

**Dean's Report  
to Faculty Members and the Advisory Council  
on the State of the College of Arts and Letters  
2003**

Introduction

Undergraduate Studies and Learning

Graduate Studies and Scholarship

Catholic Identity

Diversity and Internationalism

Division of the Arts

Division of the Humanities

Division of the Social Sciences

Conferences and Outreach Activities

Procedures, Space, Budget, and Publicity

Strategic Planning

**Introduction**

As many of you know, during my initial years as Dean, I gave a public address in December that outlined in broad strokes some of the College's most significant challenges and advances. These addresses were subsequently placed on the web and served to highlight in a public way the College's continuing achievements. In order to foster more dialogue, I decided a few years back to forego the public address and instead offer brief comments, followed by extended discussion. The format has worked sufficiently well that I have not only abandoned the address format, but have scheduled additional faculty meetings. In moving to this new format, I would not like to miss the opportunity to remind us and others of our general trajectory as a community of learning. Therefore, I intend to offer an occasional report, in which some of the College's advances and challenges are outlined. These will focus on the broader scope of the College; individual faculty achievements will continue to be highlighted in the annual *Communiqué*. This initial report, while reviewing some longer trends since 1997, seeks to highlight above all events between my Christmas address of 2000 and the Summer of 2003. With changes in *Communiqué* on the horizon, it may be possible to blend future reports and future editions of *Communiqué* into single documents, from which selected materials would then be posted on the web.

Traditionally, I have spoken of the College's highest goal as the integration of our triadic identity: Notre Dame is at one and the same time a residential liberal arts college with a traditional focus on teaching and learning; a dynamic and ambitious research university; and a Catholic institution of international standing. To integrate these three dimensions successfully, we must, for example, provide extraordinary research opportunities for undergraduates; recognize the value of both teaching and research in hiring, tenure, and promotion decisions; link Notre Dame's Catholic identity with our teaching and research missions; and articulate our distinctive mission in ways that are true to the Catholic tradition but also inviting to non-Catholic intellectuals. We are as a College accomplishing these goals very well, thanks to the remarkable

contributions of our distinctive faculty, who share this vision of a Catholic university excelling in teaching and research. Let me begin, therefore, with some reflections on our collective advances in each of these three areas along with a fourth essential dimension of our identity, diversity and internationalism. I will then turn to each of the College's three divisions, followed by some additional reflections on a variety of issues, such as space, budget, and strategic planning.

### **Undergraduate Studies and Learning**

One of the most exciting innovations at Notre Dame in the past decade has been the introduction of **University Seminars**, taught by Arts and Letters teaching-and-research (T&R) faculty members in classes of no more than eighteen first-year students. Each year Arts and Letters offers approximately 120 University Seminars. Both faculty and students comment on the remarkable success that these classes have had in fostering student inquiry and development. Arts and Letters faculty members are to be congratulated on their commitment and success in this meaningful endeavor.

Last year the Academic Council, acting on a recommendation from a committee chaired by Rev. John Jenkins, C.S.C., approved two innovations that apply to **University requirements**, more than two-thirds of which are offered by Arts and Letters faculty. First, each department or division that satisfies a University requirement will draft, for approval by the Academic Council, a document that articulates the rationale and learning goals for each University requirement. Committees have been formed to begin work on these statements. The learning goals will ensure greater accountability and help us in measuring our effectiveness. Second, because satisfying the requirement will no longer be equated simply with taking a course in a given department or division, but will involve enrolling in a course that meets the articulated learning goals, qualified faculty members from neighboring disciplines may also propose courses to satisfy a given requirement. This innovation should make more opportunities available to students. These two changes will enhance an already strong set of core disciplinary requirements, which is partially evident in the fact that even today student ratings of the quality of general education, humanities, and social science courses at Notre Dame exceed those of peer institutions.

This University investment in articulating and assessing goals parallels initiatives in a number of Arts and Letters departments, which have received funding from the Office of the Provost. Many departments have been reviewing their **undergraduate majors** in order to ask the following questions: First, what are the learning goals at various stages in the major? Second, to what extent are students meeting these goals? Third, what conclusions can we draw from our evaluation process and what plans should we subsequently introduce to enhance learning? Of the eight assessment grants made to date by the Office of the Provost, seven have been awarded to Arts and Letters departments, including Art, Art History, and Design; Classics; Film, Television, and Theatre (FTT); Political Science; the Program of Liberal Studies; and Psychology as well as a collaborative proposal involving East Asian, German, and Spanish. These grants have aided faculty review of undergraduate learning in the light of these three principles.

The **Core** course has represented for many years a distinctive dimension of Arts and Letters.

Currently required of all sophomores majoring in Arts and Letters, Core is a two-semester course focused on God, nature, self, and society. In recent years groups of faculty have introduced one-semester experimental versions of Core that have allowed faculty more freedom to develop their own reading lists. Core has received extensive review this past year, culminating in an open listening session, a series of College Council discussions, and surveys for students, selected alumni, and faculty. Minutes of the various College Council discussions of Core--from 4/8/97, 9/23/97, 2/24/98, 4/23/98, 12/1/99, 11/6/01, 12/5/01, 2/25/03, 3/27/03, and 4/29/03--are available at <http://www.nd.edu/~alcoll/dean/ccminutes.html>. This Fall the College Council will crystallize its thinking about Core by focusing on three questions: First, what do our students most lack at present, in other words, what should we emphasize as we consider two courses whose form and content the College is free to determine? Second, if the College were to alter or replace Core, what would we lose, in other words, what value judgments are we making in affirming or changing Core, and if changes are made, what elements should we seek to preserve? Third, what should be distinctive about an Arts and Letters education at Notre Dame? Even as Core has been under review, the participation of regular faculty in this intensive sophomore course has increased: in the late 1990's only 15% of the Core sections were taught by regular faculty, whereas the figure for 2003-2004 is expected to be 70%.

As part of its focus on developing young leaders, the Core Course Program formed a **Core Congress**. Comprised of representatives from each section of Core, this group meets for two hours on a regular basis to discuss the successes and frustrations of the course and to explore collectively diverse issues of the liberal arts, on which students report back to their classes. Students are delighted to have the opportunity to think out loud about the course in the presence of its directors. They learn from one another about benefits of Core that hadn't occurred to them, and they learn how to become more responsible for their own education and to develop the leadership abilities that are essential in a democratic society.

Our College's contribution to the University's evolving strategic plan has highlighted as a distinctive dimension of Notre Dame's identity the integration of learning and scholarship. One of the best ways to achieve this integration is to foster more opportunities for students to engage in undergraduate research projects. Every student in the **Arts and Letters/Science Honors Program** writes a senior thesis and, under the superb leadership of Neil Delaney of Philosophy and Alex Hahn of Mathematics, and with the strong support of faculty throughout the College, the Program has grown in recent years from 160 students to 240 students. Graduates of the Program are currently pursuing Ph.D.'s at Brown, Chicago, Columbia, Cornell, Duke, Harvard, Michigan, Oxford, Pennsylvania, Stanford, Texas, and Virginia, among other schools.

Some years ago the College Council passed a resolution, partly inspired by our collective discussions of the 1998 Boyer Report, to introduce **honors tracks in departments** with a recommended template for departments. Many departments have now developed honors programs, and we can expect to see higher numbers of students involved in capstone projects throughout the College. To date the following departments have honors tracks: American Studies, English, German and Russian Languages and Literatures, History, Philosophy, Political Science, Psychology, and Romance Languages and Literatures. In addition, many of our

interdisciplinary programs, for example, virtually all area studies minors and selected interdisciplinary minors, such as Religion and Literature and the Hesburgh Program in Public Service, require senior essays.

The **Undergraduate Research Opportunity Program (UROP)** enhances undergraduate education by providing financial support to students who wish to engage in independent research and creative projects. UROP exposes students to the entire process of research--from writing the proposal, conducting the research, and analyzing the data to bringing the project to closure in the form of a final written report. Although UROP may indirectly encourage more students to pursue advanced degrees, the research and writing skills students develop as a result of such projects are valuable whatever career choices they may eventually make. This past year the College increased the maximum award amount from \$750 to \$1,500, and it introduced for the first time a summer funding option of up to \$3,600 for three months. The six students funded this summer represent all three divisions of the College, and grants were awarded to only the top 12% of applicants. In the first seven years of UROP, 11 students per year received grants. In each of the next two years on average 34 students participated. This past year, the tenth year of the Program, we will have supported 86 students, with more than \$90,000 in funding, compared to less than \$9,000 as recently as 1999-2000. These figures are even more impressive when one considers that they do not include students doing research with Notre Dame faculty members on National Science Foundation funding, as has been the case in Anthropology, Psychology, and Sociology, or students pursuing research on departmental or institute funding, as has been the case with many students in Political Science and students throughout the College who have been supported by the Kellogg Institute for International Studies and the Nanovic Institute for European Studies.

