

Dean's Update 2007

For the Faculty
and
the Advisory Council
of the
College of Arts and Letters



UNIVERSITY OF NOTRE DAME

COLLEGE OF ARTS AND LETTERS

**Dean's Update
for the Faculty and the Advisory Council of the
College of Arts and Letters
2007**

Undergraduate Studies and Learning
Graduate Studies and Scholarship
Catholic Identity and Mission
Diversity and Internationalism
Selected College Issues

This Dean's Update follows the format initiated in 2006 and records selected highlights of the College during the past year. It is intended not to be a carefully crafted narrative or comprehensive overview, but instead an account of selected accomplishments of the students, faculty, and staff in the College of Arts and Letters.

UNDERGRADUATE STUDIES AND LEARNING

Learning Beyond the Classroom grants provide funding to faculty and students in support of cultural excursions, travel, visits by invited speakers, and other activities designed to enhance undergraduate learning. More than 200 student and faculty proposals were funded this past year for a total of \$140,000. Most of the grants were for local activities, including performances at the DeBartolo Performing Arts Center, but some took students further from campus. Students in a course on costume history spent spring break researching in London, Bath, and Stratford-upon-Avon, gaining privileged access to research materials (both print and fabric) unavailable in the United States. Other major excursions included a class trip to the International Silent Film Festival in Italy; a trip for advanced students in French to Lyon; a class trip to meet with leaders in The Hague, Vienna, and the Netherlands to discuss the proliferation of nuclear arms; and a class trip to Chicago for several theatrical performances.

In order to foster greater student-faculty interaction outside of the classroom, the Office of Undergraduate Studies continued the **Table Talk** program, formerly called the College Fellow's Subsidy Program. This program, like Learning Beyond the Classroom, is supported by the Earl and Darielle Linehan Endowment for Excellence in Undergraduate Studies; it provides meal tickets so that faculty members can continue discussions with students while they eat together in a campus dining hall. The Table Talk program also offers reimbursements to faculty members so that they can invite groups of students to their homes for a meal and conversation. More teachers took advantage of the program this past year, resulting in more than 4,030 student participants eating with instructors at their homes, in the dining halls, or at other campus venues during both semesters. In addition, endowed professors regularly pay for such meals out of their own teaching-and-research accounts. To continue this trend, we increased the reimbursement levels for 2007-2008.

Faculty in the arts, the humanities, and the social sciences have developed a program of events centered around the Faust theme. **Faust at Notre Dame** will culminate in a performance and a conference this spring. The program also includes performances of Stravinsky's *L'Histoire du Soldat*, Marlowe's *Doctor Faustus*, and an early version of Gounod's *Faust*. In addition, the Faust theme is being featured as part of the Saturday Scholar Series and the Teachers as Scholars program, and a film series and an exhibit at the Snite Museum have been organized for Spring 2008. Faust at Notre Dame has a Web site (www.nd.edu/~Faust) that includes units on teaching various Faust works, slides from the Delacroix collection, sample readings, schedules of performances, video-streams from performances, and teaching tips. Last spring the Office of Undergraduate Studies held a series of workshops on integrating themes and content from Goethe's *Faust* into classes.

During the 2007–2008 academic year, the College is continuing its discussion of **grade compression**, a growing national challenge. In recent years, 70% of the faculty in the College of Arts and Letters have given grades of A or A- to 50% or more of their students. While some might argue that higher grades result from better students and better teaching, grades have risen at a time when students report that they are studying less and faculty lament that students are not as strong in critical thinking, cultural literacy, or communication skills as they would like them to be.

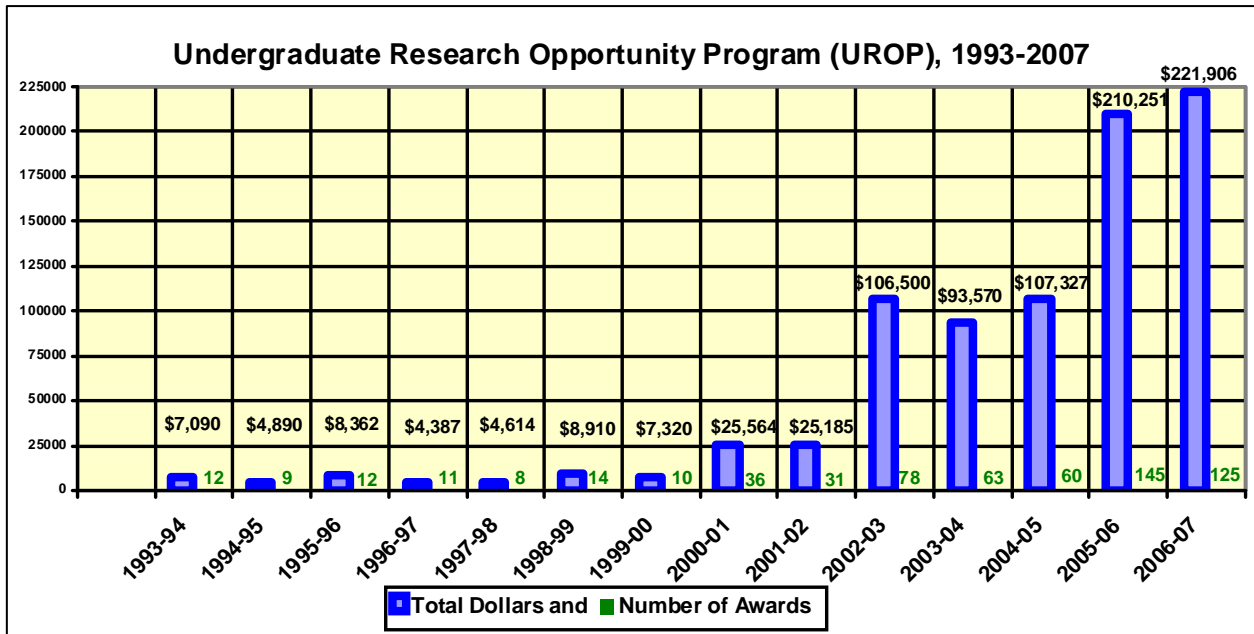
There are several reasons to address grade compression. First, not differentiating among students' levels of performance is unfair to the best students. Second, a failure to communicate meaningfully through grades means that we place greater reliance on test scores and informal avenues of recommendation. Third, undifferentiated grading does not signal to students the areas in which they truly excel. Fourth, and most importantly, grade compression is not supportive of good learning because it does not send a clear signal to students that they could improve their work and stretch their capabilities.

As a faculty, we need to address a number of questions. What precisely are the causes of grade compression? What barriers exist to correcting the problem? How can we motivate faculty to grade across a wider spectrum? What best practices can be found to help faculty find the right balance in grading? How can we protect faculty who, as a result of tough grading, receive relatively negative assessments of their teaching? How do we change the culture of our students, who tend to view anything other than high grades as disastrous rather than a message that they have much more to learn? Data on departmental grading practices have been shared with chairpersons, and departments have been encouraged to begin addressing the issue. The discussion will also take place at the College level.

Placing learning goals on each syllabus and discussing collective learning goals within departments are meaningful strategies to help reduce grade compression. Best practices also need to be shared. One best practice is to include on a syllabus not only learning goals but also descriptions of grading standards, including a clear articulation of the very high expectations that should exist for an A. An effective strategy is to begin the description of grading criteria with an already ambitious set of standards for a B, followed by a description

of an A as presupposing the work of a B but being in addition unusually thoughtful, deep, and creative. The default for very good work then becomes a B; the burden of explanation for why a student should have received an A then falls on the student, not the faculty member. Evidence shows that extensive feedback to students makes lower grades more acceptable to them; they see how much they still need to learn. Another recommendation has been departmental implementation of mentoring programs for graduate students and new faculty members in order to provide them with an understanding of how to formulate learning goals and assess work in their respective disciplines. Additional strategies will need to be found.

The **Undergraduate Research Opportunity Program (UROP)** continued to fund a significant number of student proposals, providing the opportunity for undergraduates to work one-on-one with faculty to complete research and creative projects. UROP awarded approximately 125 grants totaling over \$221,000 to Arts and Letters students during the 2006–2007 academic year. Other students were supported by funding from the National Science Foundation, departmental endowments, and institute grants. Research projects funded by UROP this year examined topics such as the environmental impact of the release of toxic chemicals after Hurricane Katrina and resulting public policy implications; the way that attitudes about democracy in Ghana have shaped developing attitudes about U.S. foreign policy; the impact of globalization on the spirituality of the people of Uganda; identity and healing through the arts among children of Rwanda; women’s changing perceptions of social structures in Egypt; and art and artifact on tombstones of poets in Rome and Naples.

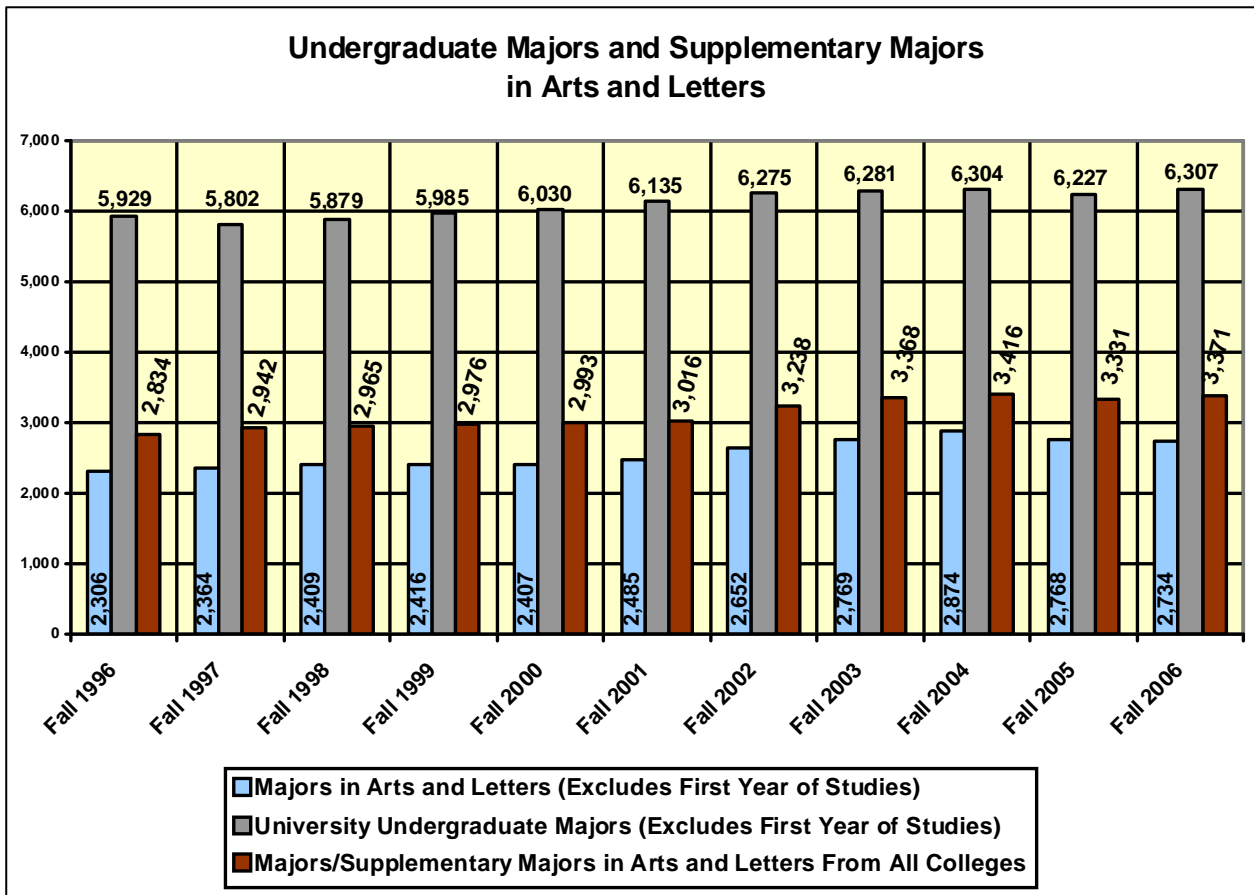


The 2007 Senior Class donated their Senior Class Gift to UROP, a wonderful tribute to the significance of this program for students; the gift enriched the program by \$35,000.

The **Sophomore Intellectual Initiative** was expanded from five to six workshops. This program is designed to introduce students to opportunities available in Arts and Letters, including fellowships and support for undergraduate research, and to help them see their education within the broad context of a liberal arts tradition.

To assist faculty with developing their undergraduate courses and to enhance student-centered learning, the Office of Undergraduate Studies published *The Guide to Undergraduate Teaching*, an online resource providing policies, procedures, and resources related to teaching within the College. It is available at <<http://al.nd.edu/resources-for/faculty-and-staff/teaching-resources/>>.

The **total number of recorded undergraduate majors and supplementary majors** in the College increased from 2,834 in the Fall of 1996 to 3,371 in the Fall of 2006. During this decade, the number of students from all colleges with majors and supplementary majors in Arts and Letters increased by almost 19%. During the same ten-year period, the total student body grew by only 6.5%. In the Fall of 2006, students with majors and supplementary majors in Arts and Letters constituted 53.4% of the University undergraduate majors at Notre Dame.



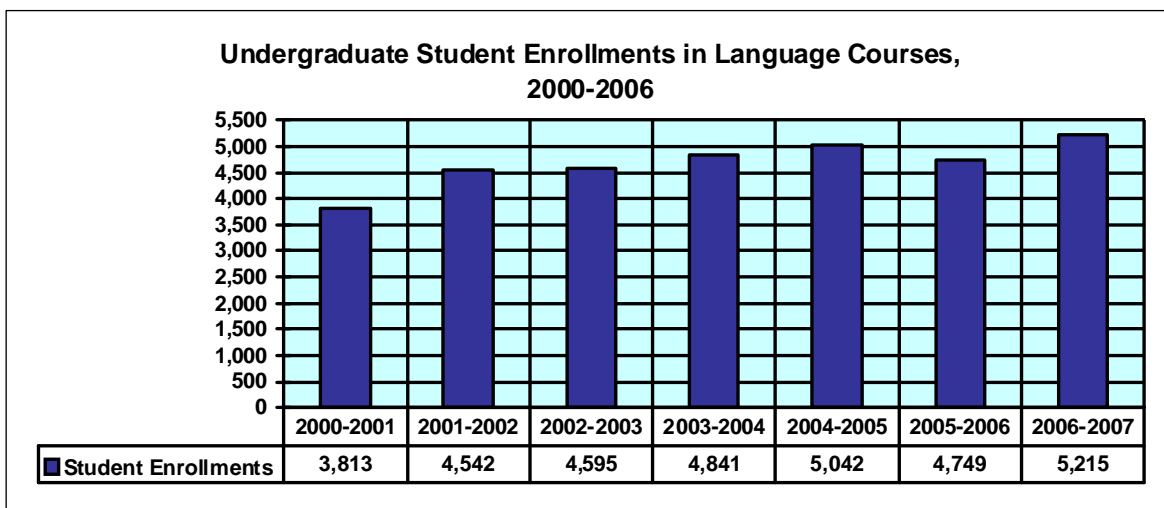
The number of **business majors** has dropped for 11 of the past 13 semesters. In fact, Spring 2007 represented a recent low in business majors; from Fall 2000 to Spring 2007, the total dropped from 1,869 to 1,516, a decrease of 19%. In addition, more than a quarter of those business majors have a second major in Arts and Letters.

