This past year, 12 students gained valuable publishing experience by serving as first readers as well as by editing and proofreading the magazine. To select 11 stories and over 120 poems published by *The Notre Dame Review* this past year, the editors had to read and send back another 1,800 stories and nearly 20,000 poems.

In 2003-2004, the College with a generous contribution of funding and space from the Office of Information Technology created the Center for Creative Computing (CCC), which is a collection of diverse studios and a coalition of activities serving computer graphics and the digital arts; film, video, and television production; electronic music; technology and learning in language, literature, and culture; and wider technology-related developments in the humanities and social sciences. Beyond meeting pressing needs in areas such as computer graphics and digital photography, the CCC will over time offer new opportunities to faculty members in the humanities to work with specialists in technology to develop, for example, hypertexts and performance works. The CCC's primary goals this past year were managing the transition of the Office of Information Technologies (OIT) clusters in O'shaughnessy

and Riley halls to the CCC; creating an innovative technological infrastructure for multimedia; collaborating with the Department of Art, Art History, and Design on a grant proposal to help finance the proposed Digital Imaging Studio; working with the Department of Film, Television, and Theatre to develop a plan for the smooth transfer of its specialized hardware and software to the new teaching areas within the Performing Arts Center; designing the CCC Multimedia Studio in O'shaughnessy Hall; and encouraging in general the development of multimedia projects in the College of Arts and Letters. Kathleen A. Biddick, Professor of History, served a one-year term as the inaugural Director in 2003-2004; Richard L. Gray, Associate Professor of Art, Art History, and Design, will serve a one-year term as Director, through August 2005.

Two years ago, the Advisory Council for the Performing Arts suggested that Notre Dame take advantage of the two distinctive dimensions of the DeBartolo Center for the Performing Arts: its multiple venues and its academic setting. Since then, the College has encouraged departments to incorporate a performance or artistic-related event into the planning of all conferences sponsored by Arts and Letters. Professors Cornelius F. Delaney and Alexander J. Hahn, Co-Directors of the Arts and Letters/Science Honors Program, have embraced the challenge of integrating academic and performance endeavors. They are constructing an academic conference around Tom Stoppard's play, *Arcadia*, which will be directed by Visiting Artist Holger Teschke and performed in the DeBartolo Center for the Performing Arts in April 2005. The play is set in a single room in a country house in England but simultaneously in two time periods: 1809 and present day. Its concerns include, among others, romantic poetry, the history of landscaping, 18th-century architecture, the education of women, Fermat's last theorem, chaos theory and fractals, academic research, the nature of time, intellectual curiosity, epistemology, and genius, as well as love and desire. On behalf of Notre Dame's *Arcadia* team, Peter D. Holland is also encouraging faculty across the College, especially those who are teaching University Seminars and College Seminars, to include *Arcadia* in their Spring 2005 syllabi. This will enable faculty to have some common ground in teaching across the disciplines. The *Arcadia* team is also developing teaching materials, designing workshops for instructors, and organizing panels, lectures, films, and other events to help prepare faculty to teach *Arcadia* and to create intellectual excitement around campus for the production. Last year, the College purchased copies of the play for each Arts and Letters department, so that our faculty would have ample time to read it and consider how one or more of its themes might relate to learning goals within their courses.

For the next three years, Donald Crafton, in addition to serving as Chairperson of Music, will serve as Senior Executive Fellow in the College. Don will be responsible

for helping the arts advance during these important years of transition. As Senior Executive Fellow, Don will assist the College in developing a set of action items for implementing the Decade of the Arts Initiative and fulfilling the strategic plan's goals of attracting and fostering the best arts students; advancing our academic programs significantly; encouraging interdisciplinary learning; distinguishing Notre Dame as a Catholic university; and utilizing existing resources efficiently. The opening of the Marie P. DeBartolo Center for the Performing Arts in Fall 2004 is the ideal backdrop for reflection, planning, and action concerning the nature of the arts and the inestimable value of studying and creating art in a liberal arts university. The Senior Executive Fellow will initiate discussions with administrators, departments, and arts communicators on campus to devise specific ways to achieve these goals and to set timetables that will make the Decade of the Arts a reality. The Department of Music, in particular, will be a keystone of this initiative, so it is appropriate that its Chairperson be deeply involved in the creation of a new vision of the arts in performance and in the curriculum. The Decade of the Arts promises to bring a new level of excitement and commitment to the arts by students, faculty, alumni, and the greater Michiana community.

Division of the Humanities

In 2003-2004, the American Studies Seminar did an excellent job of promoting dialogue between the Department of American Studies and colleagues in other areas of Notre Dame whose teaching and research relate broadly to American history and culture. The purpose of the American Studies Seminar is to promote public intellectual activities on American culture and society, facilitate the integration of Americanists in the College, heighten contact between faculty and students, and coordinate activities that would be of interest to the many individuals who interpret the American experience, past and present, in the area's colleges, universities, and cultural agencies. The Department sponsored four events in the American Studies Seminar series last year: Barry Lopez, a Notre Dame graduate and award-winning author on Native-American culture, spoke about his experiences with the Native-American community; Thomas A. Guglielmo, Assistant Professor of American Studies, discussed his book *White on Arrival: Italians, Race, Color, and Power in Chicago, 1890-1945*, which won the 2004 Frederick Jackson Turner Award from the Organization of American Historians given to a first-time book author who publishes an outstanding book about a significant phase of American history; Thomas P. Slaughter, Andrew V. Tackes Professor of History, spoke about his work on Lewis and Clark; and Thomas Doherty, Associate Professor of American Studies and Director of the Film Studies Program at Brandeis University, examined how journalist Edward R. Murrow used the cultural power of television to undermine support for

Joseph McCarthy during the anti-communist hysteria of the mid-1950s. The two external speakers B. Lopez and Doherty Balso met with faculty and students while they were on campus. Next year, under the leadership of Chairperson Benedict F. Giamo, the faculty will conduct an open-field, senior search for an outstanding teacher and scholar who will be able to take a turn at chairing the Department. The faculty will also address possible curricular revisions and the refinement of the American Studies honors program. Ben's appointment as Chairperson has been extended for two years, through August 2006.

The Department of English remains committed to hiring stellar faculty for both mission and diversity. The Department had an excellent recruiting season in 2003-2004. The faculty, under the leadership of new Chairperson Stephen A. Fredman, hired two endowed professors and one full professor. Maud Ellmann, Donald and Marilyn Keough Professor of Irish Studies, formerly a Reader in Modern Literature at the University of Cambridge, is one of the world's leading scholars in the study of modern literature and Irish studies. Christopher A. (Drew) Jones, Professor of English, formerly of the Ohio State University, is a specialist in medieval language and literary studies, including medieval liturgy. John E. Sitter, Notre Dame Professor of English, formerly the Charles Howard Candler Professor of English at Emory University, is a specialist in 18th-century poetry.