To help foster students who wish to seek post-graduate opportunities, the University created the **Office for Undergraduate and Post-Baccalaureate Fellowships**, which is housed in the first floor of O'Shaughnessy Hall and is overseen by Flatley Director Brad Gibson of Psychology. The Office, which was created in 2001, operates as a resource center in which undergraduate students can inquire about, and seek assistance with, nationally competitive fellowship opportunities, such as the Rhodes, Marshall, and Fulbright awards. The process of preparing for nationally competitive scholarships requires years of hard work and dedication both inside and outside the traditional classroom setting. Accordingly, the Office for Undergraduate and Post-Baccalaureate Fellowships helps Notre Dame's most promising students negotiate this preparation process through a variety of mentoring programs aimed at fostering their intellectual development. Although the Office greatly helps our students, the most significant factors in student decisions to seek such grants are the encouragement and support of individual faculty mentors. Last year, the number of Notre Dame applications for prestigious national scholarships nearly doubled from previous years, and the University community celebrated its first Rhodes Scholar in seven years. In addition, Notre Dame currently ranks among the nation's top 13 universities in the number of undergraduates who have received Fulbright scholarships during the past five years.

Several interdisciplinary undergraduate programs have been reviewed recently, including the **Computer Applications Program (CAPP)**. The new Director, Chuck Crowell of Psychology, developed an innovative plan, based on the Review Committee's recommendations, for

reinvigorating this supplementary major. The Program has been reduced in size and is reaching out to Arts and Letters disciplines, so that students more fully integrate their CAPP experiences with their liberal arts education. Ken Dye of Music, for example, developed this summer a new course, "Music through Technology," in support of this integration of CAPP and the liberal arts.

Two College committees have undertaken a review of our teaching of **writing** in the College, especially in the junior and senior years, so that we have a better plan for future investment and a greater sense of the success of previous initiatives. The first committee, chaired by former Associate Dean Greg Dowd, conducted a survey and held focus groups to determine the extent to which the College writing requirement had been implemented. The second committee, chaired by Stuart Greene of English, developed the report, "Guidelines for Writing Intensive Courses in Arts and Letters," which the College Council approved in February 2003. The latter committee's recommendations will eventually be embedded into appropriate resource materials, such as the *Bulletin of Information* and the *Orientation Guide for Arts and Letters Chairpersons*. The Council also approved the idea of creating a standing writing resource committee to help departments introduce or improve writing-intensive courses.

In support of writing, Arts and Letters established the **University Writing Center**, which has proven to be a crucial catalyst for creating a climate in which information about writing can be shared by students and faculty alike. Writing centers are commonly thought to provide remedial instruction in principles of grammar and style. While these may indeed be the subjects of a given lesson, writing center pedagogy is inherently more ambitious. The Writing Center at Notre Dame teaches students how to articulate a claim or thesis, how to provide evidence, how to organize the evidence, how to speak to specific audiences, and how to write clear, persuasive, and graceful prose. The success of the Center is evident in the burgeoning number of students its peer tutors serve: in its first three years the Center averaged 411 student visits per year, but in the past two years, an average of 2,288 student visits were made. These numbers demonstrate that the Writing Center, once used primarily by students in First-Year Composition, is now assisting students from across the University. We anticipate that the numbers will continue to grow as more students learn about the Writing Center, and as the Center develops the capacity to tutor graduate as well as undergraduate students.

Another College committee, chaired by Robert Norton of German, reviewed the Language Resource Center and language learning at Notre Dame. The most important recommendation was that the College create a **Foreign Language Learning Council**. We have now created the Council, which consists of nine *ex officio* members (seven T&R language directors, the Director of the Language Resource Center, and the Director of the Kaneb Center or a designate) and nine appointed members (five special professional language teachers, two chairpersons, and two T&R language teachers). At its first meeting the Council elected Ursula Williams Chair. The full membership roster is listed at <http://www.nd.edu/~alcoll/dean/committees.html>. By way of subcommittees the Council is initially exploring three sets of issues. The first involves mission and history (including the purpose of language learning in the College, enrollment trends, standards and inconsistencies, and assessment). The second focuses on institutional issues (including the development of special professional faculty, promotion and tenure issues for

foreign language learning specialists, and study abroad opportunities). The third subcommittee is addressing support (including classrooms, technology, the Language Resource Center, and foreign language education grants). One recommendation that will soon be implemented involves space enhancements in the Language Resource Center, including the redesign of a classroom, so as to facilitate current pedagogical strategies. After an initial period, the Foreign Language Learning Council may be formalized, like other College committees, with a vote by the College Council.

Several new course development programs have been introduced in recent years. **Linked courses and learning communities**, which were designed to stimulate integrative learning experiences and learning in student groups inside and outside the classroom, have been developed by faculty in American Studies, Biology, Classics, Economics, English, FTT, History, Philosophy, Political Science, Romance Languages and Literatures, Psychology, and Theology.

**Dialogue intensive courses**, which include student-led seminars, periodic debates, oral examinations, or assignments that involve oral skills, such as the use of interviews to collect evidence, have also been supported with Institute for Scholarship in the Liberal Arts (ISLA) grants. Classes of this nature help address some of the concerns that have been expressed by faculty members about the capacity of students to articulate their thoughts quickly, clearly, and coherently. Faculty members in FTT, History, and Romance Languages and Literatures are currently developing such courses; interestingly, each of the pilot courses involves a strong intercultural component. Descriptions of these courses are available through ISLA, including some helpful materials, such as nuanced grade sheets for student presentations.

Although many of us recognize that our students could do better in dialogue settings, some of our students have excelled in national competition. More than 300 **mock trial** teams from universities across the country competed in the American Mock Trial Association tournaments this past year. Under the supervision of Bill Dwyer, Jr., a Notre Dame graduate and Adjunct Assistant Professor of Political Science, two Notre Dame teams placed 4<sup>th</sup> and 5<sup>th</sup> in their divisions, making them two of the top ten teams in the nation. In addition, Notre Dame is the only university in the nation to have two teams finish in the top five in either division. Additionally, three Notre Dame students qualified for All American Outstanding Attorney awards, and one student was selected as an All American Witness. No other university received more individual awards. The kinds of skills, including oratory skills, that students in the Mock Trial Program develop are precisely what well-rounded, liberally educated, Notre Dame graduates should possess. Also enjoying a renaissance is the Notre Dame **debate** team, which has received increasing national recognition, including placing three teams in the sweet sixteen and winning the national championship of the National Parliamentary Debate Association in October 2001. The debate team has profited greatly from the beneficence of Bill and Helen Carey, who also endowed the Carey Chair in Modern Communications, which the College hopes to fill in the near future.

The **internship initiative** undertaken by the College continues to flourish, above all thanks to the

pioneering work of Lee Svete, Director of the Notre Dame Career Center. Internships arranged through the Career Center have increased nearly five-fold in the past three years, and similar increases have been visible in several Arts and Letters departments and related institutes. In addition, we are grateful to a number of Arts and Letters Advisory Council members who have made internships available to Arts and Letters students. Basic information on the internship initiative is available at <<http://www.nd.edu/~alcous/Internship.htm>>, a site now maintained by the Office of Undergraduate Studies.

At some universities the increasing emphasis on research comes at the expense of the **quality of teaching and learning**. This is not the case at Notre Dame. In 1990-1991, 82% of Arts and Letters classes were rated good or excellent by students. After ten years of increasing investment in research, the figure had improved to 86%; no other college at Notre Dame is as highly rated in student satisfaction with teaching. Arts and Letters continues to seek ways to improve in teaching and to recognize excellence in teaching. More than 100 Arts and Letters faculty members have received Kaneb Teaching Awards since they were introduced in 1999. The names of all Kaneb Award recipients along with the names of all Sheedy Award winners are available at <<http://www.nd.edu/~alcoll/teaching-awards.html>>. Notre Dame has fewer graduate student teachers than most of our peers, and we are constantly seeking to help them develop as teachers. This Fall, in response to a suggestion from Bill Ramsey of Philosophy and in the wake of a subsequent brainstorming session with faculty from a number of departments, we offered in conjunction with the Kaneb Center for Teaching and Learning a set of workshops for graduate student teachers to supplement the workshops offered by individual departments. These workshops were very well received; as a result, they will be repeated and expanded.

In recent years the College's recipients of Kaneb Awards have been encouraged to invite three to five students to join them for a meal at the College's expense. The College received a number of letters from faculty and students who described the delightful ways in which conversations emerge in such a setting. Also in support of **faculty-student dialogue**, the College has increased funding for faculty to entertain students in their homes. In 1999-2000 we supported this initiative with \$10,151. In the past three years, the average expenditure has been \$25,624.

**Residing in a World of Ideas** is another recent initiative, designed to bring students and faculty together in the residence halls to discuss matters of pressing or enduring importance. The goal is to have scholars and students engage in political, cultural, religious, and ethical discussions, with the broader view that serious scholarship alone can provide. This initiative is being pursued in collaboration with the Office of Student Affairs. Events to date have addressed such topics as the Palestine-Israeli crisis, the impact of Judaism on Western intellectual thought, and the symbolism and meaning of Passover for Jews and Christians. The idea for Residing in a World of Ideas originated from a successful set of wide-ranging panel discussions in the residence halls, which were organized by the Kroc Institute for International Peace Studies, after September 11, 2001. The events in this series are orchestrated by students with the assistance of faculty members and rectors.