The Office of Undergraduate Studies has become more active in advising undergraduates who might be interested in graduate studies. Together with the Career Center, the Office cosponsored an information night on **graduate school** and conducted follow-up interviews with the 69 students who attended. The Office is also developing a Web site that will contain information about strategies for applying to graduate school, including frequently asked questions.

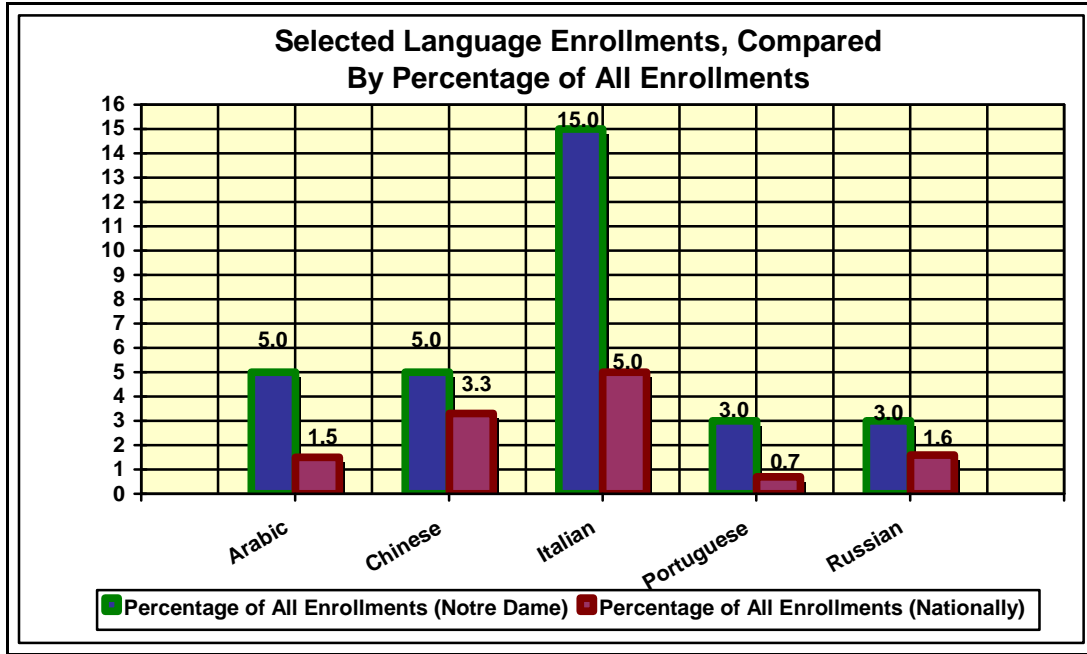
Two new **assistant deans**, Vicki M. Toumayan and Joseph B. Stanfiel, were appointed in the Office of Undergraduate Studies this past year. Vicki served as Visiting Assistant Dean during 2005–2006. Joe previously served as Associate Director of the London Undergraduate Program. As the needs of students in the College have increased and become more complex, the demands on the existing staff of Assistant Deans have also grown, with each receiving approximately 1,000 student visits per year and providing developmental advising to students at a ratio of roughly 700:1. In the long run, a fifth Assistant Dean would be a desirable addition to the Office.

In its third year of publication, the *Journal of Undergraduate Research*, which is edited and produced by students, was also published on the Web, making their research even more visible. The end product of the journal is in some ways only a partial window onto the wonderful learning experience that takes place as students develop competitive essays and collaboratively evaluate the work of their peers.

Language enrollments grew 26% at Notre Dame from 1998 to 2002 compared to national growth of 17%. From 2002 to 2006 Notre Dame's growth of 13.5% continued to stay ahead of the national average, which was 12.9%.



Several languages at Notre Dame have been very highly enrolled in relationship to the national average, as the chart below, which lists 2006 data, indicates.



No less impressive are the consistently higher gains in language enrollments in four of the above five languages during the last eight years, as compared to national averages.

Notre Dame Enrollment Growth in Selected Foreign Languages							
	1998	2002	% Increase 1998-2002 (Notre Dame)	% Increase 1998-2002 (Nationally)	2006	% Increase 2002-2006 (Notre Dame)	% Increase 2002-2006 (Nationally)
Arabic	32	92	187.5%	92.3%	242	163.0%	126.5%
Chinese	44	127	188.6%	20.0%	240	89.0%	51.0%
Portuguese	19	35	84.2%	21.1%	130	271.4%	22.4%
Russian	98	131	33.7%	0.5%	162	23.7%	3.9%

The College is creating a new **Center for the Study of Languages and Cultures (CSLC)** whose mission is to support our ambition to become one of the nation's best universities for advanced language learning. We are building on a strong foundation. Language courses continue to grow in popularity; the number of students taking language courses reached its

highest in 2006-2007, to 5,125 students, an increase of 10% from 2005-2006. This represented an increase of 43% from enrollments in 1998-1999.

Notre Dame sends a significant percentage of students abroad for advanced language courses, internships, service projects, and research in advance of a senior thesis. The College doubled this year its support for such projects to \$20,000 (not including UROPs), a figure that is greatly enhanced by several endowments as well as by other offices on campus, including in particular the Kellogg Institute for International Studies and the Nanovic Institute for European Studies. Several collaborative meetings with language chairpersons resulted in an agreement on how to focus goals, raise ambitions, and enhance assessment. The format for this new Center is based on the understanding that students need to hear and be fully immersed in a language they study. Moreover, students need to be actively accomplishing tasks, solving problems, and using the language in simulated authentic contexts. To accomplish this goal, the Center will utilize an innovative peer-tutoring program.

The CSLC will be located in DeBartolo Hall, with the space for it expected to be renovated during Summer 2008. A multipurpose classroom will be used for videotaped observations, lectures, day-long language immersions, proficiency testing, and professional development workshops. An overhead projector will access international channels and present foreign language films, a rack of 25 rechargeable laptops will be equipped with headsets and microphones for student use, and video cameras will record student skits and productions. The 20 tablet chairs will be on wheels and reconfigured according to need, so that students can easily break away to form small conversation groups. The CSLC will be a versatile, open area that houses a media center with high-density storage for DVDs, foreign language publications, and classroom realia; small rooms for group study sessions, student tutorials, and observation evaluations; and a home theater for groups of 8–10 to watch foreign films and international television. Larger groups or classes can reserve the multipurpose room to watch films or news programs. When the multipurpose room is not reserved, it will double as an extension of the lounge for student tutorials, group study sessions, or individual study. The renovation of the space will be made possible as a result of a generous grant from the President's Circle funding.

A number of graduating seniors or former undergraduates have embarked on **study toward the Ph.D.** These include students in American Studies (one to Northwestern in Journalism); in Anthropology (one each to Brown University, the University of Pennsylvania, Northwestern University, and the University of Michigan); Art, Art History, and Design (one each to Columbia University, Cornell University, and the University of Texas, Austin); Classics (one each to Bryn Mawr College, Ohio State University, and the University of Wisconsin, Madison; two to the University of Texas, Austin); in East Asian Languages and Cultures (one each to the University of Southern California and Harvard University); Economics (one to Harvard in political science and one to University of Michigan); English (one to study Italian at Indiana University and one to study Philosophy at Notre Dame); Film, Television, and Theatre (one to the University of Iowa); Medieval Institute (one to

study English at Yale University and one to study architectural history at Columbia (deferred)); Political Science (one to Harvard); the Program of Liberal Studies (one each to the Divinity School at the University of Chicago and to Yale); Psychology (one each to Baylor University, Loyola University in Chicago; and two to West Virginia University); Romance Languages and Literatures (one to Notre Dame); and Sociology (one each to the University of Pennsylvania and the University of Florida).

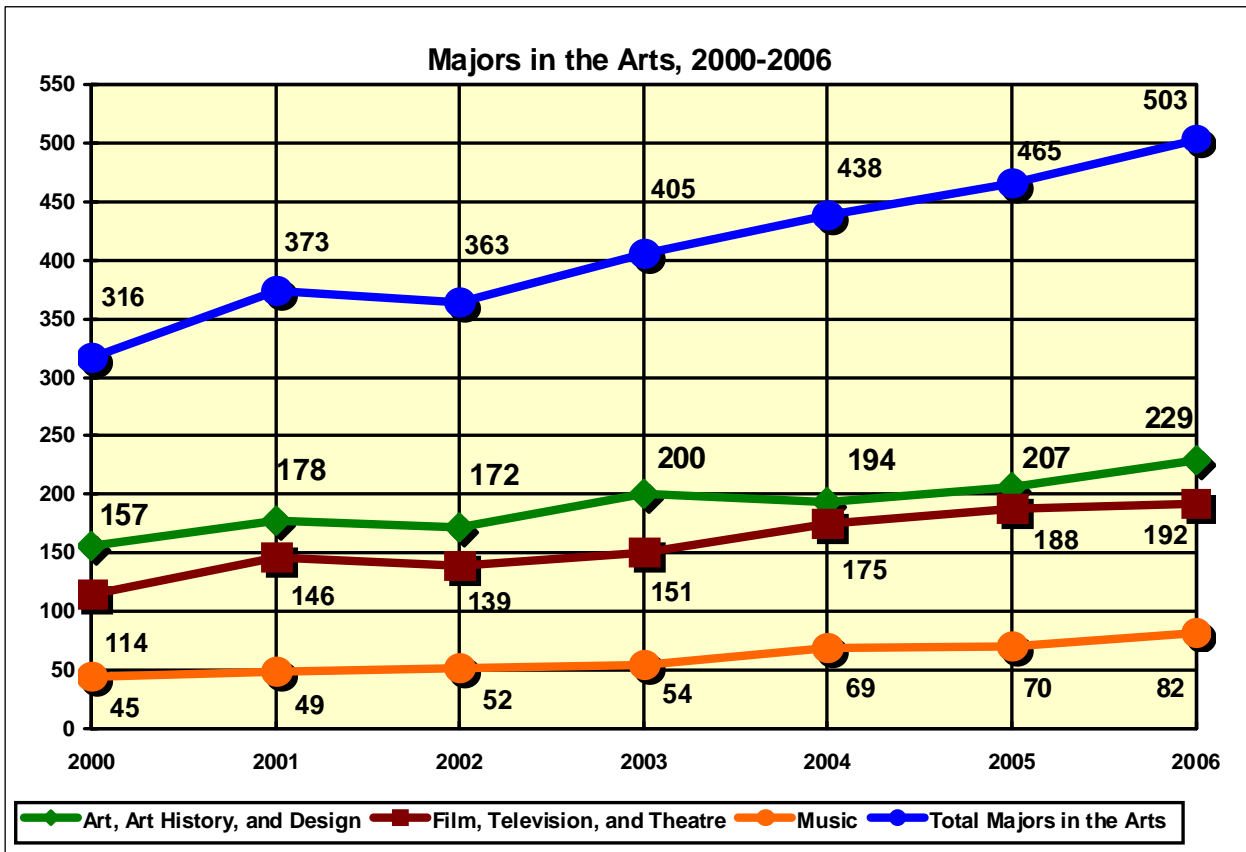
In Romance Languages and Literatures, the Committee for the Study of Romance Languages and Cultures—whose membership includes teaching-and-research faculty from each of the Department’s programs, the assistant chair, coordinators, and level coordinators as well as the associate director of the Kaneb Center for Teaching and Learning— developed a two-year project aimed at establishing **learning goals** for all levels of the curriculum and for each program. It also created an **assessment** plan to measure to what extent those goals are being met. Learning goals for lower division courses were completed in 2006–2007, and the committee organized a successful two-day workshop on “Assessment and Evaluation” in May. The workshop included more than 50 participants and was facilitated by nationally known assessment experts Judith Liskin-Gasparro (University of Iowa) and John Norris (University of Hawaii at Manoa). This session proved to be extremely helpful in addressing significant challenges to establishing learning goals for the rest of the curriculum. Also, East Asian Languages and Cultures successfully developed and approved instructional goals for both Chinese and Japanese, outlining accomplishments at each level of instruction in terms of listening, speaking, reading, and writing.

The **University Writing Program** (UWP) offered a new practicum to graduate student teachers in order to better prepare writing teachers for the new curriculum. The new course, required of new graduate student instructors, provides an introduction to rhetoric and the pedagogy of writing and speaking. UWP also offered additional core courses in academic writing, community-based learning composition, multimedia composition, and advanced composition.

Working with students from all levels, **Writing Center** tutors—who are undergraduate and graduate students—conducted a total of 3,294 tutoring sessions in 2006–2007, an increase of 16%, or 453 sessions, over the previous year. In partnership with the Department of Romance Languages and Literatures, the Writing Center developed a tutoring program with 12 Romance language tutors who conducted 127 sessions in Spanish, 109 in French, and 31 in Italian.

In response to the College’s **Community of Learning Initiative**, the Department of Theology held its third “Author Encounter,” a program that invites students to choose a significant scholarly work, read it over the summer, and then hold a series of discussions about it when they’re back on campus in the fall, with the author attending their final meeting. Rev. Robert Sokolowski, Elizabeth Breckenridge Caldwell Professor of Philosophy at the Catholic University of America, came to campus to discuss his book *Christian Faith*

and *Human Understanding: Studies on the Eucharist, Trinity, and the Human Person*. Each year about 20 students participate, and each discussion group is led by students. For the second year, the College enhanced recruitment to the arts by cohosting with departments a spring “Mardi Gras of the Arts” presentation at which instructors and students shared samples of coursework and projects with undeclared first-year students. In 2006–2007, the total number of undergraduate **majors in the arts** increased for the seventh consecutive year, reaching a total of 503 students. This represented an increase of 59% from 2000–2001. Our number of music majors (83) is significantly more than the totals at many peer institutions.



As part of an initiative to **recruit promising students in the arts to Notre Dame**, the Office of Undergraduate Studies, thanks to the generous support of Advisory Council member Pat Moran, was able to invite to campus 30 early admitted students who expressed an interest in studying the arts. Financial support for travel was provided, as necessary, to students who might otherwise not have been able to attend. While on campus, these students met with the Associate Dean of Undergraduate Studies, chairpersons, and other representatives from departments in the arts.

Faculty in **Art, Art History, and Design** taught a total of 76 special or independent studies courses to undergraduate students.

To elevate the arts on campus, we made available and renovated superb space on the first floor of O'Shaughnessy Hall for the **ISIS Art Gallery**, which features primarily student art. It opened this fall.



In January, the Department of Film, Television, and Theatre presented its 18th annual **Student Film Festival** in the DeBartolo Performing Arts Center. The festival featured 13 short films by Notre Dame students, including those training for careers in film and television. The multi-day festival, screened in the state-of-the-art Browning Cinema, sells out each year and draws students, faculty, and members of the local community.

In its first year with an honors track, Film, Television, and Theatre enrolled nine students in the program. Undergraduates in the honors seminar on Alfred Hitchcock proposed and organized the first annual **Midwest Undergraduate Film Studies Conference**, which was held in the spring. The highly successful conference included 28 papers from students at 13 universities and colleges, including several of Notre Dame's regional peer institutions.

The **internship program in Film, Television, and Theatre** placed more than 50 students in the industries of film, media, and theatre.

The number of undergraduate **majors in Classics** increased to 98 (53 in Classics and 45 in Arabic), the highest total yet. Of those who graduated in Classics, 54% completed an honors thesis.

In 2006–2007, 11 undergraduates wrote theses for the **honors track in English**, which finished its third year.

As a result of a number of internal initiatives, enrollments in first- and second-year **German** were up 5% in 2006 and another 12% in 2007, and the number of majors and supplemental majors in German increased by 5% and 45%, respectively. In addition, applications to the Central European Studies Program in Innsbruck increased, and 16 students were selected, the highest number in several years. Enrollments in **Russian** courses increased at levels one through four by 11%, 10%, 129%, and 74%, respectively, while majors in Russian increased by 36%. Three students were awarded ACTR National Russian Essay-Writing Contest Awards.