Margaret A. Doody, John and Barbara Glynn Family Professor of Literature and Director of the Ph.D. in Literature Program, was elected President of the American Society for Eighteenth-Century Studies. Stuart Greene, Associate Professor of English and Francis O'Malley Director of the University Writing Program, was appointed Director of the Commission on Composition for the National Council of Teachers of English (NCTE) for 2003-2006. The Department placed eight graduate students this year, six of them in tenure-track positions, at universities such as the Ohio State University and the University of Illinois at Urbana-Champaign. The American Conference for Irish Studies (ACIS) awarded Susan Cannon Harris, who was recently promoted to Associate Professor, two prizes for her book *Gender and Modern Irish Drama: the Donald Murphy Prize for a Distinguished First Book in Irish Studies* and the Robert Rhodes Prize for Books on Literature. Gina Cora, a double major in English and the Program of Liberal Studies from the Class of 2003, won the prestigious Trollope Prize for her essay "The Bad and the Good: How The Eustace Diamonds Changes Representations of Femininity in *Vanity Fair*." Submissions to the journal *Religion and Literature*, edited by Professors James P. Dougherty and Thomas A. Werge, continue to rise: the past three years have brought 43, 60, and 68 submissions, respectively. A faculty-graduate student reading group in religion and literature meets regularly. In Fall 2004, the Department will begin a full-scale two-

year review of its undergraduate curriculum and will discuss its faculty evaluation and salary procedures. The faculty also intend to work on three additional action items from English's strategic plan: providing some definition to the American subfield, creating "working groups" within the faculty on selected topics, and further developing both African and Afro-Diasporan Literatures and Latino Literature.

The Department of History, under the leadership of John T. McGreevy, Professor of History, held monthly faculty workshops this past year. Sabine G. MacCormack, Theodore M. Hesburgh, C.S.C. Professor of Arts and Letters (a joint appointment with Classics), generously provided some funds from her Distinguished Achievement Award from the Mellon Foundation in order to assist the departments of History and Romance Languages and Literatures with the development of a Quechua language program for undergraduate and graduate students to begin in Spring 2005. The College and Professor MacCormack have also worked to enhance library collections in this area. In May 2004, the new honors program graduated 20 seniors, in contrast to eight the previous year. Each honors student completed a 40-to-80-page thesis working one-on-one with a faculty advisor. Honors students received support for their endeavors from the recently established Rev. Thomas T. McAvoy, C.S.C. Endowment for Excellence in History, funded from the estate of alumnus Michael R. Hayes (>57). After a several-year hiatus, the Department published another edition of its newsletter *History Matters* in order to publicize the achievements of the History faculty and students more widely. George A. Marsden, Francis A. McAnaney Professor of History, who won the University's 2004 Research Achievement Award, received five national book prizes for his biography *Jonathan Edwards: A Life* (Yale University Press), including the 2004 Bancroft Prize from Columbia University, the 2004 Merle Curti Award from the Organization of American Historians, and the 2003-2005 biennial Annibel Jenkins Prize from the American Society for Eighteenth-Century Studies. Julia Adeney Thomas, Associate Professor of History, received a New Directions Fellowship from the Andrew W. Mellon Foundation for a book-length study entitled *Photography and Democracy: Between History and Sex in Occupied Japan*. Next year, the Department will begin discussing how it would expand the faculty if the goals outlined in the Strategic Plan for the Division of the Humanities are realized. The Department will also work to strengthen a variety of initiatives directed toward undergraduates, including faculty-student dinners (financed through a fund established by an anonymous donor) and a revitalized History Club. The Club, now run entirely by undergraduates, sponsored almost a dozen intellectual and social events this past year.

The foreign language and literature departments will benefit from a new course

development grant for content driven language classes. The course development grants, in the form of a \$3,500 summer stipend, are now available on a competitive basis through the Institute for Scholarship in the Liberal Arts (ISLA) for the creation of innovative new composition and culture courses within the various foreign language programs, primarily at the 200-level. These grants are being targeted for special professional faculty (SPF), and preference will be given to those proposals that combine appropriate language criteria for the given level with content material of choice and present them in creative and student centered ways. Persons receiving the grants are expected to teach the approved course more than once in the five years following the grant. This initiative supports the University's aspiration to advance Notre Dame as an international academic community, which includes the expansion of international and foreign language offerings. As Father Malloy articulated in the University's strategic plan, "... a legitimate future goal would be for every undergraduate to become at least bilingual" (Final Report: A Strategic Plan, Notre Dame 2010: Fulfilling the Promise). In this spirit, Theodore J. Cachey, Jr., Professor of Romance Languages and Literatures and Albert J. Ravarino Family Director of Dante and Italian Studies, conducted an October 2003 workshop sponsored by the Kaneb Center for Teaching and Learning entitled "Making the Study of Languages and Literatures Indispensable to Students and to the University Community."

The relatively new Ph.D. in Literature Program, under the leadership of Margaret A. Doody, John and Barbara Glynn Family Professor of Literature, continues to flourish. This past year, the Program received applications from Canada, China, France, Ireland, and Japan as well as from all across the United States. The quality of the applicant pool remains high, and several students in the incoming class chose Notre Dame over competing offers from Cornell University, Johns Hopkins University, the University of Pennsylvania, and Yale University. The Department of Romance Languages and Literatures has been especially successful in promoting the Ph.D. in Literature Program in addition to its own master's degree programs. The two doctoral students who entered the Ph.D. in Literature Program in Fall 2003 are studying fields within the Department of Italian and Latin American Studies and were awarded Presidential and Minority fellowships, respectively. Incoming students in 2004 show a range of interests, including French, Irish, Italian, Spanish, languages of the Bible, and Modern Greek. Irish studies has attracted Ph.D. students who are both widening their knowledge of European languages and enjoying the benefits of the Keough Institute for Irish Studies and the summer courses in Dublin. The Program and its course offerings have been strengthened by the Department of Classics, which has contributed faculty in Arabic, Greek, and Latin to the World Literature courses as well as to classical graduate seminars. One of the Ph.D. in Literature students is already teaching in Classics. The Department of East Asian Languages and Literatures has contributed to the World Literature course, and one graduate student is

specializing in Japanese literature. The Program's students have enjoyed the benefit of seminars at the graduate level in both of these departments as well as in German, English, Philosophy, and Theology. The students have also traveled during the summers, fulfilling the Program's professed goal of having them learn languages at a more advanced level. Their studies (for research as well as for language) have taken them to Argentina, Brazil, Chile, France, Germany, Italy, the Philippines, and Venezuela.

Ursula M. Williams, Director of the Language Resource Center (LRC) and inaugural Associate Director of the Center for Creative Computing, passed away in March 2004. Ursula was a skilled teacher of German language and a specialist in the use of technology in teaching foreign languages. She transformed the College's obsolete language lab into the LRC, a state-of-the-art facility that has served repeatedly as a model for other universities. Ursula also recently chaired the College's Foreign Language Learning Council. Beginning in Fall 2004, the Institute for Scholarship in the Liberal Arts will provide funds from the Ursula Williams Foreign Language Learning Education Fund to those who have already applied to the Foreign Language Education Fund. The top awardee will receive the named grant.