Our **Undergraduate Intellectual Initiative Program (UIIP)** offers grants to cover events that

bring students away from campus for special learning experiences. In 2001-2002 we awarded close to \$20,000 to support 30 initiatives. In 2002-2003 the UIIP awarded \$40,665 for 59 projects. Don Crafton's film course in sound design, for example, visited the George Lucas Skywalker Ranch sound studios and post-production facilities in Marin County, California. This was the opportunity of a lifetime for students interested in contemporary films that are enhanced by sophisticated, labor-intensive, creative soundtracks. Rick Donnelly took his theatre class to see the off-Broadway showing of *The Exonerated* in New York City. Steve Fallon in the Program of Liberal Studies took his class to see Shakespeare's *The Winter's Tale* at the Chicago Shakespeare Theatre. The UIIP also partially funded Nathan Phillips, an English undergraduate major, for his travel to Kenya to help build a refuge home for underprivileged and sexually abused children.

A continuing challenge at Notre Dame has been the **integration of academic and residential life**. Besides the Kaneb award celebrations with students, the introduction of Residing in a World of Ideas, and the Undergraduate Intellectual Initiative Program, we have scheduled selected Arts and Letters classes in the residential halls and allocated funding so that faculty can arrange discussions with students over a meal in the campus dining halls. Also the film discussion evenings sponsored by FTT have been very beneficial. The College has also arranged that classrooms on the second floor of O'Shaughnessy Hall remain open until midnight, so that students can pursue collaborative group projects in the evenings. At the University level we have seen the creation of a committee on the integration of academic and residential life, co-chaired by the Provost and the Vice President for Student Affairs, and a new initiative to have incoming first-year students read some common works on a wide-ranging and significant topic and to integrate their preparation into a convocation, courses, and discussions. The dedication of faculty to student development is remarkable at Notre Dame, and so it is not surprising that student ratings of faculty availability at Notre Dame far exceed those of peer institutions.

A new **mentoring** opportunity is on the horizon: under the direction of Associate Dean Hugh Page, Jr., a committee will soon be named to explore a new initiative that would give T&R faculty the opportunity to become involved in the kinds of advising activities that should help first-year students think of the broader goals of a liberal arts education. Our goal is to seek faculty volunteers who would like to become mentors and advisors to a small number of first-year students, so that these students are given opportunities early during their initial year on campus to think out loud with other students and with faculty members about the opportunities for intellectual breadth and scholarly maturity that are the hallmarks of a great liberal arts education. More details will follow in the coming weeks.

In 2001, the College added a third academic advisor in the **Office of Undergraduate Studies** in order to come closer to the norms in other colleges and to help serve the high number of students who seek its assistance. Last year alone, approximately 4,200 students had advising appointments, although the College undergraduates numbered 2,700—one indication among others that the Office assists students from across the University. Even with this third advisor, our ratio of majors per decanal advisor, 828:1, is much higher than the other colleges on campus, which range from 138:1 to 361:1. Despite the challenges of working with so many students, the



Office of Undergraduate Studies has been seeking ways to do more developmental advising, and it has supplied us with an orientation guide for undergraduate teaching, which is distributed to all incoming faculty and is made available also to continuing faculty, upon request. All of us-- faculty and students alike--benefit from the superb counsel of assistant deans Jennifer Nemecek, Dottie Pratt, and Ava Preacher. Last September, Associate Dean Hugh Page, Jr., held a "Listening Forum on Undergraduate Studies"; the goal of this event was to provide an opportunity for faculty and staff to share ideas, concerns, and dreams relating to undergraduate education.

The College of Arts and Letters benefits in many ways from collaborative activities across campus. To recognize an outstanding colleague outside the College of Arts and Letters whose work adds immeasurably to the College and enriches its life, we introduced last year the **Arts and Letters Award of Appreciation**. The first recipient was Lee Svete, Director of the Notre Dame Career Center. Since arriving at Notre Dame in July 1999, Lee and the Career Center staff have improved the number and prestige of Arts and Letter student placements, both in internships and in jobs, and the quality of organizations that are recruiting the College's students. In the past three years the number of Arts and Letters students who took advantage of career counseling appointments increased dramatically: more than 1,000 appointments in each of the past three years, compared with 800 in 1999-2000 and 569 in 1998-1999.

The University has rightly expressed concern about the high percentage of Notre Dame undergraduates majoring in business, now at approximately 32%, which compares with 7% at the top twenty national research universities. This high percentage is hardly compatible with a vision of Notre Dame as a Catholic liberal arts university. At least one reason for the migration from the liberal arts to professional training derives from the fear, expressed as much by parents as by students, that arts and sciences graduates will have difficulty finding employment. In response to this misunderstanding of **the practical value of the liberal arts**, I am grateful that several departments have been creating documents that outline, first, the intrinsic value of majoring in a given arts and letters discipline, second, the formal virtues students acquire by majoring in that discipline, and third, the range of positions occupied by former majors.

To ensure that students have a meaningful final experience on campus, this Spring for the first time every Arts and Letters department held a ceremony, a reception, or both during **commencement** weekend. These are very meaningful events for students and their parents, and I am grateful for the universal support of this initiative.

### **Graduate Studies and Scholarship**

Any great university has at least a few **areas of distinction** in which it can claim to be the most significant center of advanced learning in the world. At the University of Notre Dame most programs and subfields that can claim such a level of distinction are in the College of Arts and Letters.

Among the interdisciplinary programs that we would recognize in this category are medieval

studies, Irish studies, and Latin American studies. **Medieval Studies** has reached out more fully to the vernacular literatures in recent years, partly with the superb hires of Michael Lapidge, Notre Dame Professor of English, whose teaching and research interests are in medieval Latin and Anglo-Saxon literature; and Jill Mann, Notre Dame Professor of English, whose expertise is in medieval English literature. Both scholars are recognized as among the most distinguished in their disciplines in the world. In addition, new lines in medieval studies were added to both Philosophy and Theology. The Medieval Institute now has on campus its third annual Andrew Mellon Fellow. The Medieval Institute's graduate student placement record in recent years has been 100%.

**Irish Studies** continues to develop, with several new faculty lines, including two new chairs: Luke Gibbons, the Keough Family Professor of Irish Studies, a leading expert on Irish literature and film as well as broader developments in the 18<sup>th</sup> century; and Breandán Ó Buachalla, Thomas J. and Kathleen M. O'Donnell Professor of Irish Language and Literature, who is the world's leading expert on Irish language and literature. In addition, new junior positions in English and History and two new junior positions in Irish language were added. One of these faculty members, Susan Cannon Harris, Keough Family Assistant Professor of Irish Studies, was recently recognized with the Donald Murphy Prize for a Distinguished First Book in Irish Studies, which she received from the American Conference for Irish Studies for her book, *Gender and Modern Irish Drama*. Additional advancements include the introduction of the study abroad program in Dublin, the opening of the Keough-Notre Dame Center in Dublin, the annual Irish Studies Seminar in Dublin, 2001 and 2003 NEH Summer Seminars at Notre Dame, and new funding for the Naughton Fellowship Program and the Michael J. Smurfit Directorship.

**Latin American Studies** has also expanded with new faculty lines in Anthropology, History, and Political Science, and new initiatives have been developed in the area of language, literature, and culture (for example, a new faculty line in Portuguese language and Brazilian literature and culture and a successful Latin American film series and symposium). The Kellogg Institute negotiated with the Ministry of Culture of Brazil for the establishment of a chair in the study of Brazilian culture. This chair, funded jointly by the Brazilian government and the Kellogg Institute, will bring to campus each year three distinguished Brazilian visitors for stays of varying length to conduct research, give public lectures, and interact with graduate and undergraduate students. We are one of only four United States universities to receive this gift. The O'Grady Latin American Literature Lecture Series has now hosted four international scholars and critics, and remarkable acquisitions have been made to the O'Grady Southern Cone Collection. Guillermo O'Donnell, Helen Kellogg Professor of Political Science, received this past year the Latin American Studies Association's Kalman Silvert Award for distinguished lifetime contributions to the study of Latin America, and Rev. Gustavo Gutiérrez, O.P., John Cardinal O'Hara Professor of Theology, received in 2003 one of Latin America's most prestigious distinctions, the Prince of Asturias Award for Communications and the Humanities.

A number of our strongest departments have **subfields** that are recognized as being anywhere from among the top ten in the country to simply peerless. These include at least the following areas: in Classics (Roman studies); in English (medieval and Renaissance literature, religion and

literature, and modern poetry); in German (literature and philosophy); in History (medieval history, American religious and intellectual history, and early American history); in Philosophy (medieval philosophy, metaphysics, philosophy of religion, Kant, post-Kantian idealism, twentieth-century continental philosophy, epistemology, philosophy of action, and philosophy of logic and mathematics); in Political Science (Latin American comparative politics, political theory, and peace studies); in Psychology (counseling psychology, developmental psychology, and quantitative psychology); in Romance Languages and Literatures (Dante studies); in Sociology (social movements, the sociology of religion, the sociology of education, and the sociology of the family); and in Theology (Biblical studies, Second Temple Jewish studies, early Christian studies, medieval theology, liturgical history, theological ethics, and Catholic systematic theology). Many of these areas resonate particularly well with our Catholic identity.