The **Medieval Institute** implemented a gateway course for majors and inaugurated a series of social and academic events to bring students and faculty together, including declamations of Old English poetry and displays of medieval manuscripts. The Institute continued its efforts to enhance undergraduate interest; its numbers grew over previous years to 13 first majors, three supplementary majors, 28 minors, and three honors majors. A first-year student who recently designated medieval studies as his intended major came to Notre Dame instead of Harvard specifically to enroll in the medieval studies program.

The Department of **Anthropology** increased its honors track requirements to 36 credits. More than 23% of undergraduates in Anthropology were involved in research, and 10% of the graduating majors completed the departmental requirements of the honors major.

The **economics** major has grown significantly in recent years. In 2000, before we split the Department of Economics into two separate departments, there were 86 first majors; in 2007, there were 283. In 2000, there were 130 total majors in economics; in 2007, there were 343.

The Department of **Political Science** implemented a new writing seminar for junior political science majors and enrolled 15 students in the course. The purpose of the course is to provide majors the opportunity to investigate specialized topics within a seminar setting earlier in their education and to prepare them for writing advanced research papers and senior theses. Last year, 15% of senior political science majors wrote theses, and 10% of all majors were involved in research, whether through senior theses or research apprenticeships. In addition, 60 students participated in internships of various types.

During the 2006–2007 academic year, over 225 undergraduate **psychology** students worked in research labs, likely more than in any other department at Notre Dame. Though students in psychology labs are typically juniors or seniors, an increasing number of sophomores

discovered the rewards and benefits of research experiences. More than 186 students were directly involved with data collection, and 96 students participated in the analysis of data and the articulation of their findings. Twenty-three undergraduate students in psychology presented their findings at academic conferences. Based on departmental exit surveys, 63% of graduating seniors spent at least one semester working in a faculty lab; the average was 2.5 semesters.

Students in **design** continued to receive distinctions. Mansour Ourasanah was one of five students to receive the Industrial Design Society of America's Midwest District Merit Award. Julia Burke was awarded a Bronze Award in the 2007 International Design Excellence Awards competition for her bachelor of fine arts senior thesis.

Several **music** students received prestigious placements. Rebecca Paul was recently invited to join the Merola Young Artists Program at the San Francisco Opera, a program in which nearly 800 vocalists compete for less than 30 places. Joshua Frilling was accepted to the International Keyboard Institute and Festival, a summer piano program at the Mannes College of Music in New York City.

Steven Cartwright, a 2007 graduate who majored in economics, received the 2006 **Howard R. Swearer Student Humanitarian Award from Campus Compact**. He was the first Notre Dame student to receive this award and one of only five selected nationwide. Cartwright, who was honored for his commitment to public service and for developing an innovative program to address issues facing the community, received a \$1,500 contribution to be used in a service program of his choice.

Michael Rossmann, a double major in theology and economics was **valedictorian** of Notre Dame's 2007 graduating class. He earned a 4.0 grade point average and was a member of the Glynn Family Honors Program, the International Scholars Program sponsored by the University's Kellogg Institute, the Theology honors track, and the economics honors society. Rossmann participated in seminars through Notre Dame's Center for Social Concerns, served as a volunteer at the Our Lady of the Road Worker Drop-In Center and Logan Center in South Bend, and taught English in Uganda, where in 2005 he completed a program in development studies at the School for International Training. He also studied abroad in Tanzania, and Poland, completing programs in the Kiswahili and Polish languages. Following graduation, Rossmann began studying for the priesthood, joining the Jesuits at the novitiate in St. Paul, Minnesota.

Megan Towle, a senior honors anthropology and international peace studies major, was selected as a 2007 **Marshall Scholar** and then received the scholarship's highest honor, the British Schools and Universities Foundation Marshall Scholarship. Towle, a former national finalist in the Truman Scholarship competition, was selected as one of just 44 scholars nationwide from a pool of some 800 candidates and is the fourth Notre Dame student to receive a Marshall Scholarship in recent years. She was also named to the 2007 All-USA College Academic third team by the national newspaper *USA Today*. Towle is a founding

member of the Touching Tiny Lives Foundation, which helps children affected by HIV/AIDS in Lesotho, and the Youth Action Project of Lead-ND, which assists some 100 middle school students in leadership development and service learning in South Bend. Towle has also served as the national high school outreach coordinator for the Uganda Conflict Action Network.

GRADUATE STUDIES AND SCHOLARSHIP

As Notre Dame pursues a position of prominence among great American research universities, we must make a greater commitment to, and investment in, graduate studies. We can significantly improve the rankings of our Ph.D. programs through excellent **placements of graduate students**. Last year, some excellent tenure-track appointments included the following: Political Science (Wabash College), Psychology (Indiana University and Connecticut College), and Theology (Fordham University, Loyola University Chicago, Marquette University, Pepperdine University, and Xavier University in Cincinnati). English placed a post-doctoral fellow at the University of California, Berkeley and Psychology also placed a postdoctoral fellow at Columbia University. In addition, a graduate from History received a second placement at the University of Michigan, and a graduate from Theology moved successfully to a second position at St. Louis University.

The College has put a rigorous three-page **assessment** mechanism in place designed to measure both strengths in graduate studies and overall research strengths, the intent being to use these data to allow departments to compete with one another for **mid-level graduate stipends**. The process will start with the collection of data related to the assessment criteria. Some departments and programs will be designated in the pool of those eligible for enhanced stipends and may then forward individual candidates for a second layer of competition. In this way they can fund some students at the presidential level, some at the mid-level, and some at the basic level.

Departments will be rewarded for their overall excellence. Such departments will be recognized as ones that not only recruit good students but also develop them well. At the same time, departments placed in the pool will be told that they need to address certain areas in order to remain in the pool for the next year. They might, for instance, be advised to introduce a better review of graduate students to reduce late attrition, improve the departmental teacher training program for graduate students, develop a more distinctive profile that resonates with Notre Dame's mission, or draft a plan for compensatory contributions in teaching and service for faculty members who are below our expectations in research productivity. Departments that are not in the pool will be informed of their weaknesses and will be told that they need to address those areas if they want to join the pool the next year. Obvious advantages of this model are that those departments in the pool must continue to get even better, and those that are not know that they can seek to make a case in the future if they improve. Funding for mid-level stipends can increase the incentives

for graduate programs to strive to fulfill higher aspirations and allow us to reward the best performing programs. It will also enhance recruitment.

In order to enhance Notre Dame's voice as a Catholic institution, both in American higher education and internationally, the College is designing special **summer workshops** for graduate students in the areas of teaching, leadership, and Catholic identity. The purpose of these workshops, which are meant to supplement departmental offerings, will be to provide our graduate students with a distinctive Notre Dame signature and to enhance their maturity for the job market.

English recruited its entire incoming graduate program class exclusively from its first choices of excellent applicants. The yield among accepted graduate applicants is up from 24% two years ago to 65% last year, which is above the norm for the discipline.

Susan Blackwell Ramsey, a second-year poet in English, was awarded the first-place prize of \$2,500, the Marjorie J. Wilson Award, for 2007 from *The American Journal of Poetry* for her poem "Lidian Emerson Watches Her House Burn Concord, July 23, 1872."

History was highly successful in its recruitment of graduate students against first-tier programs such as Harvard, the University of Chicago, Wisconsin, Princeton, Emory, and Brown. Of the Department's 21 offers, 16 (76%) were accepted, and several students received Lilly Presidential Fellowships.

History transformed its former one-credit teaching colloquium into a full course, "**The Historical Profession**," introducing second-year graduate students to the norms of the profession and a range of issues, such as publication, while integrating them fully into the Department's job searches (including membership on search committees and participation in meals with candidates).

Timothy Gloege, a doctoral candidate in History, received the 2006 **Charlotte W. Newcombe Doctoral Dissertation Fellowship** awarded by the Woodrow Wilson National Fellowship Foundation. He was one of 30 doctoral candidates from 17 universities nationwide who received the award, which supports original and significant study of ethical and religious values in all fields of the humanities and social sciences.

The **Medieval Institute** received 86 graduate applications, offering admission to eight students, and enrolling six, two of whom received Presidential Fellowships. Students selected Notre Dame over Yale University, the University of Chicago, the University of Michigan, and Stanford University, among others.

Theology competed for graduate students with the most highly ranked programs in the nation and had its most successful recruiting year to date with a 91% yield from the pool of those admitted (9.6% of the applicant pool was offered admission). Almost all of those accepting admission were admitted to one or more competitors among the 12 programs

ranked higher than Notre Dame. This included four students who were also admitted to the top-ranked program at the University of Chicago. The department was successful in four of five recruitment cases against the number-four program at Duke, as well, and had similar results against Emory, Harvard, Princeton, and Yale.

In Theology, no recruited graduate student was lost to another Catholic institution. Among the students recruited in this group, 74% came from the top 100 research universities or top 50 liberal arts colleges, including Swarthmore, the University of Chicago, Brown University, Columbia University, Yale University, the University of Pennsylvania, and Stanford University. The incoming students scored an average of 677 and 683 on the first two sections of the Graduate Record Exam (GRE) and an average of 5.4 on the analytical writing section.

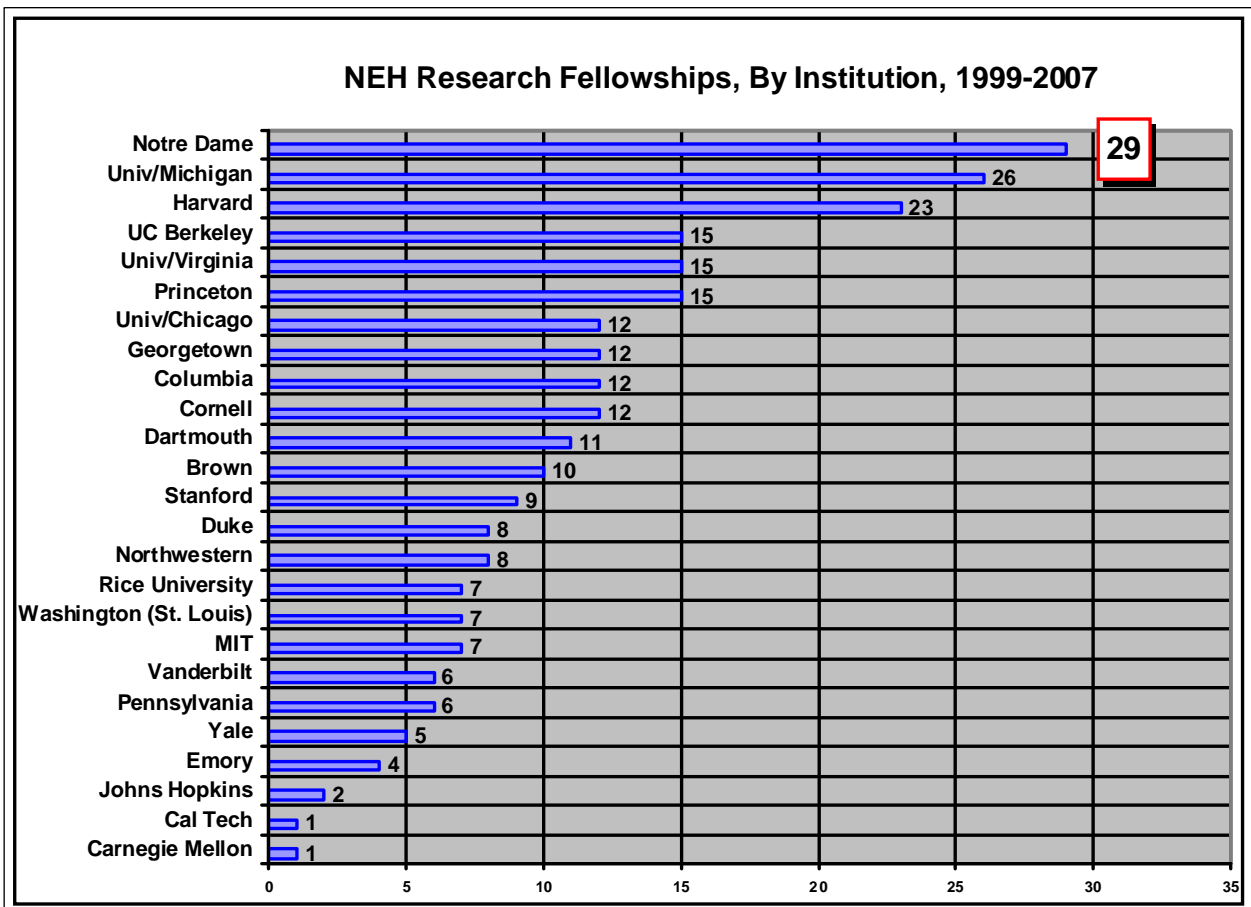
Political Science began requiring its doctoral students, as part of their degree program, to prepare two research papers in journal-article format and submit them to peer-reviewed journals for possible publication. One of these papers is to be prepared early in the student's career (before the dissertation proposal), the other later so as draw on dissertation research. A regular faculty member, most likely the student's advisor, must approve the papers and verify that they are of publishable quality. This new requirement is being used to illustrate, in the most powerful way possible, the necessity of publishing while still a graduate student and to encourage faculty members to play a greater role in mentoring students in building a successful publishing record. The success rate of graduate student placement has been outstanding. All 12 of the second-year graduate students presented papers at major conferences, with several presenting more than one. Excluding first-year students and those doing fieldwork, graduates students in the Department averaged two conference papers each.

Drawing on the signature strengths of its faculty and the Kaneb Center for Teaching and Learning, Political Science has developed a series of workshops for graduate students on various topics related to teaching within the discipline. These were selected in consultation with the departmental graduate student organization in order to meet student needs. Students are required to attend a minimum of four such workshops in the first year and encouraged to continue taking these seminars for multiple years. This program is designed to further the professionalization of the graduate students and improve the quality of instruction offered to Notre Dame undergraduates.

The College and the University hosted two **NEH summer seminars** in which visiting faculty with related interests conducted scholarly research under the direction of Arts and Letters faculty members. The five-week seminar titled "Anglo-Irish Identities, 1600–1800," led by Christopher Fox, Director of the Keough-Naughton Institute for Irish Studies and Professor of English, provided 15 scholars the opportunity to examine the question of identity and difference in writers who have dominated the teaching and understanding of Irish history and literature from this critical period. Under the direction of Joseph Amar, Professor of Arabic and Syriac, and Robin Darling Young, Associate Professor of Theology, 15 participants in "The Middle East Between Rome and Persia: Early Christianity on the

Path to Islam,” reconsidered the cultural, linguistic, and religious history of the marchlands of the near east during late antiquity. The seminar focused on the region’s Christian communities and the interrelations among the other religious communities that made possible the emergence of Islam. Both seminars represented significant opportunities for renowned faculty in the College to think out loud with visiting scholars with similar interests.

Five Arts and Letters faculty members received research fellowships from the **National Endowment for the Humanities** (NEH) in 2007, bringing to 29 the number of NEH fellowships awarded to Notre Dame over the past eight years, more than any other university in the nation. The second and third highest institutions are the University of Michigan and Harvard University, with 26 and 23, respectively.