The Department of Classics developed a proposal for a new Department of Irish Language and Literature to replace the Program in Irish Studies that was previously housed within Classics. The rationale for the initiative was twofold: to help establish a clearer identity for Classics by removing the anomalous program and to strengthen Irish studies at Notre Dame by housing it within the Keough Institute for Irish Studies. The Academic Council approved the creation of the Department of Irish Language and Literature, which, effective Summer 2004, became the College's 20th department. Christopher B. Fox, Professor of English and Director of the Keough Institute for Irish Studies, is serving as the inaugural Chairperson. The American Conference for Irish Studies will honor Sarah E. McKibben, Assistant Professor of Irish Language and Literature, with the Adele Dalsimer Prize for her 2003 dissertation *Endangered Masculinities: Political Rhetorics of Gender in the Colonial Contest*.

As part of a recent curricular review, the faculty of the Department of Classics developed a comprehensive model of rotational course offerings for the Department's two undergraduate major programs in order to assist students with planning their courses of study. The faculty also created an honors program. The Department's new brochure, which outlines the revised curriculum, the research interests of the faculty, and the benefits of classical study, is being distributed to all first-year students. The number of Classics majors at Notre Dame is increasing; in 1997-1998, there were 14,

and in 2003-2004, there were 27. The Department's current total compares well with numbers at Notre Dame's peer and aspirational peer universities that have better established and larger classical departments. In addition, the Department is reaching more students than ever before. In 2002-2003, the total enrollment in Classics courses (excluding Arabic) was 779; in 2003-2004, it was 793. This compares with a total enrollment in 1997-1998 of only 446 students. Whereas nationally a mere 0.8% of students enrolled in language classes are pursuing Arabic, at Notre Dame 2.7% of enrollments in language classes are in Arabic. Communication with undergraduates concentrating in Classics has been improved by social events at which informal presentations have been made by individual faculty on their research in an easily comprehensible and attractive manner. Robert A. Vacca, a member of the Classics faculty since 1969, passed away in June 2004. Bob was an outstanding teacher of Greek, Greek society, and the Core Course. He won the Sheedy Award for Excellence in Teaching in 1973 and a Kaneb Teaching Award in 2002. He read widely and was an accomplished Hellenist. Keith R. Bradley, Eli J. Shaheen Professor of Classics, has graciously agreed to extend his two-year term as Chairperson for another year, through August 2005.

The Department of East Asian Languages and Literatures underwent its first external review, and student enrollments continued to grow with the expansion of course offerings and the increasing prominence of Asian studies. In Fall 2003, the Department held two major literary and cinematic events: first, an appearance by China's celebrated contemporary fiction writer, Yu Hua, for a book signing and screening of the film *To Live*, which is based on his novel of the same title; and second, the Midwest premiere of *Blind Shaft*, the internationally acclaimed Chinese underground film, and a post-screening discussion with the film's director, Li Yang. The National Endowment for the Arts (NEA) awarded Research Professor Howard Goldblatt, an eminent translator of Chinese and Taiwanese fiction, a Literature Fellowship to support the translation, from Chinese to English, of Su Tong's novel *My Life as Emperor*. This is the second time that the NEA has honored Professor Goldblatt with this award. In Spring 2004, the Robert E. and Beverly O=Grady Lecture Series sponsored two lectures on campus: one by Jonathan D. Spence, Sterling Professor of History at Yale University and President of the American Historical Association, and the other by Annping Chin, also a Professor of History at Yale University. Ian Buruma, Henry R. Luce Professor of Human Rights and Journalism at Bard College, delivered the distinguished Asian Studies Lecture in April 2004. Three undergraduates received the Freeman Foundation grant for study in Asia, with nine more receiving funding from the University. The Department's highest priority action item is program development; the faculty intends to concentrate its efforts on delivering an exceptional undergraduate education in Asian studies, broadly

defined. Lionel Jensen recently completed four years as Chairperson. He will take a leave this academic year, 2004-2005, during which Associate Professor Liangyan ALeon" Ge will be Acting Chairperson.

In 2003-2004, students within the Department of German and Russian Languages and Literatures won a large number of nationally competitive awards and grants or were named as alternates. Almost half of the University's Fulbrights were awarded to students in German. One student received the German Academic Exchange Service (DAAD) Deutschlandjahr Scholarship for Graduating Seniors. Three students received medals in the fifth annual National Post-Secondary Russian Essay Contest sponsored by the American Council of Teachers of Russian (ACTR). More than 300 essays, including 15 from Notre Dame, were submitted by students from 35 colleges and universities to a panel of three Russian judges. Notre Dame had more winners in the non-heritage category than institutions with renowned Russian programs, such as Harvard and Yale. The University's strong showing at the National Post-Secondary Russian Essay Contest demonstrates the strength and vitality of Notre Dame's Russian program. As a result, more high school Russian teachers are likely to recommend Notre Dame's Russian program to their students. According to a report published by the University's Office of Institutional Research, the Department ranked second, in Fall 2003, among Arts and Letters undergraduate programs in response to the Teacher Course Evaluation question regarding "Overall Perception of Teaching." Professor Robert E. Norton has graciously agreed to extend his appointment as Chairperson for another year, through August 2005.

Chairperson Dayle Seidenspinner-Núñez guided the Department of Romance Languages and Literatures through a self-study and Fall 2003 external review. In the wake of that process, the Department's Graduate Studies Committee identified four action items for the future: increasing the number and diversity of graduate course offerings; designing a three-year cycle of courses in French, Italian, and Spanish; designing interdisciplinary outreach graduate seminars in English that would create a bridge to other graduate programs; and redefining the three courses required of all Romance Language and Literature master's degree students so that they serve as signature courses for the Department. Last year, the Department created a proficiency-based chart for language acquisition over the four years of undergraduate study, devised ways to bridge lower-division language study and upper-division literacy study, and implemented a radical reorganization of its undergraduate courses in order to standardize the numbering and design of its programs in French, Italian, Portuguese, and Spanish. In Spring 2004, the Department launched the Spanish Theatre Workshop, which complements similar workshops in the Italian and French programs. The faculty also created a minor in French and Francophone Studies, an

optional 400-level linguistics course, and new 300-level "Advanced Grammar and Writing Skills" courses in French, Italian, and Spanish that define the proficiency level for majors. Although only 4.6% of students studying foreign languages nationally are enrolled in Italian, 13.3% of enrollments in foreign language classes at Notre Dame are in Italian. JoAnn DellaNeve, Associate Professor of French, was awarded the Sixteenth Century Studies Conference Literature Prize for a paper on Du Bellay; the Prize was awarded for the best paper in literature (in any language) at the conference held in October 2003. In Fall 2003, the Department welcomed as Visiting Professor of Italian Studies Franco Ferrucci, a renowned Dante critic and novelist, Distinguished Professor from the University of Macerata in Italy, and Professor Emeritus from Rutgers University. The William and Katherine Devers Program in Dante Studies, the Department, the Medieval Institute, and the Keough Institute for Irish Studies co-sponsored the fourth International Dante Seminar entitled "Dante's Cultures." The Program in French and Francophone studies hosted Maryse Condé as a Provost's Distinguished Women's Lecturer. The Department also decided to promote a sense of intellectual community from within by revitalizing its faculty colloquium series, which featured nine events in Spring 2004. José Fernández recently donated an additional \$400,000 for the development of library holdings in Caribbean literature. Effective Fall 2004, Dayle Seidenspinner Núñez was appointed Associate Dean for Strategic Planning, Advancement, Infrastructure, and Special Projects, and Theodore A. Tedeschi, Jr., Albert J. Ravarino Family Director of Dante and Italian Studies, succeeds her as Acting Chairperson.