A university advances as well by building new strengths in core disciplines over time, especially by way of alliances with strong areas in neighboring disciplines. For many years the foreign languages and literatures at Notre Dame, despite the international emphasis of the University, did not have serious aspirations in graduate studies. Two years ago the University approved a new **Ph.D. in Literature**, an innovative interdisciplinary program focused on the study of literature from a transnational and intercultural perspective. Faculty from Classics, East Asian Languages and Literatures, German and Russian Languages and Literatures, and Romance Languages and Literatures as well as English, the Program of Liberal Studies, Philosophy, and Theology are lending their expertise and support to this new graduate program. Also supportive have been the Medieval Institute and the Nanovic Institute for European Studies. The Program is directed by Margaret Doody, formerly Mellon Professor of Humanities and English at Vanderbilt University and currently Glynn Family Professor of Literature at Notre Dame. Professor Doody and her colleagues undertook an aggressive advertising and recruitment campaign to assemble the Program's first two cohorts of students. In its first two years the Program enrolled seven presidential fellows. With its focus on literature and religion and literature and philosophy, the Program is closely linked to two of our top departments, and its emphasis on great literary works across cultures reinforces many of the Catholic dimensions of the institution.

The standing of graduate programs is very much reflected in placement statistics. The Graduate School has conducted a **comparative placement study**. The College has done reasonably well in placing Notre Dame Ph.D.'s in tenure-track positions during the past ten years. Theology placed 77% and Philosophy 76% of their students in tenure-track positions; both rankings are at or near those of the top departments in the study. Most of the College's departments had a 50-64% placement rate; two of our departments were below 50%. The College has not done as well, in comparative terms, in placing Notre Dame Ph.D.'s at prestigious institutions in the past ten years, specifically the top two tiers of national research universities and the top fifty liberal arts colleges. Philosophy had the highest percentage of Arts and Letters departments, placing 23% of its students in top-tier institutions. The Program in History and Philosophy of Science was even higher, at 38%. Most of the College's departments, however, had a 9-14% placement rate; one department was at 6%. These figures need to be improved.

Partly to help address this challenge, the College has, in tandem with the Graduate School,

created eight competitive postdoctoral fellowships across departments. The Postdoctoral Fellowship Program gives the College's most promising graduate students time to gain teaching experience and restrict their job search to selected positions at leading institutions before formally entering the job market with a full array of applications. The College gains quality teachers in the short run and an improved record for placing graduate students in tenure-track positions at premier institutions in the long run. The College's first two **postdoctoral fellows** received tenure-track positions at the University of Pittsburgh (in Political Science) and the University of Illinois (in English) before they completed their two years at Notre Dame. Independently of this program, the Philosophy Department placed one of its graduates at Stanford in 2002, and Theology placed one of its graduates at Yale in 2003.

The College is also cooperating with the Graduate School, beginning in Spring 2004, to provide additional funding for outstanding **prospective graduate students** who have received competitive offers from peer institutions.

The College continues to **hire** faculty members in order to advance strategically in research even as we continue to reinforce our traditional emphases on teaching and mission. In the past six years we have hired more than 175 faculty members, more than a third of them into new positions. In this past year we hired tenured faculty members away from Harvard, Michigan, and Stanford, and a junior faculty member away from Princeton.

One external measure of standing in research is membership in the **American Academy of Arts and Sciences (AAAS)**, the nation's leading learned society. The AAAS recognizes only those individuals who have made preeminent contributions to their scholarly fields or professions. This is a select group of men and women who represent the finest minds and most influential leaders from each generation. In each of the past two years one Notre Dame faculty member has been elected: in 2002 Rev. Gustavo Gutiérrez, O.P., John Cardinal O'Hara Professor of Theology, and in 2003 Philip Quinn, Rev. John A. O'Brien Professor of Philosophy. Other past and current members of the AAAS include Roberto DaMatta, Rev. Theodore M. Hesburgh, C.S.C., Alasdair MacIntyre, Rev. Ernan McMullin, Guillermo O'Donnell, Alvin Plantinga, Eugene Ulrich, and Rev. Richard McCormick, S.J. (deceased).

We have seen stunning increases in external **research funding** in Arts and Letters, which is one clear factor in establishing peer-review recognition. More importantly, such funding aids our faculty greatly in advancing their scholarship. During the five-year period 1992-1997 the average number of external grant applications in the College was 49; during the past six years it was 115, an increase of 235%. During the earlier period the average number of awarded grants was 34; the recent six-year average is 70, up 206%. During the earlier lustrum the average income from grants was \$1.4 million; the average for the last six years has been \$7.7 million, a 550% increase in dollars. In this past fiscal year alone faculty members in the College submitted 195 proposals requesting \$19.4 million and received 71 awards, totaling over \$10.4 million. This success has been partly aided by the introduction of some new incentive systems in the College. More significant has been the excellent support structure of the Institute for Scholarship in the Liberal

Arts, including a series of successful directors, Chris Fox of English, Julia Douthwaite of Romance Languages and Literatures, and Cindy Bergeman of Psychology; the remarkable work of Associate Director Ken Garcia; and the recent contributions of Alica Knoedler, who was just promoted to Assistant Director. The most important factor of course has been the quality of our faculty.

In the past five fiscal years, scholars in the **social sciences** have submitted 296 proposals requesting \$50.2 million, and they have received 189 awards totaling \$26.3 million, which calculates to a 64% success rate. In 2002-2003 faculty in the social sciences received 47 awards, totaling \$7.9 million.

In 1999, the College established the **Pilot Fund for Faculty-Student Teams in the Social Sciences** to assist scholars in obtaining external funding for research. Because of the extent and length of many social science research projects, faculty must often seek external funding to help underwrite their research. In order for faculty to become competitive for external grants, preliminary data collection and analysis are necessary as a basis for formulating and justifying larger research projects. Under the Pilot Fund Program, undergraduate students assist with the initial research. In the first three years of this initiative, the College provided support for 14 projects with a total of \$153,000. So far, this support has resulted in 11 external grants, totaling \$766,000. That is a return of 500% on investment in the first three years. Additional external grant proposals are pending, and others will soon be submitted.

Notre Dame is now one of the leading universities in the country for the receipt of research **fellowships in the humanities**. Indeed, Notre Dame is the leading recipient of research fellowships from the National Endowment for the Humanities over the past four years (16 total). Trailing Notre Dame are institutions such as Ohio State and Michigan (12 each), the University of California, Berkeley (11), Harvard (9), Columbia (8), the University of Chicago (6), and Stanford (6). Moreover, Notre Dame ranks third nationally among private research universities in receipt of humanities fellowships from the seventeen agencies (NEH, ACLS, Guggenheim, Fulbright, National Humanities Center, etc.) used by the National Research Council in its rankings. We trail only Princeton and the University of Chicago, while leading such institutions as Harvard, Columbia, Stanford, and Yale. Our standing in research fellowships represents a significant advance over the past decade. In the six years from 1993 to 1998, the College averaged nine fellowships per year; in the past four years the average has been 28 fellowships per year.

The NEH awarded two Arts and Letters faculty **summer seminars** for 2003: Chris Fox of English led a five-week summer seminar for 15 college and university teachers on the portrayal of Anglo-Irish identities in the early modern period; and Donald Kommers, Robbie Professor of Political Science, led a six-week seminar for 15 college and university teachers on the way constitutional principles inform laws that seek to balance competing values in a democracy. The College would like to host several such seminars every summer and encourages faculty to consider discussing their ideas with the ISLA personnel.

The College is making a concerted effort to **support** faculty members in their development as scholar-teachers. This investment has involved, for example, a 250% increase in start-up funding, including research grants to every new faculty hire. With the generous support of the Provost, we introduced procards for all T&R faculty and all special professional faculty who teach (initially at \$525 per faculty member and then increased to \$600 per faculty member). We also introduced one-time research grants for selected faculty members recommended by their chairpersons; in the past three academic years, we awarded 115 grants. Another 85 grants were awarded this Fall to support and recognize continuing faculty members, resulting in a total investment in research support for faculty of more than \$500,000. Non-salary support grew by 65% between 1997 and 2003, and spending on travel grew by 80% during the same period. For the past three years, we have made funding available to faculty members for undergraduate research assistants; this program, administered by Associate Dean Greg Sterling, is especially valuable to faculty members who do not have access to graduate students, and it offers another synergy between research and learning. Also the Hesburgh Library Document Delivery Service, funded by the College and the Library, has aided faculty members in their research. Because some faculty members have been delayed in their promotion to professor, but have superb credentials in teaching and leadership, the College introduced this past year a new program to assist them. The program awards a full-year leave at full pay to one or two associate professors annually. The recipients must have been in rank for at least ten years, have outstanding teaching credentials, and have a research project on the horizon that could trigger a promotion to professor; the first two recipients embarked on their leaves this Fall. Also Career Enhancement Grants for Tenured Faculty, which support diverse proposals for professional development, have been made available through ISLA. In addition to funding and time, information and mentoring are essential. The College sponsors an annual public forum on promotion and tenure issues, which focuses in alternate years on promotion to associate professor and promotion to professor. Associate Dean Sterling has had lunch with more than 100 associate professors in an effort to encourage them toward promotion and to assist them in whatever ways he can.