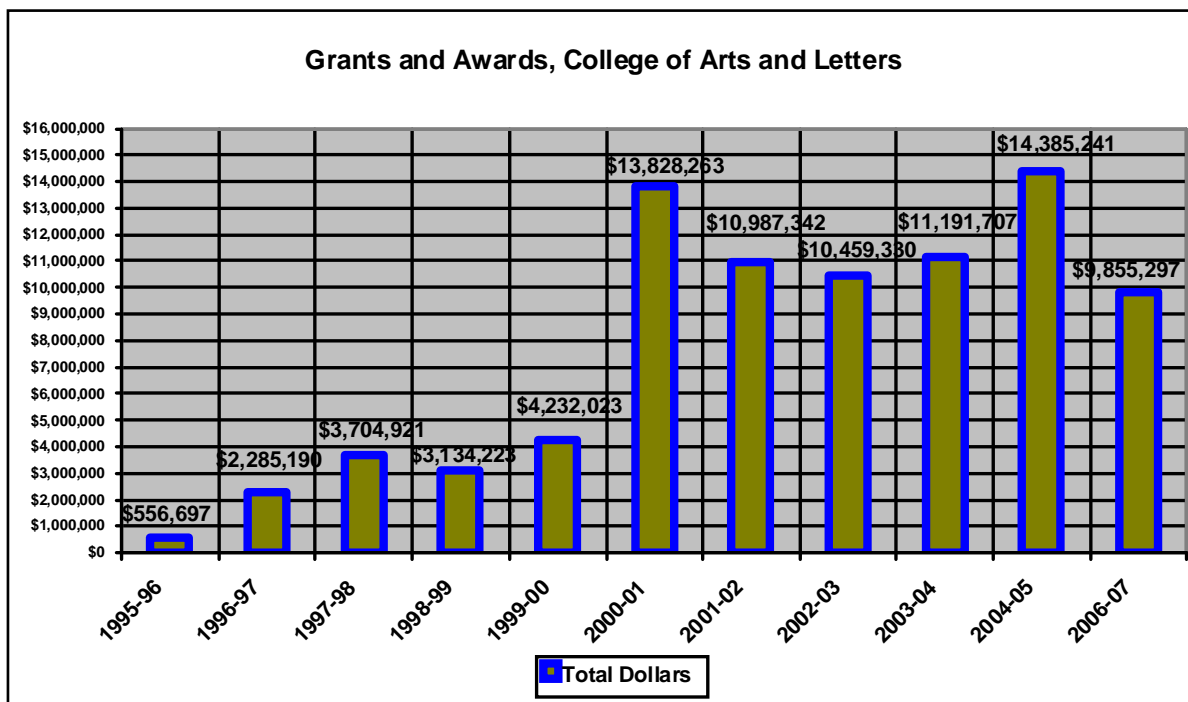


The College continues to rank among the nation’s leading institutions in the number of fellowships received from agencies tracked by the National Research Council; we continue to rank sixth nationally among the top-25 national research universities, as defined by *U.S. News and World Report*, over the past eight years.

**Ranking of Top-20 Research Universities, By Number of Fellowships
Received from Agencies Tracked by the National Research Council**

	NEH	ACLS	Guggenheim	Fulbright	National Humanities Center	IAS Princeton	American Academy in Rome	Woodrow Wilson Center	Newberry Library	American Antiquarian Society	ASCS Athens	Huntington Library	Humboldt Foundation	National Gallery of Art (CASVA)	Getty Foundation	Folger Library	TOTAL
Harvard University	23	18	16	16	4	11	2	0	1	2	2	4	6	3	1	0	109
Princeton University	15	16	26	11	2	16	3	1	1	1	0	4	3	2	2	3	106
University of Michigan	26	14	24	15	4	3	1	4	6	2	1	1	1	2	2	0	106
University of California, Berkeley	15	21	13	17	10	11	3	1	3	1	1	2	4	0	2	2	106
University of Chicago	12	15	23	10	8	7	1	2	5	0	0	9	4	0	2	1	99
University of Notre Dame	29	11	9	11	8	4	2	2	5	2	1	0	5	1	1	2	93
Columbia University	12	8	19	12	7	11	1	1	1	0	1	3	3	3	2	0	84
University of Pennsylvania	6	4	16	13	3	10	2	1	3	1	0	4	4	1	1	3	72
Northwestern University	8	17	9	6	5	4	0	2	6	0	0	2	9	0	3	0	71
Stanford University	9	14	13	13	2	4	0	0	0	0	0	4	1	1	3	5	69
Duke University	8	8	7	10	26	1	0	2	2	0	0	2	0	2	0	0	68
Yale University	5	8	11	15	3	3	5	0	0	0	0	5	3	1	4	1	64
Cornell University	12	7	8	17	5	1	0	2	0	2	1	2	6	1	0	0	64
Brown University	10	11	7	10	3	6	0	2	0	3	0	4	2	2	0	2	62
University of Virginia	14	12	7	11	3	2	1	0	2	0	0	3	2	0	2	0	59
Georgetown University	12	8	3	15	2	1	0	7	0	0	0	1	2	0	0	4	55
Emory University	5	5	5	16	2	5	1	0	1	1	1	2	1	1	0	0	46
Dartmouth College	11	7	7	7	2	0	1	0	1	2	0	2	0	1	0	1	42
Vanderbilt University	6	5	2	8	0	1	0	0	3	0	2	5	1	0	0	5	38
Johns Hopkins University	2	8	7	4	2	2	0	4	0	1	0	1	0	3	0	1	35

Last year, faculty in Arts and Letters submitted 230 proposals requesting approximately \$26.9 million in **external funding**. They received 91 awards totaling almost \$9.9 million. Of these awards, 23 were individual fellowships for almost \$1.2 million. The College has now averaged \$9 million per year in grants over the last 10 years, and, during that time, has won three NEH Challenge grants and hosted seven NEH summer seminars. By comparison, during the previous 10 years (1987–1997), the College averaged only \$1.2 million per year.



New **endowed chairs** advance our standing in research and allow us to add new faculty members, thus reducing class size overall. Four current Arts and Letters faculty were elevated to endowed chairs: Donald Crafton, Notre Dame Professor of Film and Culture; George Lopez, Rev. Theodore M. Hesburgh, C.S.C., Professor of Peace Studies; Robert Schmuhl, Walter H. Annenberg-Edmund P. Joyce Professor of American Studies and Journalism; and Maria Tomasula, Michael P. Grace Professor of Art. Several other chairs are in the process of being funded or filled.

Three faculty in Philosophy—Assistant Professor Katherine Brading, Professor Don Howard, and O’Neill Family Professor Kristin Shrader-Frechette—were awarded grants from the **National Science Foundation (NSF)**. A scholar in the humanities receiving an NSF grant is unusual; three humanities scholars in one University receiving NSF grants is rarer still; three scholars in the same humanities department receiving NSF grants in the same year could only arise in a department as strong as Notre Dame’s Department of Philosophy. The Department has a long tradition of being strong not only in mission areas, such as the history of philosophy, the philosophy of religion, and ethics, but also in core

areas of analytic philosophy, such as metaphysics, epistemology, logic, and the philosophy of science.

Michael Detlefsen, Professor of Philosophy, was awarded a prestigious \$1.1 million senior Chaire d'Excellence from the **French National Research Agency**. The award, along with matching financial support provided by the institutions that nominated him—the University of Paris, University of Nancy, and Collège de France—will support a four-year research project on the history and philosophy of mathematics. Detlefsen was one of only three senior award winners for 2007. The others are from Harvard and Yale. He also received a three-year, \$120,000 cooperative grant from the TransCoop Program of the Alexander von Humboldt Foundation for his project “The Role of the Imaginary in Mathematics.”

With the generous support of the Office of Research and its new Vice President, Bob Bernhard, we are adding a **post-award manager** for the College of Arts and Letters. Above all, this person will assist social science faculty members who are managing large grants so that they can devote more time to research and the preparation of new grants. In addition, we are, in collaboration with the Office of Research, funding two **postdoctoral fellows** per year in order to help faculty members become more competitive for substantial grants in the range of \$1 million or more.

The **Council for Advancement and Support of Education** (CASE) presented a silver medal to the Department of Art, Art History, and Design for its departmental catalog in the “Individual Student Recruitment Publications” category. The layout showcases the work of faculty and current students. CASE is the largest international association of education institutions, serving more than 3,000 universities, colleges, schools, and related organizations in 45 countries.

Robert Sedlack, Associate Professor of Design, recently received American Graphic Design Awards from **Graphic Design USA magazine** for two University-related projects—the Snite Museum of Art's *Selected Works* catalog and *The Book of Portraiture*, a creative collaboration with author Steve Tomasula, Associate Professor of English. Both books were included in *Graphic Design USA*'s December 2006 Awards Annual. The magazine also listed Sedlack among its “People to Watch” as one of “a handful of people shaping the design profession, producing notable work, making news, influencing others and leading the community.”

Robert Coleman, Associate Professor of Art History was elected President of the **Midwest Art History Society**, an organization comprised of academic, museum-based, and independent art historians.

Peter Holland, McMeel Family Professor in Shakespeare Studies, was elected President of the **Shakespeare Association of America**. Holland is considered one of the world's preeminent Shakespearean scholars.

Summer Shakespeare, the University's professional theatre in residence, presented a "A Season of Smart Men and Smarter Women." The season featured a mainstage performance of *Love's Labor's Lost* and "ShakeScenes," a collection of short scenes taken from the works of Shakespeare and performed by local community members and high school and grade school students. The program also offered performances of Molière's *The Learned Ladies* presented outdoors by the Young Company and featuring students from Notre Dame and Saint Mary's College. Following the season, Summer Shakespeare changed its name to the **Notre Dame Shakespeare Festival** to reflect the growth of the program, which this year included a special January performance titled *The Romeo and Juliet Story: In Concert*.

Dianne Pinderhughes, Professor of Africana Studies and Political Science, is President of the **American Political Science Association**, the field's leading professional organization. Rodney Hero, Packey J. Dee Professor of American Democracy, is President of the Midwest Political Science Association, the discipline's largest regional scholarly association.

James Sterba, Professor of Philosophy, was elected President of the **American Philosophical Association's (APA) Central Division**. Sterba is the seventh member of the Department of Philosophy to serve as an APA divisional president.

Robert Schmuhl, Walter H. Annenberg-Edmund P. Joyce Professor of American Studies and Journalism, was among three authors whose works were singled out by *Chicago Tribune* writer David Thigpen as providing astute cultural criticism. Schmuhl's book *In So Many Words: Arguments and Adventures* was also featured at the National Press Club's Book Fair and Authors' Night in November 2006 in Washington, D.C.

Erika Doss, who arrived this year as Professor and Chairperson of American Studies, will enhance the Department with her teaching and research interests in the areas of modern and contemporary American art history and material and visual cultures. She is the author of numerous publications, including *Benton, Pollock, and the Politics of Modernism: From Regionalism to Abstract Expressionism*; *Spirit Poles and Flying Pigs: Public Art and Cultural Democracy in American Communities*; *Elvis Culture: Fans, Faith, and Image*; and *Twentieth-Century American Art*. She is currently working on two book projects, *Memorial Mania: Self, Nation, and the Culture of Commemoration in Contemporary America* and *Picturing Faith: Twentieth-Century American Artists and Issues of Religion*.

The Department of **Classics** received an equipment restoration and renewal grant of \$140,000 from the Office of Research, allowing the Department to improve its research holdings in the Hesburgh Library.

Kathryn Kerby-Fulton, Notre Dame Professor of English, was awarded a 2007–2008 fellowship from the John Simon **Guggenheim** Memorial Foundation. Guggenheim fellowships are awarded to experienced scholars, scientists, and artists on the basis of distinguished achievement in the past and exceptional promise for future accomplishment. Kerby-Fulton, one of 189 fellows selected out of nearly 2,800 applicants, will spend the year

working on her current research project “Medieval Reading Circles and the Rise of English Literature in England and Anglo-Ireland.”

Kathryn Kerby-Fulton was awarded the 2006 John Ben Snow Prize for *Books Under Suspicion: Censorship and Tolerance of Revelatory Writing in Late Medieval England* (University of Notre Dame Press). The prize is awarded annually by the **North American Conference on British Studies** for the best book by a North American scholar in any field of British Studies dealing with the period from the Middle Ages through the eighteenth century.

Mark Noll, Francis A. McAnaney Professor of History, received the **National Humanities Medal** during an Oval Office ceremony hosted by President Bush and first lady Laura Bush. Awarded to nine individuals and Stanford University’s Hoover Institution in 2006, the medal recognizes work that has deepened and broadened the country’s engagement with the humanities. Noll, a leading scholar of American religious and cultural history, joined the Notre Dame faculty in 2006.

Mark Noll and Thomas Slaughter, Andrew V. Tackes Professor of History, were among only 15 scholars and authors elected Fellows of the **Society of American Historians** in 2006–2007.

“Revisiting Nashoba: Slavery, Utopia, and Frances Wright,” an article by Gail Bederman, Associate Professor of History, originally published in *American Literary History*, was selected to appear in the Organization of American Historians volume **Best American History Essays of 2007**. She was also named to the Organization of American Historians Distinguished Lectureship Program for 2006–2007.

In History, Professor Remie Constable, Assistant Professor Margaret Meserve, and Associate Professor Linda Przybyszewski were among the 60 recipients—selected from a pool of 878 applicants—of postdoctoral research fellowships from the **American Council of Learned Societies** (ACLS). Carrying stipends of up to \$60,000, the ACLS fellowships help distinguished scholars who have earned a Ph.D. or an equivalent degree devote a full year to the research and writing of monographs or equally substantial forms of scholarship.

The **American Academy of Arts and Sciences** elected to its distinguished membership Sabine MacCormack, Rev. Theodore M. Hesburgh, C.S.C., Professor of Arts and Letters and Professor of History. This year’s fellows, all leaders in the academic disciplines, the arts, business, and public affairs, also include former Vice President Al Gore, pianist Emanuel Ax, filmmaker Spike Lee, Google Chairman and CEO Eric Schmidt, and former Supreme Court Associate Justice Sandra Day O’Connor.

On the Wings of Time by Sabine MacCormack was awarded two book prizes by the **American Historical Association**. The first is the James A. Rawley Prize in Atlantic

History and the second the John E. Fagg Prize for the Best Book in Spanish, Portuguese or Latin American History.

George Marsden, Francis A. McAnaney Professor of History, received the inaugural Indiana Humanities Medal from the **Indiana Humanities Council**. The award was established to recognize distinguished scholars in the humanities for their service in helping to advance and strengthen American culture, and whose writing, teaching, and thought help prepare future humanistic leadership. The honorees were selected by a committee of academic deans from Indiana colleges and universities.

Thomas F. X. Noble, Professor of History and Director of the Medieval Institute, and Paul Cobb, Associate Professor of History, were featured in a documentary film on the Holy Lance that aired last December on the **History Channel**. The film, *The Spear of Christ*, is part of the History Channel's "Decoding the Past" series and focuses on the weapon mentioned in the account of a moment during Christ's crucifixion when "one of the soldiers stabbed His side with a lance, and at once there was a flow of blood and water" (John 19:34).

Philosophy placed 13th in the rankings of the *Philosophical Gourmet*, a biennial online peer review of graduate programs in the discipline. In a field of 54, Notre Dame tied with the University of Arizona and the University of Texas; it was ranked ahead of Brown, Cornell, Yale, and Georgetown Universities. The *Philosophical Gourmet* also ranks philosophy graduate programs by specialty, listing Notre Dame's as the best in the philosophy of religion and among the best in metaphysics, epistemology, logic, and German philosophy.

Alasdair MacIntyre, Rev. John A. O'Brien Senior Research Professor of Philosophy, was elected to the **American Philosophical Society**, the oldest learned society in the United States. The author of numerous books, including the widely influential *After Virtue: A Study in Moral Theory*, MacIntyre has made important contributions to the recent revival of virtue ethics.