Thomas F. X. Noble, Professor of History and Robert Conway Director of the Medieval Institute, was elected a Fellow of the Medieval Academy of America, North America's oldest and the world's largest organization devoted to medieval studies. Kent Emery, Jr., Professor of the Program of Liberal Studies, became the editor of the *Bulletin de philosophie médiévale*, the journal of the Société Internationale pour l'Étude de la Philosophie Médiévale, as well as editor of the Société's book series, *Rencontres de philosophie médiévale*. This is the first time that an office of the Société—the oldest and most prestigious international scholarly association for the study of medieval philosophy, theology, and intellectual history—has been located in North America. Further, the Medieval Institute continues to excel through its placement of graduate students (five students received tenure-track positions last year), a rich array of visitors and fellows, and of course the distinction of our faculty across multiple departments.

Graduate school applications to the Department of Philosophy reached a record high of more than 250 last year; the pool was notable not only for its size but also for its quality. The Fall 2004 incoming graduate class will include at least five women, a

record for the Department. Six recent graduates received tenure-track jobs this year, including one at Wake Forest University. At least five members of the undergraduate Class of 2004 intend to pursue doctorates at top-15 graduate programs in philosophy; they will be studying at Cornell University, Stanford University, the University of Chicago, the University of Notre Dame, and the University of Pittsburgh. Joshua Stuchlik, a graduating senior, received three awards: the Andrew W. Mellon Fellowship in Humanistic Studies, designed to support exceptionally promising students as they pursue advanced study in the disciplines of the humanities; the Dockweiler Medal for Philosophy, presented to the senior who submits the best essay on a philosophical theme; and the John A. Oesterle Award in Philosophy, presented, when merited, to graduating philosophy majors for excellence in philosophy. The Department has just begun an ambitious project to contact everyone who has graduated from Notre Dame with an undergraduate degree in philosophy in order to learn what they have done with their degrees and what career paths they have chosen. The Department intends to use these data to make the case to prospective students and their parents that philosophy is an especially worthwhile undergraduate major. The International Student Institute honored Ralph M. McInerny, Michael P. Grace II Professor of Medieval Studies and Director of the Jacques Maritain Center, with the Gerhart Niemeyer Award for Distinguished Contributions to Scholarship in the Liberal Arts. Professor Michael A. Detlefsen began his 21st year of editing the prestigious Notre Dame Journal of Formal Logic. The Center for Philosophy of Religion, the premier center of its kind in the world, continues to be directed by Professor Thomas P. Flint. In addition to its ongoing program of fellows and visitors, the Center hosted Oxford philosopher Richard Swinburne, the preeminent philosopher of religion alive today, who spoke on "The Probability of the Resurrection" to an audience of more than 100 philosophers, theologians, and other interested parties. Professor Paul J. Weithman has been reappointed Chairperson for a second three-year term, through August 2007. In April 2004, the Board of Trustees elected Rev. John I. Jenkins, C.S.C., Vice President and Associate Provost and a tenured faculty member in Philosophy, as the University's 17th president, effective July 2005. Fr. Jenkins, who has excelled as a teacher and scholar of the Catholic intellectual tradition, is a superb choice, a humble person who has high ambitions on behalf of Notre Dame, as it seeks a leading position among American universities.

The Program of Liberal Studies (PLS), which offers a distinctive great books major for undergraduates, was reviewed in 2003-2004. The reviewers highlighted the enthusiasm of the students, the quality of the faculty, and the uniqueness of PLS within the context of a research university. As Professor Lawrence Lipking, one of the external reviewers, noted:

The Program of Liberal Studies occupies a very special position, both nationally and at Notre Dame. It preserves the ideal of a rigorous undergraduate Great Books program, an ideal that few universities are able to sustain, and it demonstrates how well such a program can work, even in restless, post-modern times. The position of PLS within a major research university, where it is surrounded by specialized departments, makes it stand out even more. It offers an alternative view of the world of learning, a view that stresses the interconnection of fields and their integration into a whole that is greater than any part. ... [It] is in many ways the jewel in Notre Dame's crown, highly prized by students, alumni, and those who believe that the great books endure.

PLS was recently asked to serve as a model program for a new study being conducted jointly by the National Endowment for the Humanities and the American Academy of Liberal Education. The results of this study will be submitted to the United States Congress; the study is intended to highlight exemplary programs that embody the ideals of education for character and citizenship. One way PLS students exemplify these ideals is by conducting the "AJunior Great Books Seminars" each year in South Bend schools. In addition, 45% of the 53 students who graduated in May 2004, one of the Program's largest graduating classes in recent years, have decided to do at least one year of service immediately upon graduation, often delaying admission to graduate and professional schools. Challenges for the Program include the tension between disciplinary specialization and the ideals of general liberal education, the problems created for a structured curriculum by foreign study and second majors, and the need for a greater common understanding of the meaning of "Catholic identity." Fr. Nicholas Ayo, a driving force behind PLS for many years, retired in May 2004. Professor Phillip R. Sloan completed his two-year term as Chairperson in Spring 2004, and Professor Henry M. Weinfield begins a three-year term as Chairperson, effective Fall 2004.

This past academic year, Lawrence S. Cunningham, Rev. John A. O'Brien Professor of Theology, served as Acting Chairperson of the Department of Theology while John C. Cavadini, Associate Professor and Chairperson, was on leave. During this time, and with John's assistance, the Department recruited Lawrence E. Sullivan, Professor of World Religions at Harvard Divinity School and Director of the Center for the Study of Religions. Larry specializes in the study of ritual and ceremonial performance, with a focus on Central Africa and South America. He examines religious beliefs and practices centered on health and healing. The Department, especially owing to the energetic efforts of Visiting Professor Virgilio P. Elizondo, has drawn a large number of Latino students to Notre Dame to study theology in the various graduate programs, thus creating an emerging community of scholars. The Department now has 16 Latino graduate students, including three doctoral students

who have advanced beyond the Master of Theological Studies Program. The presence of these scholars raises the profile of minority students on campus while also serving our mission. The Department and the Institute for Church Life co-sponsored a two-part international conference entitled "AA Call to Solidarity with Africa," the first meeting of which was on the Notre Dame campus in September 2003, the second of which was in Africa in January 2004. Many dignitaries, Church officials, diplomats, and academics attended this unique academic conference. John Cavadini has been named Theological Advisor to the United States Conference of Catholic Bishops Committee on Doctrine, a great honor for John and the University. The Department approved a plan for an undergraduate honors program and has selected its first cohort of honors students for Fall 2004; the students will participate in a Fall seminar and write an honors thesis in the Spring. The one-credit courses under the rubric "Know Your Catholic Faith" continue to thrive owing, in part, to the generosity of our distinguished Theology faculty members who offer such courses as an "overload" to their regular teaching, research, and service obligations.