One of Notre Dame's advantages vis-à-vis larger research universities is that it is sufficiently small in size that dialogue may be fostered easily across disciplinary boundaries. In order to enhance our sense of **community**, the College is encouraging every recently tenured faculty member to invite three colleagues to a meal at the College's expense. The condition is that all three guests must be from outside the tenure recipient's home department. They may be senior colleagues who have been mentors, faculty members whom they have wanted to meet or engage more fully in conversation, or junior faculty with whom they would like to develop or have been developing a mentoring relationship. Also in support of collaboration and community, the College has introduced funding for multi-year exploratory seminars, which have as their focus topics of integrative scholarship across disciplines, such as the environment, or specific community challenges, such as the integration of academic and residential life among students. As we become slightly larger and enhance our teaching and research capacity, we must continue to look for ways to foster meaningful dialogue across disciplines and to emphasize the ways in which Notre Dame is a communal and hospitable environment. We foster at Notre Dame a distinctive academic culture, characterized by excellence in learning and scholarship, on the one

hand, and an embrace of community, dignity, and shared mission, on the other hand. We have been welcoming new faculty also by preparing for distribution in tandem with the fall ISLA reception brief profiles of these faculty members, and I have been inviting small groups of faculty from diverse departments to lunches, at which we explore common issues and enhance bonds across departments. More than 250 faculty members have joined me at these lunches. In addition, the College has been hosting an annual dinner that brings together the College's newly tenured faculty members. Finally, in recent years at least five departments have held one or more retreats to enhance the respective department's sense of collective identity and to develop imaginative responses to diverse challenges.

### **Catholic Identity**

Notre Dame's Catholic mission is not only essential to our core identity, it is also our most enduring competitive advantage. We are **distinct** in a landscape of common universities. One of the University's great challenges is to ensure that our teaching and scholarship are animated by our Catholic mission and that we continue to reflect deeply and articulately about our distinctive vision. The recent University Task Force on Catholic Intellectual Life was led by two members of the College of Arts and Letters, and members of the College were also active in helping to formulate the University's response to the recent crisis in the U.S. Catholic Church.

One of the most important elements in support of our mission is knowledge of the Catholic tradition. In response to a proposal from the College, the Provost funded in Summer 2002 a **faculty seminar** on the Catholic intellectual tradition, led by Frederick Crosson, Cavanaugh Professor of the Humanities Emeritus, which enrolled faculty members from throughout the University. The 13 faculty members read and discussed works by Augustine, Aquinas, Dante, Teresa of Avila, Pascal, Newman, Flannery O'Connor, and John Paul II. This Fall a second faculty seminar, also funded by the Provost, is being offered to faculty on Catholic social thought.

Many of our **curricular strengths** are to be found in our Catholic identity, ranging from philosophy of religion and religious and intellectual history to the social justice ideals that animate our teaching and scholarship in the social sciences. Indeed, entire programs present themselves in ways that differ from secular universities. The Medieval Institute, for example, not only gives more prominence to philosophy and theology than do peer schools, it defines its mission very much by its orientation to the four great religious traditions of the Middle Ages-- Judaism, Roman Catholicism, Orthodoxy, and Islam. Reflective of productive synergies between teaching and research, various other centers and institutes focus on aspects of Catholic identity. Both the Cushwa Center for the Study of American Catholicism and the Center for the Philosophy of Religion, for example, remain the premier centers of their kind in the world. In order to ensure that our Catholic identity is fostered throughout the curriculum we created course development grants to support faculty members who wish to integrate insights from the Catholic tradition into new or existing courses in their disciplines. The program encourages faculty members to think about their common undertaking in relation to the religious affiliation of the institution and to encourage students, in turn, to think about issues that touch on faith and that

span the disciplines. Such courses are a welcome enrichment of our already strong set of curricular offerings. Independently of content, the focus on interdisciplinary and integrative work is appropriate to the Catholic search for the unity of knowledge across disciplines. We have one of the highest numbers of interdisciplinary minor options of any university in the country, ranging from longstanding and highly regarded interdisciplinary minors, such as Philosophy, Politics, and Economics, to newer programs in areas distinctive to Notre Dame, such as Journalism, Ethics, and Democracy. Not surprisingly, the extent of student experience with interdisciplinary courses at Notre Dame exceeds that of peer institutions. Also very encouraging is the recent increase in the number of students pursuing a dual degree in Arts and Letters and Engineering; this past year 22 students received scholarship funding from the Reilly Center for Science, Technology, and Values for their third, fourth, or fifth year in this distinct five-year program. Finally, the expectation that University requirements receive a rationale will deepen our Catholic identity, as a clear articulation of the *raison d'être* and the learning goals for philosophy and theology, to take the two most prominent examples, will make clear the compelling and distinctive nature of the Notre Dame curriculum.

The Department of Theology has been offering a series of one-credit courses, “**Know Your Catholic Faith**,” in cooperation with Campus Ministry. The courses have focused on developing a renewed college-level pedagogy in such basic topics as “Creation,” “Faith,” “God,” “Mary,” “Life in Christ,” “Original Sin,” “Prayer,” “Relationships and Sexuality,” “Revelation,” and “The Sacraments.” This initiative is very popular with students, who long for a richer understanding of their faith. These courses also bridge academic and residential life, as they are often taught in non-traditional settings, such as the residence halls or in retreat-like settings.

Several new **degree programs** will assist our focus on mission: an interdisciplinary master’s in Early Christian Studies; a master’s in Theological Studies; a major in Sacred Music; a supplemental major in Peace Studies; and six interdisciplinary minors--Catholic Social Tradition; Education, Schooling, and Society; Journalism, Ethics, and Democracy; Latino Studies; Philosophy within the Catholic Tradition; and Religion and Literature. The Department of Theology is developing a proposal for an initiative in liturgy and the sacred arts, with the first undergraduate program involving an interdisciplinary minor in liturgical music ministry and the first graduate program comprising a master’s degree in sacred music.

The University has clearly articulated the goal of ensuring that a majority of **faculty members** be Catholic. The challenge is especially great, as hires one or more generations ago, when Notre Dame had less ambitious aspirations in research, were almost universally Catholic. Of the 22 senior faculty in the Division of the Humanities who retired or departed in the past five years, for example, 91% are Catholic. In 1992 the Arts and Letters T&R faculty was 63% Catholic; today, partly as a result of such departures and partly as a result of hiring patterns, it is only 53% Catholic. Fortunately, the most recent trends are upward: from 1988 to 1992, 48% of the entry-level T&R hires were Catholic; from 1993 to 1997, only 40% were Catholic; but from 1998-2002, 51% were Catholic. Across all ranks the average for the past six years is 52% Catholic; Arts and Letters faculty hires across all ranks for Fall 2003 are 63% Catholic. In terms of Catholic hires, I have proposed a minimal goal of 50%, an expected goal of 55%, and an



aspirational goal of 60%. While this past year was an especially good year with regard to percentages of Catholic hires, the average for the past six years is still just above our minimal goal. Of course these various numbers can be deceptive. Not all who answer “Catholic” in response to the question on religion in the new faculty questionnaire are active Catholics supportive of our distinctive mission, and some of the strongest supporters of the University’s distinctive identity are not Catholic. Nonetheless, tracking hiring provides us with one of several lenses onto this complex puzzle, and a preponderance of Catholics gives us models of lived Catholicism for our students.

One distinct dimension of Notre Dame is the considerable number of priests of the **Congregation of Holy Cross** who contribute to our teaching, research, and service mission. The University has a unique and continuing relationship with the Indiana Province of the Congregation of Holy Cross, and more than two dozen CSC priests serve as regular faculty in the College of Arts and Letters, including four who are serving or who have recently served in central administration (Fathers Jenkins, Malloy, Poorman, and Scully) and three who have served in recent years as chairpersons in the College (Fathers Collins, Gaffney, and Miscamble). Fortunately, we have been able to add seven new priests, including four CSC priests, to our faculty in the past five years. A recent initiative has led to the funding of new CSC faculty members from a centralized budget in the University rather than from the colleges; the result is enhanced motivation for the hiring of CSC’s, as such lines need not compete with already existing departmental priorities. The profound presence of the Congregation of Holy Cross as well as the contributions of diocesan and other religious priests on our faculty has helped make possible the rich liturgical life of our campus. During the academic year, Mass is said daily in the midst of Arts and Letters activity, in the Chapel of Mary, Seat of Wisdom in Malloy Hall.