The Metaphysics of Dante's Comedy by Christian Moevs, Associate Professor of Italian, was awarded the 2005 Howard R. Marraro Prize from the **Modern Language Association**. Moevs' book is the first sustained treatment of how Dante's metaphysics grounds and motivates his most well-known work. The Marraro Prize is given every other year for an outstanding book or essay about Italian literature or comparative literature involving Italian.

The Association of Theological Schools in the United States and Canada (ATS) and the Henry Luce Foundation named Associate Professor Maura Ryan a Henry Luce III Fellow in Theology for 2007–2008. She is one of seven award recipients selected from more than 250 ATS member schools. This is the 16th **Luce Fellowship** to be awarded to a member of the Department of Theology; Notre Dame is tied with Harvard for the highest number of awards. Institutions that follow are Emory with 14, Union Theological Seminary with 13, Yale Divinity School and Duke Divinity School at 11, Princeton Theological Seminary with eight,

Perkins School of Theology with seven, and the University of Chicago Divinity School with four.

Randall Zachman, Professor of Theology, was invited to give the prestigious **Warfield Lectures** at Princeton Theological Seminary in 2009 on the occasion of the 500th anniversary of John Calvin's birth.

Ann Astell, a specialist in late medieval literature and spirituality, joined the Department of Theology this fall as a Professor. A recipient of both an NEH and a Guggenheim fellowship, Astell is the author of six books, including *Joan of Arc and Sacrificial Authorship* and *Eating Beauty: The Eucharist and the Spiritual Arts of the Middle Ages*.

Lawrence Sullivan, Professor of Theology and Anthropology, will be honored by President Basescu of Romania with the **Romanian National Order of Merit**.

Mark Schurr, Associate Professor and Chairperson of Anthropology, was selected to the advisory board of **American Archaeology magazine**. Published by the Archaeological Conservancy, it is the only popular magazine devoted to archaeology in the United States. The magazine covers archaeological developments in the United States, Canada, and Latin America.

Daniel Hungerman, Assistant Professor of Economics and Econometrics, was appointed a Faculty Research Fellow of the **National Bureau of Economic Research** (NBER), the nation's leading nonprofit economic research organization and perhaps the most prestigious independent research organization in the world. He is one of just 115 economists worldwide selected to participate in the NBER Program on Children. Nelson Mark, Alfred C. DeCrane Jr. Professor of International Economics, is one of only 88 named to the NBER's International Finance and Macroeconomics Program, for which he serves as a Research Associate.

The Effortless Economy of Science? by Philip Mirowski, Carl E. Koch Professor of Economics, received the 2006 **Ludwik Fleck Prize** from the Society for Social Studies of Science. The Fleck Prize is awarded for the best book in science and technology studies across all disciplines.

Charles Wilber, Professor Emeritus of Economics, received the **Thomas F. Divine Award** from the Association for Social Economics in recognition of a lifetime of important contributions to social economics and the social economy.

Amitava Dutt, Professor of Economics and Policy Studies, and Ben Radcliff, Professor of Political Science, organized the interdisciplinary conference "**New Directions in the Study of Happiness: United States and International Perspectives.**" A conference volume will be published by the University of Notre Dame Press.

Darren Davis, who joined us this fall as Professor of Political Science, is the recipient of the **Emerging Scholar Award** from the Public Opinion and Elections Section of the American Political Science Association. Davis specializes in political psychology, political behavior, public opinion, research methods, and racial politics. He is the author of *Negative Liberty: Public Opinion and the Terrorist Attacks on America* and articles in the *American Political Science Review*, *American Journal of Political Science*, *Journal of Politics*, *Public Opinion Quarterly*, and *Social Science Quarterly*.

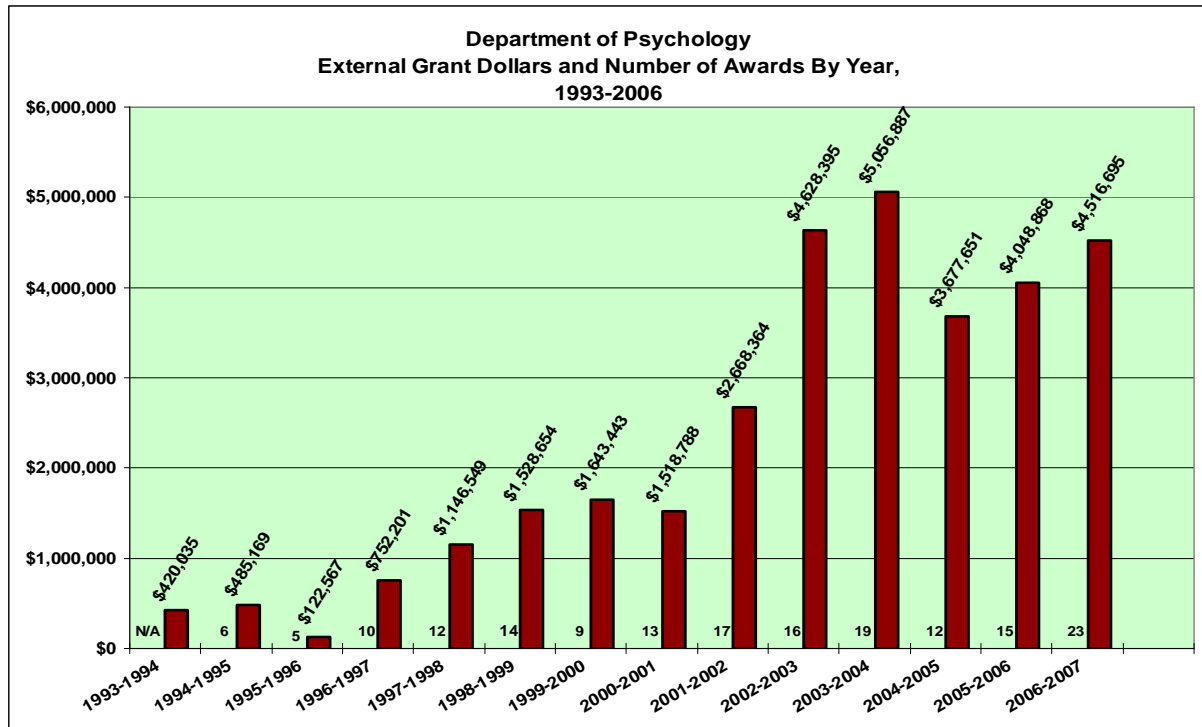
David Nickerson, Assistant Professor of Political Science, was the recipient of the American Political Science Association's award for **best dissertation in political psychology** in 2005.

The journal *PS: Political Science & Politics* named Scott Mainwaring and Guillermo O'Donnell among the 400 **most-cited scholars teaching in U.S. political science graduate departments**. Mainwaring, Eugene P. and Helen Conley Professor of Political Science, ranks 15th among those who received their Ph.D.s from 1980–84; O'Donnell, Helen Kellogg Professor of Political Science, stands seventh in the 1970–74 group. O'Donnell was one of only five scholars of Hispanic, Latino, or Asian heritage included on the top 400 list.

Keir Lieber, Assistant Professor of Political Science, was awarded a 2007 International Affairs Fellowship from the **Council on Foreign Relations**. The fellowship encourages qualified individuals from the academic, business, professional, government, religious, and congregational communities to seek to bridge the gap between analysis and action in foreign policy by supporting a variety of policy studies and active experiences in policymaking. The grant will enable Lieber to spend one year researching the history and trajectory of United States nuclear weapons policy.

John Borkowski, Andrew J. McKenna Family Professor of Psychology, and Mark Cummings, Notre Dame Professor of Psychology, completed 26 publications during the 2006–2007 academic year based on research funded by more than \$19 million in multiyear grants. This research, conducted as part of their work at the **Center for Children and Families**, aims to develop empirically based and economically feasible outreach programs for families in need that can be implemented at local, national, and international levels. The Center's multisite project addressing the widespread problem of child neglect—supported by the National Institute of Child Health and Human Development and undertaken with Georgetown University, the University of Kansas, and the University of Texas Health Science Center at Houston—intervenes with high-risk, expectant mothers. The goal is to increase parental skills and responsibilities among high-risk mothers living in poverty and to advance their sensitivity to the needs of their infants and toddlers. Another project, supported by the Administration for Children and Families, takes a novel approach to reducing the negative impact of marital conflict on children's emotional development by improving parents' communication skills and teaching new techniques for conflict resolution.

During 2006–2007, faculty in **Psychology** received over \$4.5 million in grants, of which over \$3.6 million was in federal funding. This was an increase over the approximately \$4 million brought in the previous year. Currently, 59% of faculty in Psychology receive external funding. Psychology faculty submit an average of 31 grant applications per year and, on average, 16 applications are funded.



Gitta Lubke, John Cardinal O’Hara, C.S.C. Associate Professor of Psychology received the prestigious **Raymond B. Cattell Award from the Society of Multivariate Experimental Psychology**. Notre Dame’s Psychology Department is the only one in the country that has three recipients of the Cattell Award on its faculty. Scott Maxwell, Matthew A. Fitzsimons Professor of Psychology, and Ke-Hai Yuan, William J. and Dorothy K. O Neill Associate Professor of Psychology, also received the award.

Jorge Bustamante, Eugene Conley Professor of Sociology, was named the 2007 recipient of the American Sociological Association’s **Cox-Johnson-Frazier Award**. One of the most prestigious professional honors in sociology, this award is given annually either to a sociologist for a lifetime of research, teaching, and service to the community or to an academic institution for its work in assisting the development of scholarly efforts in this tradition. Bustamante was nominated in 2006 by Mexico’s Congress for the Nobel Peace Prize for his advocacy of human and labor rights for immigrants.

Sociology ranks fifth nationally in the number of articles current faculty placed in the field’s top three journals—the *American Journal of Sociology*, the *American Sociological Review*, and *Social Forces*—over the three-year period ending in early Fall 2006. The rating has risen

upward from 74th in 2001 and 24th in 2004. Commonly used to assess departmental productivity and prestige, this measure, which dates back to the 1950s, is a clear representation of the advances the Department has made in recent years.

The seventh annual **Saturday Scholar Series** features a lecture by a leading Arts and Letters faculty member before each home football game this fall. The series was initiated to add a scholarly dimension to a weekend roster of athletics, liturgies, and social events. This year's lectures are: "Why is Goethe's *Faust* the Greatest Work of German Literature?" with Vittorio Hösle, Paul G. Kimball Professor of Arts and Letters; "Health Care Reforms: An Economist's Assessment," with William Evans, Keough-Hesburgh Professor of Economics; "Global Ireland: From Celtic Twilight to Celtic Tiger," with Luke Gibbons, Donald R. Keough Professor of Irish Studies; "Combating Extremism: Democratic Virtues and Pluralism in Islam," with Asma Afsaruddin, Associate Professor of Arabic and Islamic Studies; "Cops, Protest, and Rioting," with Daniel Myers, Professor of Sociology; "Theological But Not Religious: The Case of John Milton," with Stephen Fallon, Professor and Chairperson, Program of Liberal Studies; and "Words and Music, Music and Words: The Songs of Franz Schubert," with Susan Youens, J. W. Van Gorkom Professor of Music.

Catholic Identity and Mission

The Department of **Theology** recorded its highest number of majors (250 including majors and supplementary majors as well as theology majors with a joint major in philosophy). This is a highly unusual development, as even at Catholic colleges and universities, these numbers are much lower.

During 2006–2007, majors in **peace studies** rose 28% to an all-time high of 216 students. Supplementary majors and minors in peace studies attracted 18 students from the Mendoza College of Business and 15 from the College of Science.

A new interdisciplinary minor in **poverty studies**, cosponsored by the Department of Economics and Policy Studies and the Center for Social Concerns, was approved by the Undergraduate Studies Committee and the College Council.

Several departments have recently placed graduate students in tenure-track positions at **religious universities**, including: English (Baylor University, University of Dallas, and St. Joseph College (New York)), Philosophy (University of Dallas), Psychology (Bethel College), Sociology (Methodist University), and Theology (California Lutheran University, Duquesne University, Fordham University, Gonzaga University, Loyola University Chicago, Marquette University, Pepperdine University, University of San Diego, St. Edward's University, and Xavier University in Cincinnati). In addition, Psychology placed a postdoctoral fellow in a tenure-track position at Loyola University.

Theology placed 67% of its Ph.D. recipients (not including ABDs who secured or turned down jobs) in tenure-track positions. Of these, 40% were placed at top-tier universities or colleges and 100% at religiously affiliated schools, 80% of which are Catholic institutions.

The Medieval Institute received an \$800,000 **National Endowment for the Humanities Challenge Grant for Byzantine Studies**. This initiative will bring \$3.2 million from external donors for a total endowment of \$4 million and give Notre Dame one of the strongest centers for Byzantine studies in the United States, second only to Harvard/Dumbarton Oaks. The endowment will support a new tenure-track faculty position in Byzantine history; a new tenure-track faculty position in Byzantine theology; program funds for conferences, symposia, and visiting lecturers; and funds for library acquisitions. In developing this distinctive focus, we are building on existing strengths in medieval studies, interreligious dialogue, and Byzantine art history. This initiative is part of our aspiration to become the world's leading university for the exploration of religion, even beyond the Roman Catholic tradition.

In June 2007, scholars from the College of Arts and Letters joined others from around the world in Bogotá, Colombia, for the fourth annual conference of the **Catholic Peacebuilding Network** (CPN). The conference was sponsored by Secretariado Nacional de Pastoral Social/Caritas Colombiana of the Colombian Bishops' Conference; co-sponsors included Catholic Relief Services as well as the Kroc Institute for International Peace Studies and the Kellogg Institute for International Studies at Notre Dame. In previous years, the CPN conference was held in Burundi (July 2006), the Philippines (July 2005), and at Notre Dame (May 2004). Next spring it will again be held at Notre Dame.

The College continued its sponsorship of **workshops for faculty members on intellectual issues related to Catholicism**. Originally the result of a recommendation of the College Council, the purpose is to provide participants with a greater understanding of concepts that are central to Notre Dame's mission. The program is offered under the umbrella of what is now a University-wide Catholic Traditions Initiative and with funding from the Office of the Provost. Each semester, three workshops are given, one in each of the following areas: a basic introduction to Catholicism, a major text of the Catholic tradition, and an engagement between Catholicism and contemporary culture. These workshops are now open to all University faculty. The facilitators and topics for the 2006–2007 workshops were Kevin Hart (“Sacraments: The Eucharist” and “The Eucharist: Systematic Reflections”), Brian Krostenko (“*Gaudium et Spes*”), Maura Ryan (“Terry Schiavo and Beyond: The Catholic Tradition on End of Life Care”), Sabine MacCormack and Denise Della Rossa (“*Deus Caritas Est*, Encyclical Letter of Benedict XVI”), and Rev. Robert Dowd, C.S.C. and Rev. Paul Kollman, C.S.C., (“The Catholic Church's Role in Africa, and Africa's Role in Contemporary Catholicism”).

In 2006–2007, the College offered a seminar series entitled “**Theology and the Natural Sciences**.” Led by J. Matthew Ashley, Associate Professor of Theology, the seminar met once a month from September 2006 through April 2007. In addition to the monthly

seminars, guest speakers presented lectures and met with the seminar participants over dinner. Questions addressed included: How are we to understand God's providential governance of the created world in the light of causal accounts of events in the world given by the natural sciences? What is the relationship between science, Christian faith, and theology, set against the backdrop of historical cases? What have been the historical interactions in both Catholic and Protestant traditions with the natural sciences, particularly during the development of the new cosmology of Copernicus and Galileo? What was the theological reception of Darwinism in American Christianity in the late 19th and 20th centuries, with particular attention to the Scopes trial and the later development of creation science and intelligent design? In 2007-2008, Christian Smith, Professor of Sociology and Director of the Center for the Study of Religion in Society, will be offering a faculty seminar series entitled "Social Science and Christian Perspectives on Human Personhood and Society."