Faculty members in Theology continue to be highly productive; they published a total of 20 books during the past 12 months. James C. VanderKam, Rev. John A. O'Brien Professor of Theology, received the 2003 Biblical Archaeology Society Publication Award for his book, *The Meaning of the Dead Sea Scrolls* (2002). With the recent Lilly and Luce fellowships awarded to Rev. Brian E. Daley, S. J., Catherine F. Huisman Professor of Theology, and to Thomas J. Prügl, Tisch Family Associate Professor of Theology, the Theology Department has taken the lead in national fellowships granted by the Association of American Theological Schools (ATS). With 13 total awards, the Department is now ahead of all other member schools, including Harvard (11), Yale (9), and the University of Chicago (4). ATS conducted a site visit last year and re-accredited the Department for another 10 years.

Division of the Social Sciences

As part of the University's cycle of reviewing programs, departments, centers, and institutes, the Laboratory for Social Research (LSR) underwent an external review in 2003-2004. The College will use the external reviewers' May 2004 report to develop a plan for strengthening the LSR, a central unit in support of quantitative teaching and research in the social sciences.

The Department of Anthropology held a retreat on Lake Wawasee in early February, which led to a complete rethinking of departmental goals and the Anthropology major. The retreat produced a proposal for an honors track and a major and minor

with somewhat different requirements, so that, for example, students would be better prepared to take upper-division courses. There will now be a greater variety of introductory courses across the discipline's four subfields, an additional required "fundamental" course in each program, and a capstone experience in the honors track. The faculty also revised the bylaws for the Anthropology Committee on Appointments and Promotions.

The first annual Notre Dame Department of Anthropology Undergraduate Research Exposition featured the research of 65 students. Students displayed 56 scientific posters, and 10 faculty-student research teams shared information about their projects. At least 16 of the 65 students also presented their posters at national anthropology conferences. Preliminary data suggest that two to three times as many of the Department's graduates are attending master's and doctoral programs in anthropology as compared to the annual averages in the 1990s. Carolyn R. Nordstrom, Associate Professor of Anthropology, received a fellowship from the John Simon Guggenheim Foundation to develop a new literary genre of creative nonfiction that could be used by both academic and lay audiences to research and document illegal war-zone organizations. James J. McKenna, Rev. Edmund P. Joyce, C.S.C. Professor of Anthropology, has graciously agreed to extend his appointment as Chairperson for another year, through August 2005. Mark R. Schurr will become Chairperson in Fall 2005; he will serve a three-year term, through August 2008.

In Fall 2003, the Department of Economics and Econometrics developed bylaws for its new Committee on Appointments and Promotions; it also created formal procedures for annual performance reviews that culminate in a written review followed by a personal meeting with the Chairperson. In addition, the Department drafted a proposal, which the University's Graduate Council reviewed in April 2004, to revise the graduate program in economics. Admission to the graduate program will not resume until there is a sufficient number of faculty in the Department to teach the necessary courses. Both Notre Dame economics departments have developed draft plans for an honors program in economics that differ in some fundamental ways; the faculty will continue discussing this issue in the coming months. Nelson C. Mark, Alfred C. DeCrane, Jr. Professor of International Economics, received a grant from the National Science Foundation to develop a unified framework to study the international transmission of business cycles and the growth of trade over the last 40 years. The W. E. Upjohn Institute for Employment Research named James X. Sullivan, Assistant Professor, co-winner of the first-place prize for the 2003 Upjohn Institute Dissertation Award for his "A Essays on the Consumption, Saving, and Borrowing Behavior of Poor Households." Professor Richard A. Jensen's article on the licensing of university inventions, co-authored with Marie Thursby of Georgia

Tech and published in 2001 in the premier journal of economics, the American Economic Review, was recently identified by the ISI Web of Knowledge as one of the most cited papers in the social sciences. In Fall 2004, Thomas A. Gresik, Professor of Finance in the Mendoza College of Business, will become Professor of Economics and Econometrics in the College of Arts and Letters. Tom is a microeconomic theorist whose research on mechanism design and trans-national taxation of multinational firms has often been published in the field's leading journals. His teaching expertise includes microeconomic theory, game theory, mathematical economics, and international trade. Rich Jensen has graciously agreed to serve a second three-year term as Chairperson, through August 2007.

This past year, the Department of Economics and Policy Studies, under the leadership of Associate Professor Jennifer L. Warlick, worked to articulate both a collaborative and distinctive mission for itself. The faculty developed several overarching goals: developing a strategic plan for the Department; exploring joint teaching and research projects with faculty in other disciplines; boosting scholarship; and reinvigorating the undergraduate major. In April 2004, the faculty unanimously ratified the strategic plan, and each faculty member accepted responsibility for the implementation of some portion of it. The faculty also made some progress toward its remaining goals. The Department, for example, instituted a faculty seminar, a forum where interested faculty, both inside and outside of the Department, could present summaries of their current research projects. The faculty also succeeded in enhancing the major by launching an Economics Club. The Department received a grant from the Provost's Distinguished Women's Lecture Series in order to bring Nancy Folbre, Professor of Economics at the University of Massachusetts-Amherst and an internationally recognized scholar in the areas of feminist economics and the economics of caring labor, to campus for a visit in January 2005.

The Department of Political Science, under the leadership of Rodney E. Hero, Packey J. Dee Professor of American Democracy, successfully hired four junior faculty members in the 2003-2004 recruiting season: two in international political economy and two in comparative politics, all from highly ranked departments—two from Harvard and one each from Yale and UCLA. Scott P. Mainwaring, Eugene P. and Helen Conley Professor of Political Science, was appointed Director of the Helen Kellogg Institute for International Studies, from Fall 2003 through Spring 2008. Scott joins several senior political scientists who hold prominent leadership positions within the University and the profession, including George A. Lopez, Professor of Political Science, who is Academic Director of Notre Dame's Washington Program; A. James McAdams, Dr. William M. Scholl Professor of International Affairs, who is Director of the Nanovic Institute for European Studies; and Catherine H. Zuckert, Nancy

Reeves Dreux Professor of Political Science, who is Editor of *The Review of Politics*. The American Political Science Association (APSA) will honor two assistant professors with awards at its 100th annual meeting in Chicago this September: David E. Campbell will receive one of the most competitive and highly regarded awards in the field, the E. E. Schattschneider Award for the best dissertation in American politics, and Gerald L. Mackie will receive the highly prestigious Gladys M. Kammerer Award for the best political science book in 2003 in the field of U.S. national policy. This past Summer, Assistant Professor Mary M. Keys was awarded the best paper on politics and literature delivered at the 2003 APSA Annual Meeting for her paper entitled "A Tolkien's Tales and Political Philosophy in Liberal Democracy." Catherine Zuckert received the same award last year for her paper "Tom Sawyer: Potential President."