As we seek to inspire our students toward both academic and distinctive excellence, we can draw on a number of recent initiatives. Prominent among these has been the **Notre Dame Vocation Initiative**, which is overseen by College faculty, led by John Cavadini, Director of the Institute for Church Life. For the past two years Lilly Fellowships have been awarded to faculty members who participate in a year-long conversation on the theological concept of vocation, including a faculty seminar, and create or revise a course that integrates the theological concept of vocation; 85% of the Faculty Fellows have come from Arts and Letters. Each year 75 undergraduates, mostly majors in Philosophy and Theology, participate as teachers and counselors for high school students in the NDVision Program, which is committed to helping young people make life choices not merely in terms of career options but in terms of discerning, and responding to, a call from God. A further initiative called VOCARE has reached out to Notre Dame graduates of all colleges with retreats, faith sharing groups, and a spiritual book club, all designed to help foster a sense of vocation.

One dimension of our Catholic identity is our focus on **the most significant moral issues of this century**. I mentioned in my 1997 inaugural address that three issues with profound implications for coming generations deserve special consideration at a Catholic university: first, the general crisis of values and orientation, resulting from cultural changes and from complex developments in science, technology, the global economy, and world politics; second, the increasing gap

between developed and developing countries; and third, the ecological crisis. All three of these issues—the ethical challenges of modernity, global economic and social justice, and the protection of nature—are addressed in the 1990 apostolic constitution on Catholic universities, *Ex Corde Ecclesiae*, which reinforces our sense of their importance for Notre Dame’s mission. While many other universities may address these issues, Notre Dame privileges them in distinct ways and approaches them not only with the scholarly tools of our respective disciplines but also through the distinctive lens of the Catholic emphasis on the dignity and integrity of the human person and the rich tradition of Catholic thinking on these subjects.

College faculty members actively participated in the University Task Force on Ethics. The University received an endowment from the W. P. and H. B. White Foundation for the Directorship of the Center for Ethics and Culture, which is overseen by David Solomon of Philosophy, and some initial discussions have taken place concerning a possible master’s program in bioethics. The University has actively sought out faculty members with expertise in **ethics**, including such recent hires as Robert Audi (Business and Philosophy), Jennifer Herdt (Theology), Vittorio Höslle (German, Philosophy, and Political Science), Lynn Joy (Philosophy), Alasdair MacIntyre (Philosophy), Gerald McKenny (Theology), Darcia Narváez (Psychology), Margaret Pfeil (Theology), Dan Philpott (Political Science), and Kristin Shrader-Frechette (Philosophy). Notre Dame’s student ratings of identification of moral and ethical issues and awareness of social problems far exceed those of peer institutions. Perhaps not surprisingly in this context, last year 25% of Arts and Letters graduates chose to devote a year or two to full-time community service; a significant number participate in the Alliance for Catholic Education, which draws heavily on the College for its leadership and faculty. The University has also been very active with conferences on ethical issues, ranging from broad conferences on ethics and pluralism to focused topics on Catholic social teaching and even international collaborations on topics such as science and values. This year, for example, Hindy Najman of Theology and David O’Connor of Philosophy have orchestrated a series of lectures on “Moral Perfection and the Exemplary Sage.”

The College has also hired a number of faculty in recent years whose focus is on **developing countries**, including Edward Beatty (History), Gregory Downey, Jr. (Anthropology), Rev. Daniel Groody, C.S.C. (Theology), Rev. Gustavo Gutiérrez, O.P. (Theology), Frances Hagopian (Political Science), Vittorio Höslle (German, Philosophy, and Political Science), Rev. Paul Kollman, C.S.C. (Theology), Emily Osborn (History), Vibha Pínglé (Sociology), and Naunihal Singh (Political Science). All ten of these positions were newly allocated and not simply replacement positions. Partly in response to the document of the U.S. Catholic Bishops *A Call to Solidarity with Africa*, the Department of Theology and the Institute for Church Life, under the direction of John Cavadini, is organizing two conferences that will bring together the churches of the United States and Nigeria and various organizational participants within the churches both in the U.S. and in Africa, where there are 116 million Catholics. The conference will be devoted to “Americans and Africans in Dialogue about Africa’s Promise, Needs, and Image” and represents a fine example of the synergy between Catholic identity and multiculturalism. This Fall Theology is offering a new course on “Christianity in Africa,” and the Department plans to offer in a coming semester another new course on “Christian African Theologies.” Also scheduled for this

coming academic year is a celebration of African cinema, and for the first time ever Philosophy is offering a course in African philosophy, taught by a philosopher from Nigeria.

The College has also sought to contribute expertise to the **ecological crisis**. There was extensive Arts and Letters participation on the Provost's Task Force on Interdisciplinary Environmental Studies. Under the guidance of George Howard, Professor of Psychology and Morahan Director of the Core Course Program, a set of linked courses and an experimental version of Core have been developed with a primary focus on the environment. The College has also hired a number of faculty members who have research interests in environmental studies, ranging from directly relevant issues such as environmental racism, the philosophy of the ecological crisis, and the use of recycled materials in design to broadly related research endeavors, such as views of nature in diverse cultures: John Caruso (Art, Art History, and Design), Barbara Connolly (Political Science), Ben Heller (Romance Languages and Literatures), Vittorio Hösle (German, Philosophy, and Political Science), Richard Jensen (Economics and Econometrics), Gerald McKenny (Theology), Kristin Shrader-Frechette (Philosophy), Thomas Slaughter (History), and Julia Adeney Thomas (History). In an effort to support work on the environment, the College, under the leadership of Chris Hamlin of History, cooperated with scientists at Notre Dame to host a conference on "Ecology, Theology, and Judeo-Christian Environmental Ethics," which took place in February 2002. The goal of the conference was to acquaint leading historians of the environment, theologians, and philosophers with the current thought of leading biologists and vice versa. A subsequent conference on "Faith, Ethics, and Environment" is being developed by Matt Ashley of Theology for Fall 2004.

Also supportive of our mission is the new **Seng Foundation Endowment for Market-Based Programs and Catholic Values**, a considerable gift that will support scholarly and pedagogical projects that utilize market-based principles to promote sound economic growth and movement toward a more just society both domestically and internationally. Central to this objective is the integration of Catholic values as they define the dignity of the human person. The Seng Endowment will support work on market-based economic models designed to increase living standards, encourage ethical conduct, and promote social justice in nations throughout the world.

The Department of Philosophy proposed a very creative idea, subsequently expanded and endorsed in the Strategic Plan for the Humanities, to establish in the next capital campaign a number of **endowed chairs for mission** in such areas as Religion and Literature, Religious and Intellectual History, Sociology of Religion, Philosophy of Religion, Religion and Politics, the Sacred Arts, and Theology. Many of these areas were highlighted in the divisional strategic plans. The establishment of endowed chairs for this purpose would guarantee that the intellectual leadership necessary to sustain the University's mission is not only maintained, but strengthened.

As one of the leading universities in the world for the study of religion across disciplines, if not the leading university, we have a unique opportunity to develop in dialogue with scholars of other religious traditions. Thus, the Erasmus Institute, which supports visiting scholars and offers seminars and workshops around the world, focuses on the ways in which scholars address contemporary problems by drawing on the resources of the Abrahamic faiths. In order to advance

in our study of **Islam**, we added a third T&R line in Arabic language, literature, and culture and reallocated two faculty lines, one in Arab history and another in comparative theology, with a focus on Islam. In addition, we hired into the Luce Chair for Religion, Conflict, and Peacebuilding a leading European Islamic scholar, Tariq Ramadan.

When meeting with candidates for faculty positions or with donors, I often find myself seeking to articulate Notre Dame's distinctive vision. I recently put some of these reflections onto paper in the form of an **essay**, which the University of Notre Dame Press has published as a small volume, together with a foreword from President Emeritus Theodore M. Hesburgh, C.S.C. This volume, entitled *The Intellectual Appeal of Catholicism and the Idea of a Catholic University*, will be made available to Arts and Letters faculty members and Advisory Council members later this year.

### **Diversity and Internationalism**

The College has an ongoing interest in enhancing the educational experience of all its students and realizes the very important role that **diversity** plays in its educational mission. Research has substantiated the common intuition that diversity fosters curiosity and dialogue; in a university with a unified mission, elements of diversity become even more central. The College recognizes that it has significant ground to cover. Our goal is to have an open, welcoming, and affirming environment in which faculty, staff, and student differences are seen as assets that enhance the unity of our College.