Arts and Letters faculty participated in a panel discussion on the controversy surrounding Pope Benedict XVI's remarks on **Islam** at the University of Regensburg. Discussion panelists included Scott Appleby, Professor of History and John M. Regan Jr. Director of the Kroc Institute for International Peace Studies; Rashied Omar, Coordinator of the Kroc Institute's Program in Religion, Conflict, and Peacebuilding; Brad Gregory, Associate Professor of History; Rev. Paul Kollman, C.S.C., Assistant Professor of Theology; and David Solomon, Associate Professor of Philosophy and W. P. and H. B. White Director of the Center for Ethics and Culture. A. James McAdams, William M. Scholl Professor of International Affairs and Director of the Nanovic Institute for European Studies, was the discussion moderator.

Faculty and students participated in the study and discussion of Pope Benedict XVI's encyclical, *Deus Caritas Est*. Several faculty responded to the invitation of Rev. John Jenkins, C.S.C., Notre Dame's President, and incorporated the encyclical into their courses or devised new classes and course sequences around its content, including an honors humanities course and "Introduction to Gender Studies." A spring colloquium organized by Theology focused on the encyclical. Theology Professor Larry Cunningham and Fr. Jenkins team-taught a Sunday night course on the encyclical within the series "Know Your Catholic Faith." Faculty also became involved with the organization of activities through the *Deus Caritas Est* Committee. Faculty and students in the College participated in a two-day conference sponsored by the Office of the President, and students took part in an essay competition on the encyclical.

Inaugural recipients of **course releases for study in the Catholic intellectual tradition** were included Gail Bederman, Associate Professor of History; Kasey Buckles, Assistant Professor of Economics and Econometrics; David Campbell, Rev. John Cardinal O'Hara, C.S.C., Associate Professor of Political Science; and Rich Jensen, Professor and Chairperson of Economics and Econometrics. The program is designed to allow faculty members across the University to become students of the Catholic intellectual and social tradition in order to enrich their own teaching and research.

Together with the Indiana University School of Medicine, Psychology and Theology sponsored “**Faith and Health: An Interdisciplinary Conference on the Dynamics of Religious Coping,**” which brought together scholars from all three areas to set a new agenda for the field of faith and health.

Theology and Film, Television, and Theatre presented “**Films and Faith Weekend: Faces of the Saint.**” Each of the six featured films focused on saintly individuals and saints to explore the ways spiritual life has been portrayed in dramatically different ways by French, German, Italian, and American directors over the past five decades.

Rev. Daniel Groody, C.S.C., Assistant Professor of Theology, had his film *Dying to Live* chosen as an official selection of the Australian International Film Festival, the Coyote Film Festival in Lake County, Calif., and the New Way Media Film Festival in Berkeley, California, where it was also nominated for best documentary.

Richard Cross, a distinguished scholar of medieval philosophy and theology who was previously at Oriel College, Oxford, joined Notre Dame in Fall 2007 as John A. O’Brien Professor of Philosophy. The most recent *Philosophical Gourmet*, issued prior to Cross announcing his move from Oxford to Notre Dame, ranked both institutions as the undisputed leaders in **philosophy of religion** in the English-speaking world. Thomas Flint, Professor of Philosophy and Director of the Center for the Philosophy of Religion, was named editor of *Faith and Philosophy*, the premier journal dedicated to the philosophy of religion.

Ralph McInerny, Grace Professor of Medieval Studies, was awarded the **Charles Cardinal Journet Prize Medal** from the Aquinas Center for Theological Renewal at Ave Maria University. The award was made for his book *Praeambula Fidei: Thomism and the God of the Philosophers*, regarded by the Center as the scholarly monograph of the past year that best draws on the thought of Saint Thomas Aquinas to engage constructively contemporary theology, philosophy, or biblical studies.

In addition, Professor McInerny received an honorary doctorate from Assumption College in Worcester, Massachusetts. Also receiving **honorary doctorates** this year were Lawrence Cunningham, Rev. John A. O’Brien Professor of Theology, from Neumann College in Aston, Pennsylvania, and Donald Kommers, Joseph and Elizabeth Robbie Professor of Political Science, from St. Norbert’s College in DePere, Wisconsin.

Jacques and Raïssa Maritain: Beggars for Heaven, a biography by Jean-Luc Barré translated by Bernard Doering, Professor Emeritus of French, won a 2006 Book Award from the **Catholic Press Association**. The Association of American University Presses also named the book one of its outstanding titles for public and secondary school libraries.

Rev. Jerome Neyrey, S.J., Professor of Theology, was elected Vice President and **President-Elect of the Catholic Biblical Association of America**.

Mary D'Angelo, Associate Professor of Theology, was recently completed a term as **President of the Canadian Society of Biblical Studies**.

Rev. Daniel Groody, C.S.C., Assistant Professor of Theology, was awarded the **Pax Christi USA Book Award** for his edited book, *The Option for the Poor in Christian Theology*.

The Departments of Economics and Policy Studies, Theology, and Philosophy cosponsored an interfaith conference with the Mendoza College of Business and the Erasmus, Kroc, and Kellogg Institutes titled **“Muslim, Christian, and Jewish Views on the Creation of Wealth.”** The conference brought together academic, business, banking, and religious leaders and was based on the Interfaith Declaration of International Business Ethics, a 12-year-old statement adopted by a group of Muslim, Christian, and Jewish leaders to promote common business values in harmony with their respective religious teachings. Conference participants examined the challenges with which today's global economy confronts those three religions and attempted to articulate what faith-based responses to those challenges might have in common.

To mark the 35th anniversary of the Ecumenical Institute for Theological Studies at Tantur, Rev. John Jenkins, C.S.C., Notre Dame's President, led a delegation of University administrators and faculty, including six from the College of Arts and Letters, to Jerusalem for a conference titled **“Perspectives on Hope—The Perspective of Hope.”** Exploring the role of religious faith in making peace, conference participants addressed bottom-line issues of faith and reason, such as where one can find hope in an apparently hopeless situation and what hope might look like. The conference was organized by John Cavadini, Associate Professor and Chairperson of Theology.

The Cushwa Center for the Study of American Catholicism held an international, interdisciplinary conference titled **“Guadalupe, Madre de America: Narrative, Image, and Devotion.”** The only international conference to mark the 475th anniversary of Guadalupe's reported apparitions to Juan Diego, the event featured major academic panels focused on Guadalupe in history, theology, art, and literature and included sessions on Mesoamerican spirituality and faith and devotion in colonial New Spain. In collaboration with the Smithsonian Museum, the conference also featured various art displays.

The Higgins Labor Research Center (HLRC) presented its sixth annual **Labor History Film Series**, which ran throughout the year. The series featured *Meeting Face to Face: The Iraq-U.S. Labor Solidarity Tour*, a documentary on Iraqi workers and the effect of the war on them; *Harlan County, USA*, a film about the coal miners' strike in Harlan County, Ky., in 1973; *The Take*, which explores the effect of globalization on auto workers in Brazil; *Farmingville*, a story about Mexican day laborers that won the Special Jury Prize at the 2003 Sundance Film Festival; and *Is Wal-Mart Good For America?*, a documentary on job losses and business practices of the retail giant. The HLRC cosponsored the series with the Center for Social Concerns as part of the latter's celebration of the year of “Economic Justice for All.”

Many ongoing research projects in **psychology** are related to addressing human flourishing and alleviation of suffering. Examples include research on children's moral development, child abuse and neglect, marital relationships, optimal aging, children's learning and engagement in academic settings, and optimal parenting across developmental transitions. Additional research focuses on discrimination, multicultural issues in counseling, and multicultural issues in family relations and human development. Overall, faculty and students are deeply engaged in basic and applied research that has the promotion of human well-being at its core.

A number of undergraduate students addressed Catholic issues, including Catholic social teaching, in their **honors theses**, completing research projects such as "The Pervasive Sectarianism of Religious Schools: First Amendment Analysis" (Political Science), "The Challenge of Transitional Justice: Revisiting the Relationship Between Truth Telling and Reconciliation" (Theology), "'Three Years with the Irish Brigade': William Corby's Chaplaincy and Mid-Nineteenth Century American Catholicism" (History), "The Mystery of St. Thomas Aquinas' 'Straw' Statement: A Study of the Relationship Between St. Thomas' Philosophic Development, his Mystical Development, and his Final Silence" (Philosophy), "Graham Green, the Finite, and the Infinite" (English), "Lutherans and Catholic Together: A Study of the Joint Declaration on the Doctrine of Justification within the Ecumenical Movement" (Theology), "The Role of Westerners in the Contemporary East African Catholic Church" (Theology), and "HIV/AIDS Treatment Success and Barriers in Malaria Endemic Uganda: An Ethnographic Study" (Anthropology).

Danielle Joyner joined the Department of Art, Art History, and Design this fall as an Assistant Professor of Art History. Her work addresses questions of time in **medieval art** and the visual implications of Catholic spirituality.

Students in the Department of Music once again volunteered to give **piano lessons at the Robinson Community Learning Center**. This past year, eight undergraduates taught 22 students at the Center, and the program is now at capacity.

In December 2006, during preparations for the Sugar Bowl, the Notre Dame marching **band** visited Holy Cross School in New Orleans, located in the Ninth Ward and devastated by Hurricane Katrina. The band practiced with students there, and Director Ken Dye presented Holy Cross with a gift of musical instruments.

Susannah Monta comes to Notre Dame as the Rev. John Cardinal O'Hara, C.S.C., Associate Professor of English. She works on **Catholicism in the English Renaissance**, including how canonical and lesser-known Protestant and Catholic literary works engage with Catholic literature. Her first book, *Martyrdom and Literature in Early Modern England*, received the 2005 Book of the Year Award from the MLA-affiliated Conference on Christianity and Literature. Her second book project, on early modern Catholic piety, is tentatively titled *Uncommon Prayer: Catholic Devotion in Post-Reformation England*. She is currently organizing a seminar for the Shakespeare Association of America on "Catholic Aesthetics."

John O’Callaghan, Associate Professor of Philosophy, was elected to the Executive Committee of the **American Catholic Philosophical Association**.

Kristin Shrader-Frechette, O’Neill Family Professor of Philosophy, was selected by *Catholic Digest* as one of 12 Catholic “heroes” (laypeople living or working in the United States who perform exemplary work in the spirit of the Catholic faith). Shrader-Frechette was singled out for her work with the Center for Environmental Justice and Children’s Health.

The Department of Theology implemented the next phase of the **Brownson Program**, an online undergraduate program of study designed to reach committed Catholic students at elite universities and recruit them to the Graduate School at Notre Dame. Nine students—two from Harvard University, and one each from the University of Toledo, Carroll College, the University of Pennsylvania, Duke University, Williams College, Southern Methodist University, and Columbia University—participated in the initial phase of the program. Five of them came to Notre Dame during the Fall 2006 semester for the concluding seminar. Of these five students, four applied to the Master of Theological Studies (M.T.S.) or Master of Divinity programs in Theology.

In its **M.T.S.** program, Theology had a 67% yield of accepted students (approximately 14% of applicants were admitted). Among the students enrolling, 69% are from first-tier research universities or liberal arts colleges and 50% from the top 25 research universities and top 25 liberal arts colleges. Approximately 75% of the 2007 M.T.S. graduating class was accepted into a Ph.D. program.

During 2006–2007, Theology and the Institute for Church Life completed the development of an **executive seminar**, to be held in March 2008, titled “What We Hold in Trust.” This seminar is designed for presidents and trustees of Catholic colleges and universities and will draw from Notre Dame faculty, administrative leaders, and other distinguished presenters. Two of these presenters will be Melanie Morey and Rev. John J. Piderit, S.J., authors of *Catholic Higher Education: A Culture in Crisis*. Presentations are designed to enable presidents and trustees to initiate fruitful dialogue among themselves and then carry the conversation back to their home institutions.

An informal meeting of the nation’s **Hispanic Catholic bishops** took place at Notre Dame in Fall 2007 and was organized in consultation with the bishops by John Cavadini, Chairperson of Theology and Director of the Institute for Church Life (ICL); Rev. Virgilio Elizondo, Notre Dame Professor of Pastoral and Hispanic Theology; and Rev. Richard Warner, C.S.C., Director of the Office of Campus Ministry. Among the topics discussed by the bishops were appropriate pastoral responses to the issue of immigration, the recent closing of the United States Conference of Catholic Bishops’ Secretariat of Hispanic Affairs, and proposals for new educational and catechetical ICL programs for Catholic Hispanic youths and Spanish-speaking seminarians. Nine bishops attended the meeting, the third of its kind to be held at Notre Dame.

Sabine MacCormack, Rev. Theodore M. Hesburgh, C.S.C., Professor of Arts and Letters, organized a conference on “**The Advancement of Knowledge and Religious Identity: Institutions of Higher Learning in Judaism, Christianity, Islam, and Beyond**” that took place in early October 2007. Sponsored by the Office of the Provost, the Kellogg Institute for International Studies, the Kroc Institute for International Peace Studies, the Department of History, and the Center for the Study of Religion and Society, the colloquium brought together a group of scholars from different fields to think about the scope and nature of scholarly work in the light of and in the context of the claims of religion and religious identity. The colloquium was designed to inform and enrich ongoing debates at Notre Dame about our Catholic identity and our mission as a research university that welcomes open inquiry and free speech. The papers prepared for the colloquium ranged in chronological focus from antiquity to contemporary times.

Sister Mary Catherine Hilbert, O.P., Professor of Theology, was elected to the **American Theological Association**, which selects its 100-person membership based on commitment to critical theological scholarship and professional productivity. She was also appointed to the International Preaching Commission of the Order of Preachers by the Master of the Dominican Order, Carlos Azpiroz Costa, in July.

Timothy Matovina, Professor of Theology and Director of the Cushwa Center for the Study of American Catholicism, was named an invited panelist for “**On Faith**,” a new online feature of *The Washington Post* and *Newsweek*. Professor Matovina organized this fall the Notre Dame Forum on “Immigration.”

Rev. Virgilio Elizondo, Notre Dame Professor of Pastoral and Hispanic Theology, was awarded the 2007 **John Courtney Murray Award**, the highest annual honor of the Catholic Theological Society of America. The award memorializes the most prominent American Catholic theologian at the Second Vatican Council and a principal author of the *Declaration on Religious Freedom (Dignitate Humanae)*, one of the Council’s most important teaching documents. Fr. Elizondo was also presented with the Cardinal Cushing Medal for Advancement of Church Research by the Center for Applied Research in the Apostolate at Georgetown University and the Latino Leadership Award at the annual gathering of the Latino Leaders Network.

Rev. Virgilio Elizondo was also awarded the **2007 Community of Christ International Peace Award** for his work in advocating full inclusion and justice for immigrants. The award, presented since 1992, is ranked among the top 20 international, nongovernmental peace awards in the world and among the top seven in the U.S.

Anthropology offered several courses directly related to the University’s mission, including “Archaeology of the Catholic Missions” and “Anthropology of Christianity.”

The Department of **Economics and Econometrics** continued to advance meaningful scholarship on issues of Catholic identity and mission. Assistant Professor Dan

Hungerman's research on charitable giving and faith-based issues, for instance, has received considerable attention from the media, including *The New York Times*, *The Washington Post*, *The Christian Science Monitor*, *Reader's Digest*, *Christianity Today*, CNN, National Public Radio (NPR), and *Kresta in the Afternoon* (a nationally syndicated Catholic radio show).