Political Science has by a considerable margin the highest number of majors in the University. In Spring 2004, the Registrar's Office logged 674 majors for Political Science, just 40 majors below the entire College of Engineering. Despite the challenges that high enrollments bring for class size, the Department has made a number of advances in undergraduate education, including increasing the number of majors taking the written Foreign Service exam, from 62 to 67, with 29 passing; placing 67 interns at 22 different South Bend locations, and 26 in summer internships; and enrolling 21 students in the inaugural Spring 2004 "Research Apprenticeship" course that pairs students with faculty to work on research projects. The Department's highest curricular goal is to move one of the senior writing seminars to the junior year, so that students can get involved in research at an earlier level. A substantial and growing number of students are writing senior theses. This past year, 38 students wrote senior essays, and 16 others wrote area studies essays. One undergraduate, Christine Carey, co-authored an article with Assistant Professor Eileen H. Botting that was accepted by the *American Journal of Political Science*, one of the top five journals in the field. Another student, Ryan Schildkraut, presented a sole-authored paper at the Midwest Political Science conference, the second-most prestigious professional conference in the discipline. On the graduate level, the Department made offers of admittance to 15 outstanding applicants who were being courted by top institutions around the country; 11 of those 15 applicants chose to attend Notre Dame.

Cindy S. Bergeman, former Associate Dean of Research and Director of the Institute for Scholarship in the Liberal Arts, became Chairperson of the Department of Psychology in Fall 2003, when Jeanne D. Day returned to full-time teaching and research upon completion of her five-year term as Chairperson. Each year, approximately 150 Psychology undergraduate students work in research labs and gain first-hand experience conducting research. As part of this process, many students co-

author papers with their faculty mentors and present their joint work at conferences. The Department is in the process of developing an externship program for its undergraduates, so that selected students will have an opportunity to work in the applied side of psychology. The Department hosted its first annual graduation ceremony in May 2004; over 500 people attended the celebration. The Department continues to be strong in securing external funding for research. Together, John G. Borkowski, Andrew J. McKenna Family Professor of Psychology, and E. Mark Cummings, Notre Dame Professor of Psychology, have secured more than \$20 million in the last five years. Currently, 13 of Psychology's 27 faculty members have research grants. The Department recently recruited, effective Fall 2004, two junior professors to its quantitative psychology program: Sy-Miin Chow, from the University of Virginia, and Gitta H. Lubke, from the Free University Amsterdam. With few women quantitative psychologists in the discipline, Assistant Professors Chow and Lubke will serve as outstanding role models for our students. This past year, the Society of Multivariate Experimental Psychology awarded Associate Professor Steven M. Boker (and co-author John Nesselrode of the University of Virginia) the Tanaka Award for the best article in multivariate behavioral research. Jean Ann Linney, former Louise Fry Scudder Professor and Chair of the Department of Psychology at the University of South Carolina, who joins our Department of Psychology, will fill the position of Vice President and Associate Provost recently vacated by Carol Ann Mooney. Jean Ann will have broad responsibility for the University's relationship with its faculty, including promotion and tenure, faculty governance, and affirmative action initiatives. Lastly, the Department has established new guidelines that will help graduate students finish the program in a timely fashion. Under the direction of Associate Professor Laura A. Carlson and with the help of the Kaneb Center for Teaching and Learning, the Department is developing a teaching certification program for graduate students in order to improve their abilities in the classroom and to aid in their marketability.

In 2003-2004, the Department of Sociology, under the leadership of new Chairperson Daniel J. Myers, recruited three new faculty members, including Michael O. Emerson, Professor of Sociology, a specialist on race and religion who was previously Radaslav A. Tsanoff Professor of Public Affairs and Professor of Sociology at Rice University. The Association for the Sociology of Religion, the oldest and largest international scholarly society of its kind, recently tapped Kevin J. Christiano, Associate Professor of Sociology, to be President-elect in 2004-2005, and one year later, President. The American Sociological Association bestowed on Maureen T. Hallinan, William P. and Hazel B. White Professor of Sociology, the 2004 Willard Waller Award for lifetime career achievements in the field of sociology of education at its 99th national meeting in August 2004. The National Science Foundation funds what are called AResearch

Experiences for Undergraduates" sites; the particular project at Notre Dame is called the Notre Dame Research Workshop on Race, Ethnicity, Activism, and Protest, which is currently facilitated by Professors Daniel J. Myers and Rory M. McVeigh. The faculty created a new annual internal paper competition in order to encourage its students to prepare papers for external competitions. The new award associated with the competition is named after Jeanine Becker, a former graduate student who passed away shortly after completing the doctoral program. The second volume of the Department's undergraduate research journal, *Sociological Voices*, contains an outstanding set of papers. This past year, Sociology also introduced tracks within its undergraduate curriculum in order to provide greater structure to the major and to attract more students. For example, the Department's new pre-law, social psychology, and cultural tracks may interest some students who might otherwise have declared political science, psychology, or anthropology as their majors. The faculty's goal is not to repeat course offerings of other departments, but to demonstrate more clearly how students might pursue such interests via a sociology major. The Department has also increased its emphasis on training seminars as mechanisms for supporting and structuring the research programs of faculty and graduate students. Several topical groups are now meeting on a regular basis to discuss their ongoing research projects and plan for future work. In the past year, the Department continued to improve its research trajectory; faculty placed several articles in the discipline's leading journals. The graduate program continues to attract better students every year. The Department is now successfully competing with the most elite sociology programs, attracting students away from Harvard, Wisconsin, and UCLA, among other universities.

Conferences and Outreach Activities

Each year, the College hosts both national disciplinary conferences and smaller theme conferences, some of which have considerable outreach to the community. In 2003-2004, Arts and Letters departments, centers, and related institutes hosted or co-hosted approximately 70 conferences and academic lectures at McKenna Hall. Among the larger and higher impact conferences were: AResearch Initiative on Resolution of Ethnic Conflict: Peacebuilding after Peace Accords," with Archbishop Emeritus Desmond Tutu as the Keynote Speaker; AA Call to Solidarity with Africa," with Nigerian President Obasanjo as the Keynote Speaker; ADante's Cultures," the Fourth International Dante Seminar, with a reading by Noble Laureate Seamus Heaney; AIn Excess: Jean-Luc Marion and the Horizon of Modern Theology," with Jean-Luc Marion (Université de ParisBSorbonne and University of Chicago) as the Keynote Speaker; and AUncommon Faithfulness: The Witness of African American Catholicism," with Bishop Wilton Gregory as the Keynote Speaker. One African-American Catholic leader with 40 years experience in ecclesial ministries described

the conference on African-American Catholicism as a combination of scholarship, worship, music, and fellowship that was unlike anything he had ever witnessed. Other conferences last year covered topics as diverse as women and medicine in the ancient Greek world; formation and renewal; congregational ministry in the 21st century; Byzantine intellectual history; empires and archives in Incan and Spanish Peru; and writing as a contemporary art. Selected forthcoming conferences will explore topics such as migration and theology; faith, ethics, and environment; Emmanuel Lévinas and Christian-Jewish dialogue; integrating the U.S. Catholic story; and Irish studies.

In October 2003, Dana Gioia, Chairman of the National Endowment for the Arts, and three members of the NEA staff conducted a community arts workshop on grant writing at Notre Dame's new "University Downtown" venue. Over 70 members from nonprofit community arts groups from the Michiana area attended the workshop. The event forged crucial links between Notre Dame and the greater arts and performing arts community and informed participants about the University's literature initiatives and performing arts programs.