Of the 175 **faculty hires** in the past six years, 41% have been women; for Fall 2003 we are also at 41%, although if we are successful in hiring two women who currently have offers of endowed chairs, our figures will improve. In terms of hiring women, I have proposed a minimal goal of 40%, an expected goal of 45%, and an aspirational goal of 55%. The College has been hiring minorities over the past six years at a rate of 22%; we are just below that for Fall 2003, but one minority scholar has already accepted an endowed chair for Fall 2004, and a senior African-American is contemplating another endowed chair. For minority faculty hiring, I have proposed a minimal goal of 20%, an expected goal of 25%, and an aspirational goal of 35%. It is clear that we need to progress simply to meet our mid-level goals for women and minorities, although the current situation is a dramatic improvement over the past. In 1991 21% of the Arts and Letters T&R faculty were women; by 2001 the percentage had increased to 31%. Gains have also been made in minority percentages: in 1992 minority faculty in the College's T&R ranks was only 5%, five years later in 1997 it was 9%, and in 2002 it rose to 12%. Also the **student** population is becoming more diverse; this year's incoming class is expected to be 21% ethnic minority, an all-time high.

The **Rising Scholar Series**, which encourages departments to nominate pre-tenure women, minorities, and Catholics who would deliver an address at Notre Dame, has been quite successful, resulting in many excellent visits. In the inaugural year of the program, 2001-2002, the College funded seven guest speakers; in 2002-2003, we funded eight.

In contrast to University Chairs, which are for senior scholars, **College Chairs** are three-year, rotating appointments for assistant or associate professors. Like the senior chairs, however, they are prestigious appointments funded by our generous benefactors and include annual financial support for teaching and research. Even though the number of women holding University Chairs in the College of Arts and Letters has tripled in the last six years (if two outstanding offers are accepted this summer, we will have eleven female chairholders next year, up from three in the Fall of 1997), the percentage is still well below the number allocated to men. In the case of College Chairs, however, we have seen a significant increase in women and minority representation. This year women occupy 69%, and minority faculty 31%, of the Arts and Letters College Chairs. This suggests that over time also the percentage of senior chairs will likely shift to represent our increasing diversity.

**Latino Studies** has become one of the great success stories of recent years. Under the leadership of Gil Cárdenas, Julian Samora Professor of Latino Studies, the Institute for Latino Studies has become one of the premier institutes of its kind in the country. Theology has added four faculty members with expertise in Latino theology, and the Department of English has added three faculty members with expertise in Latino/Latina literature. Creative Writing offered this past year a three-day Latino Poet's Conference. Panels were held, and readings were given to standing-room-only crowds. We have also just recently hired a historian away from a tenure-track position at Princeton. These faculty join an already strong contingent on campus. Martina Lopez, Grace Associate Professor of Art, for example, recently had her work included in an exhibition entitled "Arte Latino: Treasures from the Smithsonian American Art Museum." The number of faculty currently in place will now support a new interdisciplinary minor in Latino Studies. The University of Notre Dame was included in a ranking of the top 25 colleges and universities for Hispanics (Hispanic Magazine, March 2002). Notre Dame ranked number 15. If we can continue at our current pace, this ranking will surely rise in the coming years.

The Erskine Peters Fellowship Program brings minority pre-doctoral students to campus for a year. In the inaugural year of the program, 2000-2001, there were four fellows; in 2001-2002 there were five fellows; and in 2002-2003 there were six fellows in residence. Each year the Office of the Provost funds two fellows. The College and its departments have provided resources to bring to Notre Dame nine additional fellows over the past three years. The placements of the Peters Fellows have been excellent, including, for example, tenure-track positions this Fall at liberal arts colleges, such as Macalester, and research universities, such as Ohio State. In addition, the Provost is funding two minority postdoctoral scholars to work within the context of a new initiative in multicultural psychology. In support of **African and African-American Studies** the College added a faculty line for a professional specialist administrator, Keith Lee. It is very likely that the University will seek a major investment in African and African-American Studies as part of its next capital campaign. This coming year African and African-American Studies and Latino Studies will jointly sponsor a lecture series on African-American and Latino research. In March of 2004 the Cushwa Center will host a conference on "The Witness of African-American Catholics."

**Gender Studies** is a flourishing program at Notre Dame, which recently added a supplementary major to complement its already existing interdisciplinary minor. The program was previously supported on soft money, and its budget has now been regularized. In addition, the College has allocated one-time funding to the program, including sufficient funds so that the program can bring to campus over the next three years three senior visitors for one-semester visits. This initiative complements the highly successful Provost's Distinguished Women's Lecturer Program, which encourages innovative forms of interaction between female visitors and the faculty, students, and administrators of Notre Dame. The Women of Notre Dame project, initiated by former Associate Dean Julia Douthwaite, recognizes female leaders, especially among our alumnae, who could act as mentors for our women students; the College annually invites four alumnae to Notre Dame to discuss their careers and, when appropriate, their balancing of careers and families. Some initiatives in support of diversity are taking place also at the departmental level. Professors Kathleen Collins and Eileen Botting, for example, organized a "Women in Political Science" initiative this past year, which reaches out to undergraduate women, and the Department of Theology recently created a Standing Committee on Gender Concerns.

Not only hiring and interdisciplinary programs but also the broader **curriculum** affect diversity. In support of more diverse curricula, the College created Multicultural Transformation Grants for courses that will add to the diversity of the Arts and Letters curriculum; these grants enhance students' exposure to diverse cultural perspectives across the Arts and Letters curriculum. Faculty in Anthropology, English, Music, and Political Science have so far taken advantage of this opportunity. This coming year the College will orchestrate a panel on "Challenges and Best Practices in Diversifying the Curriculum."

Another dimension of diversity is **leadership**. Fortunately, we saw last year two new appointments of Arts and Letters minority faculty members, one in the College, Associate Dean Hugh Page, Jr., and one in the Graduate School, Associate Vice President Donald Pope-Davis. The College has also introduced a new initiative, an administrative apprenticeship for faculty members entitled the Executive Fellow Program, which will give interested, tenured professors an opportunity to develop their leadership skills and contribute in diverse ways to the life of the College. Through this Program the College is taking proactive steps to mentor future leaders, especially women and minority faculty, so that there will be a larger, qualified pool of candidates to assume leadership positions in the coming years. The attempt to develop women for leadership is consonant with the tradition of the College of Arts and Letters, which was the first college at Notre Dame to be headed by a female dean. Christina Wolbrecht, Packey J. Dee Associate Professor of Political Science, has agreed to serve as the inaugural Executive Fellow during the 2003-2004 academic year.

The College's investment in **internationalism** is evident throughout these pages, above all in the high number of international hires, including such luminaries as Keith Bradley, Seamus Deane, Luke Gibbons, Rev. Gustavo Gutiérrez, O.P., Kevin Hart, Peter Holland, Vittorio Hösle, Jill Mann, Michael Lapidge, Breandán Ó Buachalla, and Tariq Ramadan. Also significant have been the advances in area studies, including not only Irish studies, European studies, and Latin

American studies, but also African studies, Asian studies, Middle Eastern studies, and Russian studies. The flourishing of our foreign language, literature, and culture programs, including their comparatively high number of majors and a variety of new degree programs, has been no less essential to our advance in international studies. Just in the past two years, the College Council approved a major in Arabic Studies; a major in Romance Languages and Literatures, requiring competency in two languages from among French, Italian, and Spanish along with deep exposure to two of those cultural traditions; and a major in Greek and Roman Civilization, replacing the former Classical Civilization major. The language and literature departments have also cooperated with the Department of Film, Television, and Theatre to create an international breadth requirement in the film studies track. In addition, our significant investment in scholarship on the challenges of developing countries is a contribution to our internationalism. A sign of our advancing internationalism is evident in the fact that four national book prizes were awarded last year to Notre Dame faculty in German studies, Irish studies, Italian studies, and Japanese studies. Notre Dame sends a greater percentage of students abroad than any other national research university, which is a wonderful dimension of our identity. In the coming years the College would like to see an expansion of the number of students visiting countries where English is not the primary language, so that more of our students will have an international experience that is further enriched by immersion in a different language. Internationalism of course adds greatly to the overarching goal of diversity, and it reinforces the universal dimension of Catholic identity.

### **Division of the Arts**

The Division of the Arts has seen remarkable progress in recent years. The **Marie P. DeBartolo Center for the Performing Arts**, which is scheduled to open in the Fall of 2004, represents a University investment of nearly \$64 million. By providing resources for learning opportunities, productions, and performances by students, faculty, and invited professional artists, the Center will elevate and enhance the role of the arts on campus. In the Center students will develop their skills as emerging artists and acquaint themselves with the historical, theoretical, interpretive, and evaluative tools necessary for the study of art. They will cultivate the virtues of creativity and curiosity, discipline and analysis, and acquire the foundations for professional careers or simply experience the fullness of a liberal arts education. These varied activities will bestow on them the spiritual and intellectual benefits of artistic expression and study as well as a passion and love for the arts that will remain with them whatever careers they choose.

The University's investment in the DeBartolo Performing Arts Center has been complemented by **a variety of other initiatives and developments**. The Boehnen Fund for Excellence in the Arts has supported individual student and faculty projects for several years, and the Shakespeare Initiative has given new life and focus to the arts. The Department of Film, Television, and Theatre has grown by seven faculty lines, and majors in Art, Art History, and Design are at an all-time high. Merit scholarships have been introduced in Music, music practice rooms have been added to a number of residential halls, the Fischhoff National Chamber Competition moved to Notre Dame, and a proposal is being developed for a new interdisciplinary minor in liturgical music ministry. A recent gift from Nicholas Sparks has contributed greatly to the further

flourishing of Notre Dame's Creative Writing Program, and a Center for Creative Computing is soon to be opened. The enhancement of the arts has extended also to other disciplines; Philosophy, for example, has recently offered courses in "Aesthetics" and in "Philosophy and the Arts." These initiatives are important, for Notre Dame has not been traditionally known for the arts, and student interest in the arts at Notre Dame is even today below that of peer institutions.