An environment combining Catholic mission and academic aspirations played a significant role in the successful recruitment of three Catholic scholars to Economics and Econometrics: William Evans, Keough-Hesburgh Professor of Economics; Associate Professor Michael Pries; and Assistant Professor Kirk Doran.

A member of the University of Maryland faculty since 1987, Evans is among the most frequently cited scholars in the field. He has published 23 articles in first-tier journals and eight in the top four journals. He has had 20 articles with 20 or more citations, six with more than 100 citations, and one with nearly 300 citations; only the top 1% of all articles published in the general social sciences have more than 100 citations. Many of the more than 1,700 citations of his work are in other disciplines, as well, such as medicine, health care finance, public health, public policy, education, sociology, and psychology. His research has included studies of the life-saving effects of child auto restraints, the effectiveness of policies to combat driving under the influence, regulation of food-use pesticides, measuring peer-group effects on risky teenage behavior, teen drinking and educational attainment, the effects of cigarette taxes on maternal smoking and child health, the effects of prenatal care on child health, education finance reform, peer and family effects on educational attainment, and the effect Catholic schools on educational attainment. The unifying theme in his research is the use of state-of-the-art econometric techniques to analyze health and education outcomes and the policies used to improve them.

Pries focuses on the amplification and persistence of shocks to the labor market and on cross-country differences in labor market performance. He has published in the *Journal of Political Economy*, the *Review of Economic Studies*, the *Review of Economic Dynamics*, and the *Journal of Economic Dynamics and Control*. Doran specializes in applied microeconomics with a focus on labor markets and child labor in Mexico.

The Department of Economics and Policy Studies organized a conference for Notre Dame faculty titled "**The Relevance of Catholic Social Teaching for Economics.**" Associate Professor and Chairperson; Jennifer Warlick served as moderator. Professors Philip Mirowski, Amitava Dutt, and Teresa Ghilarducci were panelists. Sessions were devoted to "Neoliberal Economic Doctrine and its Conflicts with Catholic Social Teaching," "Ethical and Religious Perspectives and Economic Science," and "The Application of Catholic Social Teaching to Issues of the Living Wage and Work."

Charles Wilber, Professor Emeritus of Economics, offered a one-credit course during Fall 2006 on "**Economics and Ethics.**"

Several faculty in Political Science, including Rev. Robert Dowd, C.S.C., Assistant Professor, and Associate Professors David Campbell and Dan Philpott, are developing new courses on **religion and politics**. Philpott is developing a course for the Spring 2008 semester titled “Catholicism and Politics.”

Michael Zuckert, Nancy Reeves Dreux Professor of Political Science, is project director for the new program “**Religion in American Public Life**,” for which Notre Dame received a \$1 million *We the People* Challenge Grant from the National Endowment for the Humanities. We were one of just seven institutions to receive this type of award in 2005.

Leaders of Catholic youth sports programs from across the United States gathered at Notre Dame in June for the second annual “Play Like A Champion Today (PLC) Sports as Ministry Leadership Conference” sponsored by the **Center for Ethical Education** (CEE). Drawing on the expertise of members of the Notre Dame coaching staff, the research of developmental psychologists, and the insights of Catholic theologians, PLC workshops aim to give coaches and parents the expertise to nurture personal and spiritual development along with athletic excellence. Representatives of several dioceses attended the conference to become PLC-certified trainers, learning to train youth to view sports as did Pope John Paul II, who called them “a vital instrument for the moral and spiritual elevation of the human person.”

The CEE also hosted its first symposium examining personality and moral development. Titled “**Personality and Moral Character**,” the symposium brought together scholars to consider theoretical and research-based approaches to the concept of moral personality, the role of moral commitments in the construction of identity, and questions such as “What is the moral self?” and “How should we understand moral character as a dimension of human personality?”

The Department of Sociology instituted a new course designed to link the ideas of **Catholic social teaching** with sociology. The success of this course, team-taught by Professors Andy Weigert and Dan Myers, led to the development and offering of a first-year graduate seminar on Catholic social teaching and the meaning of graduate study at a Catholic university. *Soul Searching: The Religious and Spiritual Lives of American Teenagers*, a book by Christian Smith, William R. Kenan, Jr. Professor of Sociology, and Melinda Lundquist Denton, received a 2006 **Christianity Today Book Award**. *Soul Searching* is based on the National Study of Youth and Religion (NSYR), a survey funded by the Lilly Endowment Inc. and directed by Smith, who came to Notre Dame in Fall 2006 from the University of North Carolina at Chapel Hill. The book, which inspired a documentary film, was selected as the best in the category of “Christianity and Culture.” The NSYR was also the focus of a forum hosted by the Fordham Center on Religion and Culture. “Catholic Teenagers: Faith at Risk?” involved a panel discussion featuring Smith and moderated by Rev. Edward Malloy, C.S.C., President Emeritus of Notre Dame.

The **Center for the Study of Religion and Society** received grant funding amounting to more than \$1.8 million for its projects “Tracking the Religious Lives of American Youth into Emerging Adulthood: A Proposal for National Study of Youth and Religion (NYSR) Wave 3,” “Continuity and Change in the Religious Lives of American Youth,” “Human Personhood and Social Science,” “Innovative Research on Generosity,” and “The Religious Practices of American Youth.” The Center also provided ongoing support to an unprecedented longitudinal study of religion—which is funded, in part, by a \$3.4 million grant from the Lilly Endowment Inc.—and started work on two new projects: the “South Bend Area Youth and Religion project” and the “Panel Study on American Religion and Ethnicity.”

In order to fulfill its ambition of offering its overwhelmingly Catholic students diverse models of lived Catholicism and ensure that a certain number of faculty participate in a special way in the University’s distinctive identity, Notre Dame seeks to complement the diverse faculty required of a great institution with a preponderance of Catholic intellectuals. The College did a superb job in **hiring Catholic faculty** this past year; in fact, it was the best year in the past 10. As a result, our overall figure for the past decade for new regular faculty, adjusted for attrition, is 53%. The figure for new teaching-and-research faculty over the past decade is precisely 50%.

With diverse voices, our faculty advance the University’s mission with their teaching and scholarship, but they are all invited to participate in a distinctive model of education, as well, one that seeks to develop hearts and souls as well as minds. Notre Dame continues to have the responsibility of assisting in students’ moral formation, and all faculty members are called upon to contribute to this distinctive ethos. In this spirit, faculty, in their own particular ways, engage students as whole persons, address broader questions in the classroom, and serve as role models. Faculty play many diverse roles—they are models of scholarly inquiry, of intellectual engagement, of moral integrity, of community service, to give just a few examples. In addition, faculty members of diverse faith traditions serve as models of lived faith and can, in their diversity, help our students advance in their own faith journeys. Notre Dame not only embraces all its faculty members for their excellence in teaching and research but also for their ability to participate fully in the educational ideal of moral formation and character development, something that gives our mission of intellectual inquiry a more completely human quality. This distinctive identity has obvious intrinsic value and is, moreover, our enduring international appeal and the source of great loyalty to the University.

DIVERSITY AND INTERNATIONALISM

The first endowment for the **Gender Studies Program**, the Genevieve D. Willis Endowment in Support of Women at Notre Dame, provides funding for senior thesis grants, undergraduate writing prizes, and a research workshop, among other opportunities.

The Predoctoral Teaching Fellowship Program in Gender Studies selected three Predoctoral Teaching Fellows for the 2006–2007 and 2007–2008 academic years, one each from English, Political Science, and Theology. During their fellowships, they assist with programming for undergraduate students, teach introductory courses in gender studies, teach a dissertation-based seminar in gender studies, and serve as undergraduate advisors.

Gender Studies had 90 majors and minors in 2006–2007, a 50% increase over the number of majors and minors the previous year.

The Department of English received funding for three years to underwrite an undergraduate **women's writing festival**, with the inaugural event scheduled for 2008.

In 2003 the College of Arts and Letters introduced the **Executive Fellow Program**, an apprenticeship that gives interested, tenured professors an opportunity to develop their leadership skills and contribute in diverse ways to the life of the College. Through the Program, the College is taking proactive steps to mentor future leaders, especially women and minority faculty members. The College also benefits greatly from the insights and perspectives of the Executive Fellow, as the Fellow is integrated into the ongoing work of the Office of the Dean. Alyssa Gillespie, Associate Professor of Russian, is serving as the 2007–2008 Executive Fellow.

In terms of **hiring women** faculty members, the College's minimal goal is 40%, its expected goal 45%, and its aspirational goal 55%. In the 2006–2007 recruiting season, we fell slightly below our minimal goal, as 39% of our regular faculty hires were women. After adjusting for attrition, we are at 39% for regular faculty over the past decade.

In 2007–2008, 85% of the **College Chairs** in Arts and Letters are held by women or minorities, including 60% by women and 30% by minorities.

The College Council approved a **major in Africana Studies** in Spring 2007.

Theology implemented its **Africa Initiative**, a program to build educational relationships with African theologates and seminaries. One element of the program is a competitive fellowship for African students at the Ph.D. or M.T.S. level. Two African priests (one Ph.D. student from Nigeria and one M.T.S. student from Uganda) were welcomed this year, and another has been admitted to the M.T.S. program for 2008–2009.

For the first time in many years, Film, Television, and Theatre offered a course in **African-American cinema**.

The **Institute for Latino Studies** has been awarded a \$100,000 grant from the Getty Foundation for the Midwest Latino Arts Documentary Heritage Project, which will produce foundational reference tools and compile a Web-based directory to the fundamental research tools of 20th-century Latino artists and arts organizations in the Midwest. The project will

also produce a preservation awareness brochure, distribute a records management guide for non-profits, conduct field surveys of private collections and a survey of collections already held by libraries and archives, gather oral histories, conduct records management and preservation workshops, create an online guide for researching Latino arts primary sources, and publish a foundational chronological survey of the history of Latino arts in the Midwest with a selected bibliography and exhibitions list.

Marisel Moreno-Anderson, was appointed as an Assistant Professor of Spanish. Trained in both **Latin American and U.S. Latino literatures**, Moreno-Anderson has a particular interest in mainland and insular Puerto Rican and Dominican literature and culture.

In terms of its ambitions in **hiring faculty members from underrepresented minorities**, the College has set a minimal goal of 20%, an expected goal of 25%, and an aspirational goal of 35%. Last year, we surpassed our expected goal with 33% of the incoming T&R faculty and 32% of the new regular faculty being from underrepresented minorities. Over the past decade, our figures are 22% for T&R faculty and 20% for regular faculty after adjusting for attrition.

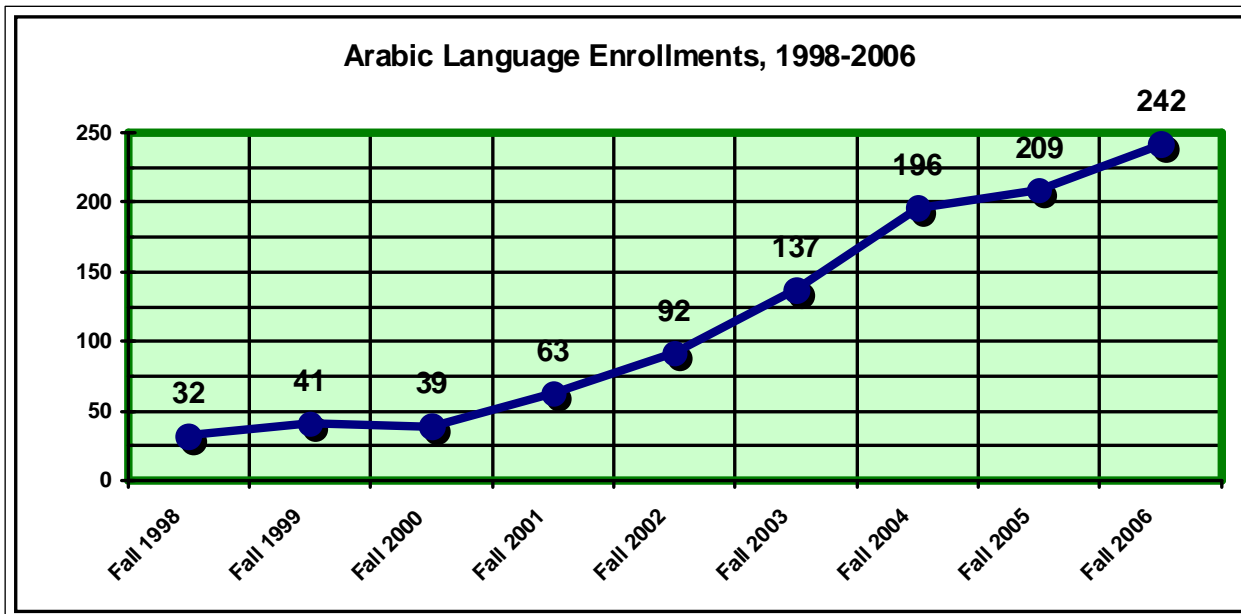
Romance Languages and Literatures introduced **credit-bearing pre-study abroad courses** in Italian and Spanish, modeled on an existing class offered by Associate Professional Specialist Paul McDowell, a member of the French faculty. Students receive an overview of the host country's culture and society while developing strategies to achieve learning objectives for their time abroad.

In the Department of Film, Television, and Theatre, Associate Professional Specialist Siiri Scott introduced a new course, "Performance, Culture, and Creativity," designed for **students returning from abroad** to enable them to integrate their experiences into their studies at Notre Dame.

Robert and Elizabeth Nanovic recently made a \$10 million gift to support the undergraduate programs of the **Nanovic Institute for European Studies**. This extraordinary bequest will enable the Nanovic Institute to expand its program of language training, research opportunities, and leadership formation for Notre Dame students engaged in the study of European languages, cultures, and society. Although the Nanovic Institute is not formally part of the College of Arts and Letters, our faculty members and students benefit greatly from its excellent resources.

The College implemented **Language Across the Curriculum**, a new initiative that allows students to take an additional elective credit—say in a class on Italian history, German philosophy, or Latin American politics—and explore course material more deeply in the target language. Faculty from the Departments of East Asian Languages and Cultures, History, Philosophy, Political Science, Romance Languages and Literatures, and Theology have either participated in this program or indicated an intention to do so.

The number of **students enrolled in Arabic language classes** increased from 32 in 1998-1999 to 242 in 2006-2007, an increase of 656%.



The Fulbright Commission asked the Department of **Irish Language and Literature** to conduct a teaching workshop for 55 Fulbright Foreign Language Teaching Assistants entering the United States from around the world. The four-day orientation, developed entirely at Notre Dame and organized by Assistant Professor Brian O’Conchubhair, included training in teaching and class preparation as well as an introduction to American culture.