The College of Arts and Letters elected to add an intellectual component to this year's Alumni Reunion Weekend. In June 2004, Gregory E. Sterling, Associate Dean of the Faculty, moderated a panel discussion for Arts and Letters alumni. Unlike the College's Saturday Scholar Series, at which leading Arts and Letters faculty present an aspect of their own research, the Alumni Weekend panelists spoke about a work from popular culture—Dan Brown's *The Da Vinci Code*. The faculty participants were Valerie L. Sayers, Professor of English and former Director of the Creative Writing Program, who spoke about the book's literary qualities; Robert "Randy" Coleman, Associate Professor of Art History, who discussed the book's references to Renaissance art history; and Rev. Richard P. McBrien, Crowley O'Brien Professor of Roman Catholic Theology, who addressed the theological themes within the book. The event was a success, and the College has agreed to offer further events in the future.

The Program of Liberal Studies (PLS) is one of the few departments that regularly sponsors seminars for Alumni Reunion Weekend, with two such seminars offered in both Summer 2003 and Summer 2004. Also, for the past several years, PLS faculty have sponsored week-long summer seminars for alumni on the Notre Dame campus and specialized alumni seminars in several major U.S. cities.

In April 2004, the University and the Institute for Latino Studies hosted the third annual Latino Youth Leadership Conference under the motto "Sueños sin Fronteras."

The Conference brought South Bend eighth grade and high school students to Notre Dame in order to learn more about leadership and the realities of college life, among other topics. The conference is entirely initiated, planned, and run by Notre Dame students.

The Teachers as Scholars Program, consisting of approximately 10 seminars per calendar year offered by Notre Dame faculty to K-12 teachers, is a cooperative venture between the College and six public and diocesan school districts. The goal is to enable a lively academic interaction between teachers in the local schools and the University by providing teacher-scholars with the opportunity to immerse themselves in scholarly topics and issues under the guidance of outstanding Notre Dame faculty. The number of teachers who apply to participate has continued to increase at a steady rate, signifying the Program's rising reputation. Recent seminar topics have covered areas as diverse as modernization in Latin America; genetic and environmental influences on behavioral development; Christian attitudes toward war, peace, and revolution; turmoil in Sub-Saharan Africa; and Dante's *Inferno*.

Each year, Summer Shakespeare organizes and sponsors ShakeScenes, a popular outreach program designed to provide Michiana community theatre groups and students of all ages an opportunity to perform scenes from Shakespeare on outdoor stages across the Notre Dame campus.

In May 2004, F. Clark Power, Professor of the Program of Liberal Studies, received the Rodney F. Ganey, Ph.D., Faculty Community-Based Research Award from the Notre Dame Center for Social Concerns. The Ganey Award recognizes distinguished research conducted for a local nonprofit or community organization. Power was instrumental in establishing the innovative community program the World Masterpieces Seminars (co-created with Professor Stephen M. Fallon) for the South Bend Center for the Homeless, which exposes guests to great works of philosophy and literature.

Two additional Arts and Letters faculty members received recognition from the Center for Social Concerns in the form of Rodney F. Ganey, Ph.D., Collaborative Community-Based Research Mini-Grants. First, Jessica Chalmers, Assistant Professor of Film, Television, and Theatre, was awarded a mini-grant in support of a theatrical production and book project entitled *AAvanti: A Post-Industrial Ghost Story* that explores the history of South Bend's Studebaker Corridor and the city's redevelopment plans for the post-industrial era. Second, John M. Duffy, Assistant Professor of English and Director of the University Writing Center, Kathleen A. Tonry, an English

graduate student, and Gloria Wilkeson, Education Services Manager at the South Bend Tribune, received support for their project entitled "A Writing UP," a program designed to develop writing skills in children enrolled in South Bend community schools.

Matthew F. Benedict, Associate Professional Specialist and Assistant to the Chair in the Department of English, led one of five workshops at the fourth annual Aspiring Authors Conference held at Plymouth High School in April 2004. Over 100 students from five local schools—Calumet High School, La Porte High School, LaVille Junior-Senior High School, New Prairie High School, and Plymouth High School—participated in the event. Topics covered during the conference included poetry, fiction and mystery writing, tips for sharpening one's writing skills, and overcoming writer's block.

The Saturday Scholar Series, which Arts and Letters introduced three years ago, continues to draw large audiences. Leading scholars and dynamic speakers 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 the start of each home football game. Topics this season include, among others, Joseph P. Kennedy and the film industry, the Catholic school system, and children and marital conflict. The website for the Saturday Scholars Series, <<http://www.saturdayscholar.nd.edu/>>, has been updated with a list of the Fall 2004 speakers and descriptions of their topics.

Financial Issues

In 2003-2004, the College invested one-time funding in the following initiatives: bridge monies to be spread out over several years—for faculty pre-hires, so that selected departments may hire a particularly promising faculty member prior to the anticipated retirement of a current faculty member; additional start-up funds for new hires (beyond the funds allocated by the Graduate School and the Office of Research); matching commitments from the College to help fund a faculty member's multi-year longitudinal survey; one-time allocations to faculty research accounts; three senior visitors to Gender Studies over the next several years; the Undergraduate Research Opportunity Program (UROP); recruitment of graduate students; the Art Design Initiative, which is administered by the College's Center for Creative Computing (CCC); and additional equipment for the new Marie P. DeBartolo Center for the Performing Arts.

In Fall 2002, I asked the ad hoc Arts and Letters Salary Policy Committee, which was comprised of seven chairpersons and administrators from across the College's three divisions, to undertake a thorough review of several issues related to the evaluation and mentoring of Arts and Letters faculty with the goal of preparing a collection of best practices and recommendations for the College. The Salary Policy Committee, with the advice and consultation of the College's Executive Committee and all the 2002-2003 chairpersons, developed a plan to gather data and consult with departmental faculties. The Committee shared several draft versions of its report with chairpersons during the last two years. I received the Committee's final report in March 2004 and asked the College Council to review the document at its April 2004 meeting. At that time the College Council unanimously approved the document with two minor changes. I am confident that many, if not most, of the faculty will agree that the report addresses the complex issues of faculty development, mentoring, and compensation in a sensitive and meaningful way. The College has posted a copy of the Salary Policy Committee's final report at <<http://al.nd.edu/minutes.html>>. (This is a password-protected site available to University personnel only.) I also encouraged the faculty to read the report and discuss the Salary Policy Committee's best practices and recommendations with their chairpersons and colleagues.

On a related note, in November 2003 the Academic Council approved the creation of the University Salary Equity Review Committee, which consists of seven members: four faculty members elected annually by the Provost's Advisory Committee from its elected members; one faculty member elected annually by the University Committee on Women Faculty and Students from its elected members; an associate provost designated by the Provost; and the Director of Institutional Equity. The Committee annually elects a chair from its members. The Committee oversees an annual quantitative analysis, using regression analyses recommended by the American Association of University Professors, of the salaries of the teaching-and-research faculty with identifying name information removed. It reviews the results of this analysis to determine whether there is a pattern of inequity based on gender or minority status. These proceedings are confidential, but the Committee prepares an annual report of its findings and conclusions with respect to gender and minority salary equity that is published in the Notre Dame Report. The Committee also studies the results of the quantitative salary analysis in order to identify salaries that seem anomalously low and that suggest the need for further review by the Provost's Office. The Provost's Office, in turn, requires a written explanation of any such salaries from the relevant dean, and, if appropriate, calls for the development of a plan for salary adjustment. The Provost's Office summarizes the results of this review and the adjustment plans, if any, for the Committee.