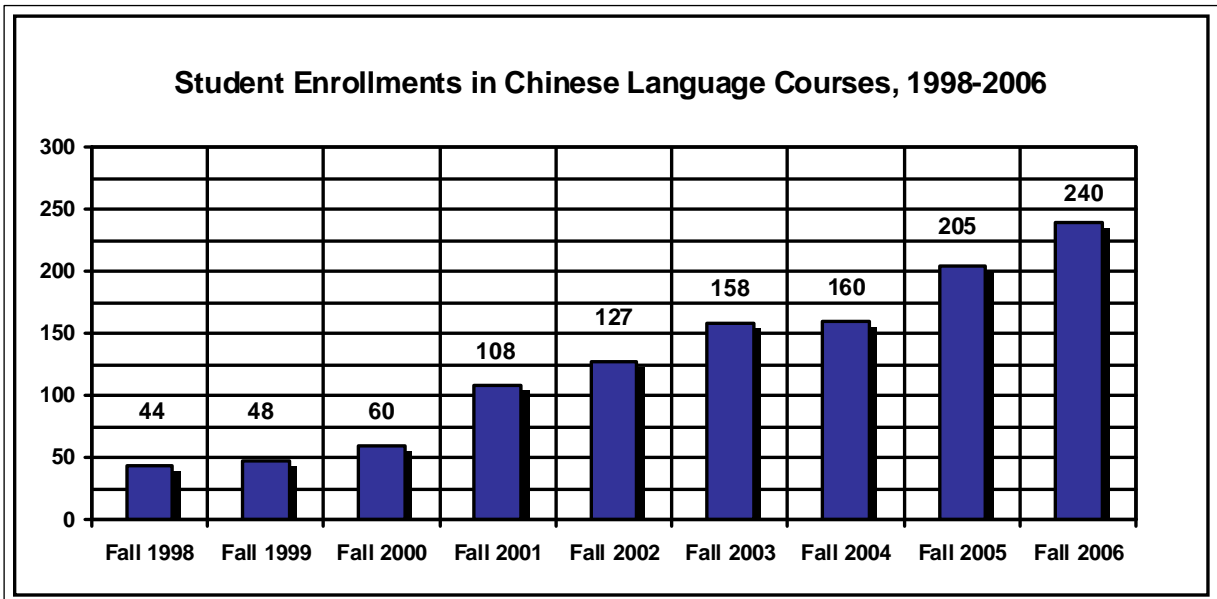
The annual **theatre projects in Romance Languages and Literatures** continued as a signature feature of undergraduate language education. Celebrating its 15th year, L’Illustre Théâtre de l’Université de Notre Dame du Lac, founded and directed by Associate Professional Specialist Paul McDowell, presented Molière’s comedy *Le Médecin malgré lui*. Under the direction of alumna Laura Colangelo (Italian ’02) and Associate Professor Colleen Ryan-Scheutz, the Italian Theatre Workshop produced Carlo Goldoni’s *La Locandiera*. Nancy Márquez led the Spanish Theatre Workshop as it staged a Latin American play, Julio Cortázar’s *Nada a Pehuajó*, for the first time.

The annual **Asian Film Festival** and conference was titled “On the Edge: New Independent Cinema from China.” The festival showcased five award-winning independent films from China and engaged the filmmakers in candid discussions about the global politics of China’s burgeoning independent film industry.

The number of students studying in Asia (Nagoya, Tokyo, Beijing, and Shanghai), including through summer programs, has increased to 28, and for 2007–2008, already 35 are students scheduled to **study in Asia**.

The Department of East Asian Languages and Cultures and the Center for Asian Studies hosted an international conference centered on the dissident **Chinese journal *Today*** and honoring Bei Dao, a visiting faculty member who is one of the journal's founders. Arrangements were completed last Spring to enable undergraduate students to study Chinese at **Taiwan's Catholic Fu-Jen University**. In coordination with the Office of International Studies, an intensive eight-week immersion program began during Summer 2007 with an inaugural group of students. The summer program will allow a Notre Dame student to advance through one year of study in Chinese.

During the last eight years, **enrollments in Chinese language study** have increased more than 445%.



Robert Gimello, a Catholic scholar who specializes in **Chinese Buddhism** and teaches courses on world religions, joined the Department of East Asian Languages and Cultures as a Professor. He comes to Notre Dame from Harvard University and currently is preparing a study of the role of images and icons in the histories of Buddhism and Christianity. He will also be a Concurrent Professor of Theology.

Jonathan Noble, now Advisor of Asia Initiatives in the Office of the Provost, and Kevin Abbott, an educational technology specialist at the University, compiled a DVD featuring interviews with Beijing residents from diverse social and economic backgrounds on what they think about their country hosting the Olympics. The DVD is part of **“2008 Beijing Olympics: Digital Interview Bank Project,”** which was produced to provide language teachers, researchers, students, the media, government agencies, and the general public with perspective on the complexity of contemporary China.

A 15-minute act of the controversial Chinese play *New Youth* was broadcast over the

Internet in high-quality video and audio from **Qinghua University** to DeBartolo Hall. Written and directed by Hang Cheng, the play is a bold reinterpretation of the New Culture Movement. Jonathan Noble, who translated the play, organized the experimental performance, which was the first live theatre performance from China over Internet2/CERNET. Afterwards, Cheng and the play's actors were available for a virtual question-and-answer session.

This spring the College received a grant from the Daesan Foundation for the development of a new program in **Korean studies**, scheduled to begin in Fall 2008.

The Department of History will soon add new courses on **South Asian history** to the undergraduate curriculum. They will be taught by new Assistant Professor Jayanta Sengupta, whose primary research interests are in the social and cultural history of modern South Asia, Indo-U.S. intellectual interactions, and contemporary political Islam.

Karen Graubart also joined History, coming to Notre Dame from Cornell University as an Associate Professor. She specializes in 16th-century **Andean and Iberian history**, and her first book, *With Our Labor and Sweat: Indigenous Women and the Formation of Colonial Society, Peru 1550–1700*, was recently published by Stanford University Press.

The Department of Romance Languages and Literatures continued its program in **Quechua**, the language of the Inca Empire and one still spoken by millions in South America.

Romance Languages and Literatures also introduced a **minor in Portuguese and Brazilian studies** and enrolled seven students in the program.

Over the past three years, Notre Dame has increased its number of **Fulbright** recipients from five to nine to 10. This year, Research and Study Grants were awarded to students for work in Bangladesh, Jordan, Spain, and the United Kingdom. Fulbright English Teaching Assistantships placed students in Germany, Italy, Indonesia, South Korea, Spain, and Uruguay. In addition, two students received Austrian Government Teaching Assistantships, and three students received French Government Teaching Assistantships in France. The Department of **Irish Language and Literature** was awarded the prestigious Junior International Teaching Fellowships by the Government of Ireland and the Fulbright Commission. The Department has already learned that it will receive another of these fellowships in addition to a Senior Fulbright Award. Nuala Ní Dhomhnaill, a member of the Royal Irish Academy and one of the most famous Irish poets in the world, has joined the Department of Irish Language and Literature as the Naughton Fellow and Distinguished Visiting Professor of Irish Poetry.

Catherine Perry, Associate Professor of French, continued to serve as Editor in Chief of *Nouvelles Études Francophones (NEF)*, the official refereed journal of the Conseil International d'Études Francophones (International Council of Francophone Studies).

In conjunction with the Italian Theatre Workshop and Saint Mary's College, the Italian Studies Program organized the conference "**Goldoni and the Eighteenth Century: Text and Performance in the Curriculum.**" On the occasion of Italian dramatist Carlo Goldoni's tricentenary, the Program integrated the study of his theatre at every level of the curriculum, culminating in the conference and a performance of the play *La Locandiera*. This innovative conference combined panels of visiting and local scholars with presentations by undergraduate and graduate students on the work they had done on Goldoni in various courses during the spring semester.

Associate Professional Specialist Jane Doering was named *liaison ambassadrice* by *L'Association pur l'étude de la pensée de Simone Weil* (**International Simone Weil Society**) with the goal of enhancing communication between French and American Simone Weil scholars.

Film, Television, and Theatre opened its 2006–2007 theatre season with Shakespeare's *Hamlet* performed by the international touring troupe **Actors From The London Stage** (AFTLS), which calls Notre Dame its American home. AFTLS consists of members from such prestigious theatre companies as the Royal Shakespeare Company, the Royal National Theatre of Great Britain, and Shakespeare's Globe Theatre. All three performances of the play were to full houses, totaling more than 1,800 faculty, staff, students, and visitors.

Of this fall's incoming **graduate student** cohort in Theology, one is from South Korea, one is from Iraq, and 26% are from traditionally underrepresented groups (four are Latino and one is African-American). In the Master of Theological Studies (M.T.S.) program, of those students entering, 44% are women.

Theology created a new Ph.D. minor field concentration in **World Religions and Global Christianity**, a concentration that draws from newly hired faculty and links to current courses, including a course on the methods in the study of religions. The purposes of this concentration include: to introduce elements of the study of world religions into the predominantly theological paradigm within the Ph.D. program; to broaden the scope of theological study within the Ph.D. program by exposing students to the diverse ways that the Church is present in other parts of the world and in close dialogue with other world religions; to give Ph.D. candidates needed knowledge and skills to teach in institutions that require courses in religious studies and that have diverse populations; and to utilize new faculty resources more effectively and serve as a springboard for future discussions in Theology on how to incorporate the study of world religions into the curriculum in an appropriate way.

Levels of foreign language competency have been decreasing in recent decades at a time when the global economy and the complex geopolitical situation make cross-cultural understanding more important than ever before. A May 2007 report conducted by the Modern Language Association highlights the value of foreign language learning in this new global context. To recognize the essential role that this learning plays in the attainment of

cross-cultural competency and to promote faculty modeling of foreign language study to students, the College is now offering competitive grants for **faculty study of foreign languages**. The program is being administered by the Institute for Scholarship in the Liberal Arts (ISLA).

In June, eight Arts and Letters faculty participated in a **humanities symposium in Rome**. Largely the initiative of Theodore Cachey, Chairperson of Romance Languages and Literatures as well as Director of Notre Dame's Devers Program in Dante Studies, and Piero Boitani of the University of Rome La Sapienza, the "Primo Colloquio," or "First Colloquium," was held in the chapel of La Sapienza's Villa Mirafiori. It was sponsored by the Devers Program, the Nanovic Institute for European Studies, and La Sapienza's Faculty of Sciences and Humanities. The innovative meeting didn't have a defined theme but rather focused on bringing together 16 distinguished scholars from the two institutions to discuss their works in progress. In addition to Cachey, the Notre Dame contingent consisted of Keith Bradley, Eli J. and Helen Shaheen Professor of Classics; Joseph Buttigieg, William R. Kenan Jr. Professor of English; Margaret Doody, John and Barbara Glynn Family Professor of Literature; Maud Ellmann, Donald and Marilyn Keough Professor of Irish Studies; Vittorio Hösle, Paul G. Kimball Professor of Arts and Letters; Sabine MacCormack, Rev. Theodore M. Hesburgh, C.S.C., Professor of Arts and Letters; and Christian Moevs, Associate Professor of Italian. Another colloquium, this one to be held at Notre Dame, is planned for Fall 2008.

SELECTED COLLEGE AND UNIVERSITY ISSUES

The College held a series of **focus groups for women faculty members** to solicit suggestions on fostering the best possible environment for women faculty. These focus groups led to a report and a set of recommendations, many of which are in the process of being implemented. The report and recommendations addressed the College's request for best practices and practical suggestions that would enable us to enhance our supportive environment and sense of community, particularly for women faculty members and especially with an eye to recruitment and retention. A response report was shared with the College community. An Arts and Letters Task Force on Women and Diversity will begin its work this fall. The full text of the focus groups' recommendations and the response report are available online at <<https://al.nd.edu:60052/resources-for/faculty-and-staff/meeting-minutes/committee-reports/>>.

This past spring, the College appointed a committee of staff and chairpersons to study the University's **ND Voice Survey** and its application to staff in Arts and Letters. The committee made a number of recommendations that are being initiated, including ways to enhance communication and annual reviews.

This past year **Julie Braungart-Rieker** completed her fourth year in the Dean's Office, one as Associate Dean for Faculty Appointments and Professional Development, two as

Associate Dean for Research, Graduate Studies, and Centers, and one as Director of the Institute for Scholarship in the Liberal Arts. She will return to the Department of Psychology full-time after a one-year leave.

The four **associate deans** this year are Greg Sterling, Executive Associate Dean and Associate Dean for Faculty Appointments and Professional Development; Dayle Seidenspinner-Núñez, Associate Dean for Strategic Planning, Advancement, Infrastructure, and Special Projects; Gretchen Reydams-Schils, Associate Dean for Research, Graduate Studies, and Centers; and Stuart Greene, Associate Dean for Undergraduate Studies. Ruth Abbey adds to the continuity of these leadership positions, as she continues for another year as Director of ISLA. Because this is the first year in nearly a decade that no social scientist has occupied one of the associate dean positions, we are particularly grateful that Dan Myers, Professor and former Chairperson of Sociology, is continuing for a second year in his role as Senior Executive Fellow in the College.

The senior support staff in the Dean's Office underwent a number of changes this past year. Robert Becht, a double Domer, joined the College as its new **Director of Budget and Operations** early in 2007. Mr. Becht graduated *magna cum laude* from Notre Dame in 1985 with a double major in finance and accounting. He received an M.B.A. in 1994 from the University of Miami, graduating *summa cum laude*; in addition, he was the class salutatorian. Mr. Becht graduated from the Notre Dame Law School in 2005. He brings to the position extensive experience in the financial, managerial, and legal fields, including expertise in budgeting, organizational planning, and integrating mission goals with budgetary principles.

In December 2006, Don Stelluto joined the College as **Executive Assistant to the Dean**. Dr. Stelluto came to us from California State University, Fullerton, where he served during the last eight years in administrative positions in the academic, finance, and administrative divisions of the university. He received his undergraduate degrees in history, music education, and jazz performance at California State University, Fullerton, and his Ph.D. in U.S. constitutional history from the University of Maryland. Simultaneous with his administrative duties, Dr. Stelluto also served as a member of the faculty in the History Department at Fullerton. He has taught courses in U.S. history, world civilizations, historiography, and research and writing.

In September 2007, Cindy Swonger was appointed **Senior Administrative Assistant to the Dean**. Ms. Swonger came to the Dean's Office with more than eight years of experience at Notre Dame. She received superb evaluations in all of her previous roles, serving most recently as an Officer Assistant in the Office of the Provost. Ms. Swonger is a trained paralegal and earned a Certificate of Paralegal Studies from Indiana University South Bend.

At some point this academic year, in a faculty meeting or in a Final Dean's Report, I'd like to revisit some of the **goals that were articulated more than 10 years ago** when I started as Dean. Those goals were as follows: (1) Emphasize Notre Dame's triadic identity as a

residential liberal arts college with a strong emphasis on student learning, a dynamic and increasingly ambitious research university, and a Catholic institution of international standing. (2) Improve policies and procedures to ensure greater accountability, more due process, and fuller faculty governance; enhance resources through wiser and more efficient use of our resources, increases in annual rate funding, and new initiatives in development. (3) Become the best in the world in signature areas. (4) Address the most significant moral issues of the coming century: new quandaries in ethics, challenges facing developing countries, and the ecological crisis. (5) Foster those programs that have exhibited strength and are poised for excellence, including large and high-impact departments, such as English, History, Political Science, and Psychology. (6) Address previously neglected areas, above all the arts, economics, the foreign languages and literatures, and diversity. Two years after those goals were articulated, I added two more: Improve the way we tell our story, and work to develop future faculty leaders. It is amazing how much progress we have made on all of these goals, and it is a story we should tell, even as we recognize that there is still so much more to do.

It is difficult to capture on paper the spirit of inquiry and sense of mission that animates the College. Yet I hope that this update will not only identify some of our strengths but also underscore the essential role of talented and caring individuals whose dedication to the liberal arts, to ambitious scholarship, and to the integration of faith and reason continues to be an inspiration to me and a source of our many advances. As I complete my final year as Dean, let me say how deeply indebted I am to the students, faculty, and staff who have worked so meaningfully over the last decade to help us advance toward true distinction.

Mark W. Roche
I. A. O'Shaughnessy Dean