In Spring 2004, the Office of the Provost informed the deans that the University Salary Equity Review Committee had found no pattern of inequity based on gender or minority status. The Committee, as noted above, also reviewed the data in order to identify salaries that seem anomalously low. Using a sophisticated model of predicted versus actual salaries, the Committee bracketed the lowest 25 salaries in the University, only eight of which were in the College of Arts and Letters. That was a good sign, as the College employs half of the University's faculty. Our bottom six salary earners were men, then two women. Of those eight, most teach the same number of courses as other faculty members but are not active in research. I had already assigned an 8% salary increase to one person whose salary should not have been that low and a double-digit increase to another. I also provided the Provost, in writing, with a rationale for each person's salary and proposed increase. Next year, I expect to have the Committee's report in hand before finalizing the College's salary recommendations. This will enhance even more the various efforts the College undertakes to ensure that salaries are appropriate not only in the light of the previous year's performance but also in terms of each faculty member's contributions over time.

Office of the Dean

In March 2004, I arranged for a voluntary review of the Dean's Office, so that our structures would more effectively advance our vision and academic priorities. I perceived the need for such a review, as did several chairpersons and Advisory Council members, and Advisory Council member F. Quinn Stepan, Chairman and Chief Executive Officer of the Stepan Company, graciously offered to fund the review. The rationale for the review was three-fold. First, the College had grown by more than 85 faculty lines in the past seven years, we introduced more due process and more accountability, and we had undertaken a significant number of new initiatives. As a result, with the level of current staffing, we had begun to fall behind in meeting all of our aspirations. We were becoming particularly deficient in proactively pursuing all possible development opportunities, in turnaround time for written annual reviews of chairpersons, and in being visible to the College for the kind of informal conversations that bind a community together. Second, the College of Arts and Letters is, from a comparative perspective within Notre Dame, short-staffed with respect to associate deans. Last year, Arts and Letters had three associate deans for 466 regular faculty members, which converts to a ratio of one associate dean for every 155 regular faculty members (1:155). The ratios for the College of Science (1:44), the Mendoza College of Business (1:43), the College of Engineering (1:38), and the School of Law (1:16) were all significantly lower. Third, if we were to consider any changes, I wanted us to think systematically about our responsibilities and reporting structures, so that we could maximize our efficiency, ensure clarity, and create a structure that would ideally last for years to come.

The external reviewers were Thomas G. Burish, a Notre Dame alumnus (B.A. Psychology, >72), former Provost at Vanderbilt University (1993-2001), and President of Washington and Lee University; John W. Glynn, a Notre Dame alumnus (B.A. History, >62), President of Glynn Capital Management, and a member of the College of Arts and Letters Advisory Council; and Frank H. T. Rhodes, President Emeritus of Cornell University (1977-1995) and a member of The Washington Advisory Group. Their final report contains a number of significant suggestions for improvement, most of which are being implemented. The College has posted the executive summary from that report at <<http://al.nd.edu/minutes.html>>. (This is a password-protected website accessible to Notre Dame personnel only.) Arts and Letters chairpersons received a copy of the full report, as did Arts and Letters Advisory Council members.

The external review team recommended that, as Dean, I focus my time and energy on the following eight areas of responsibility: high-level appointments to faculty positions, including external recruitment to full professorships and endowed chairs; tenure and promotion decisions, including renewal appointments; overall vision and strategic planning; major budgetary responsibilities and priorities; departmental reviews and evaluation; the appointment and review of chairpersons; fund raising and external representation and advocacy; and leadership development within the College and playing a broadly pastoral and community-building role. Some preparatory work on these issues will be done by the associate deans; all other responsibilities will be distributed to the associate deans. Increasing the authority of the associate deans is of course advantageous for faculty governance. The reviewers also suggested adding another associate dean, rearranging some of the duties of the four associate deans, elevating one of the associate deans to a senior associate dean, assigning the directorship of ISLA to a faculty member who is not an associate dean, and hiring a fourth academic advisor/assistant dean for the Office of Undergraduate Studies. These suggestions seem reasonable and appropriate given the College's complexity and size.

Effective Fall 2004, the College will have four associate deans. Gregory E. Sterling, Professor of New Testament and Christian Origins, will become Senior Associate Dean. He will have the authority to act on my behalf, when necessary or appropriate. Greg will work on faculty issues such as recruitment, appointments, orientation, development, leaves, retention, and retirement. He will also continue to mentor chairpersons and update the annual Orientation Guide for Arts and Letters Chairpersons. Julia M. Braungart Rieker, Associate Professor of Psychology, will become Associate Dean for Research, Graduate Studies, and Centers. Julie will

supervise the directors of the Institute for Scholarship in the Liberal Arts and the Laboratory for Social Research. In addition, she will assist the Graduate School in working with all graduate programs, and she will oversee all interdisciplinary centers and programs, with the exception of interdisciplinary minors. Hugh R. Page, Jr., Walter Associate Professor of Theology, continues as Associate Dean for Undergraduate Studies. Hugh will oversee the Office of Undergraduate Studies and all College-wide undergraduate programs not housed within departments, including the Arts and Letters/Science Honors Program, the College Seminar Program, the University Writing Program, and all interdisciplinary and area studies minors. The newest member of the decanal team, Dayle Seidenspinner Núñez, Professor and most recently Chairperson of Romance Languages and Literatures, will assume the title Associate Dean for Strategic Planning, Advancement, Infrastructure, and Special Projects. Dayle will assist me with strategic planning and departmental reviews. She will contribute to development projects and will oversee the Office of Publicity and Web Support and the Teachers as Scholars Program. In terms of infrastructure, she will work on allocating space and will oversee the Arts and Letters Computing Office, the Center for Creative Computing, and the Language Resource Center. She will also undertake various special projects. Gretchen J. Reydam-Schils, Associate Professor in the Program of Liberal Studies, has accepted a three-year appointment as Director of the Institute for Scholarship in the Liberal Arts.

One mark of a great institution is that it finds the appropriate balance between preserving its collective identity with the past, drawing on its rich accomplishments and traditions, while simultaneously recognizing new opportunities and adjusting to new challenges triggered by internal developments, contemporary issues, and increasing aspirations vis-à-vis peer institutions. Notre Dame has a superb history of mediating in this way between the past and the future. I am grateful to all of you for keeping in simultaneous focus our distinct past and our unwritten future. Through our building of community, with the past and with one another, and through our common bond with learning, scholarship, and the sacred, may we continue to be graced by the love of truth and the love of truth and the love of God.

College of Arts and Letters External Grants Awarded in the Social Sciences 1994-2004