The **strategic planning** report for the Division of the Arts identified six overarching priorities: additional space for the Department of Music and the Department of Art, Art, History, and Design; the flourishing of student production in the arts; the Center for Creative Computing; an initiative in sacred arts; diversity and internationalism in the arts; and the Shakespeare Initiative. The individual strategic planning reports for the Division of Arts and the final report from the Fine and Performing Arts Strategic Planning Committee are posted on the College's web site at <http://www.nd.edu/%7Eadean/strategic/index.html>.

Progress in the Department of **Art, Art History, and Design** has been quite visible under the two terms that Rev. Austin Collins, C.S.C. served as chairperson and includes, to give a selection of examples: four excellent junior hires; the development of scholars at all ranks, including five outstanding promotion cases; the establishment of the annual activities report and better mentoring of junior faculty members; forward progress in affirmative action, both recruitment and retention; a meaningful external review; the introduction of regular faculty meetings; attention to curricular reform, including a very thorough review of the introductory art history course; continuing improvements in the advising system; revisions in the Department's catalogue and web pages; improvements in student recruitment, both undergraduate and graduate, including the establishment of a faculty liaison officer with the Undergraduate Admissions Office; an increasing rise in the number of majors; the introduction of exit interviews with students; an expansion of placement opportunities for students; the creation of an alumni conference; new technical staff support; superb relations with the Snite Museum; and greater collaboration with FTT and with Architecture (a Professor of Architecture and Art, Dennis Doordan, recently became Chairperson). Four of the Department's artists had high-profile solo exhibits last year. Among the Department's continuing challenges are the quality of its current space and the lack of gallery space for student exhibits.

**Film, Television, and Theatre** has expanded since 1997 by five teaching-and-research faculty lines and two special professional faculty lines. Under chairpersons Donald Crafton and Mark Pilkinton, the Department has been a leader in diversifying its faculty: 66% of its hires in the past six years have been women, and 27% have been African-American. The Department conducted an international search in 2001-2002 to hire an outstanding Shakespearean scholar for Notre Dame's first senior chair in the Division of the Arts. Peter Holland of Great Britain joined the FTT faculty in Fall 2002 as the McMeel Family Professor of Shakespeare Studies. Peter oversees aspects of Notre Dame's Shakespeare Initiative, including Actors From The London Stage, a traveling Shakespearean troupe that is based at Notre Dame. This appointment, which has drawn international attention to Notre Dame, has already strengthened our emphasis on medieval and renaissance literature and will greatly enhance our developing focus on the performing arts.



Since 1998 the Department's annual student playwriting workshop has involved per year nearly 1,000 students as actors, support persons, or audience members. The Department created a newsletter, *FTT Notes*, which has been a great success; it generated many contacts from "lost" alumni and even some donations of research materials and equipment. ND Cinema, which brings the best of Hollywood, independent, and international filmmaking to Notre Dame on a weekly basis, has attracted more than 6,000 audience members annually. Often the films include presentations by directors, as in recent appearances by Sydney Pollack and by Katia Lund, or by resident film scholars. Also attracting interested participants is FTT Talks--lectures, symposia, and panels for students. The Department's principal outreach activities--the FTT Mainstage Season, the Lab Theatre, and the Student Film Festival--remain very popular with faculty, students, and the wider community. In educational theater circles, a 60% house is considered a success; last year FTT's Mainstage Season sold 71% of its seats. 9,000 patrons (faculty, students, and community members) attended performances. The Department's greatest challenge will be to take full advantage of the resources of the new performing arts center with its relatively modest budget for performances.

The **Shakespeare Initiative** continues to develop successfully. Its three major components to date involve the movement of Actors From The London Stage to Notre Dame, the creation of the McMeel Family Chair in Shakespeare Studies, and the development of Summer Shakespeare. Thanks above all to the entrepreneurial activity of Paul Rathburn, Professor Emeritus and Artistic Director of Summer Shakespeare, more than 3,500 patrons and more than 525 patrons per performance attended *Much Ado About Nothing* in July 2001 and *The Tempest* in July 2002. Building on these successes, Summer Shakespeare offered additional performances this year of *A Midsummer Night's Dream*. A further component involves endowments for Shakespeare performances and lectures. The new Dee and Jim Smith Endowment for Excellence in Shakespeare and Performance, funded by recent graduate Ted Smith, will support guest lecturers and performers, thereby bringing the beauty and power of Shakespeare's works to the broader Notre Dame community. Planned to run throughout the academic year, this program will host world famous actors, directors, and scholars who specialize in Shakespeare and Renaissance drama. The final element will involve endowments for Shakespeare library holdings and research projects. A committee chaired by Peter Holland has been meeting since Fall 2002 to develop the Shakespeare Initiative further and to ensure synergies across the diverse parts of the program.

The Department of **Music** implemented two innovations this year to strengthen undergraduate education: increasing the teaching load of faculty in solo performance from nine to fifteen contact hours--an adjustment in the direction of national norms, which will also provide undergraduate students with more faculty contact--and redirecting four graduate stipends to undergraduate merit scholarships. These funds will supplement some recent endowments for that purpose. Ken Dye, Professor of Music and Director of the Band, arranged the music for the opening ceremonies at the Summer Olympics in Sydney. This past summer the Department sponsored a trip, led by Craig Cramer, to Germany for undergraduates and graduate organ students to research historic organs. Two faculty members in musicology received prestigious, national grants: Susan Youens a residency at the National Humanities Center and Paula Higgins a residency at the Newberry Library. The Department began two outreach programs. At Holy Cross

Grade School in South Bend students began a band program at the school where none existed before; Notre Dame students provide instruction on instruments, play with the grade schoolers in the band, and conduct and administer the program. At the Robinson Community Learning Center, just south of Notre Dame's campus, the Music Department, in collaboration with the College, has hired an administrator/teacher to organize and teach piano and begin a community choir. Paul Johnson, Chairperson of Music, has proposed an innovative idea to commission liturgical compositions from some of the world's leading composers, which would then become available through Notre Dame to any choir that would like to use them. The external review of Music from 2001 recognized the quality of the faculty but suggested a number of internal changes as well as a considerable investment in infrastructure (equipment and facilities).

Also belonging to the Division of the Arts is the **Creative Writing Program**, which is housed in the Department of English. The program, which admits ten students per year, saw its applicant pool nearly triple in relationship to three years ago; it received 178 applicants for this Fall's incoming class. Recent entering classes have included students with degrees from schools such as Bowdoin, Dartmouth, and Princeton. The increase in the number of applicants and the quality of the incoming classes are partly the result of a new endowment from Advisory Council member Nicholas Sparks. Four Notre Dame M.F.A Creative Writing students, more than any other program in the country, received awards in the Associated Writing Programs "Intro Journals Awards" in 2002, and another two students received awards in 2003. One graduate, Michael Collins, had his book, *Keepers of the Truth*, shortlisted for the Booker Prize. Another, Tom Coyne, has a book, *The Gentleman's Game*, that is currently being made into a movie, and yet another recent graduate has published in *The New Yorker*.

The College is about to embark on a new project entitled the **Center for Creative Computing (CCC)**, which will be a collection of diverse studios and a coalition of activities serving computer graphics and the digital arts; film, video, and television production; electronic music; technology and learning in language, literature, and culture; and wider technology-related developments in the humanities and social sciences. We are grateful to Gordon Wishon, Chief Information Officer, and the Office of Information Technology for their generous contribution of funding and space, which helped make this collaborative project possible. Beyond meeting pressing needs in areas such as computer graphics and digital photography, the Center will offer new opportunities to faculty members in the humanities who can work with specialists in technology to develop hypertexts and performance works. In the coming years hypertexts are likely to become a desirable publishing format for a number of humanities subdisciplines. The CCC will also be a locus for students whose technological capacities may outstrip those of faculty members and who may be encouraged to develop semester projects that integrate technology. In addition, true to the Catholic ideal of the unity of knowledge across disciplines, the Center will bring together colleagues from diverse disciplines in a distinctive way. The inaugural director of the CCC will be Kathleen Biddick, Professor of History, and Ursula Williams, Director of the Language Resource Center, will be the Associate Director.

The College participated in the creation of an Advisory Council for the Performing Arts by hosting the Council's inaugural meeting in April 2002, a very successful event, during which we

received considerable feedback on the building, the search for a director, and programming. One of the most engaging suggestions was that we seek opportunities for theme events, which would take advantage of the two distinctive dimensions of the **DeBartolo Performing Arts Center**: its **multiple venues** and its **academic setting**. For example, if the focus were to be on Shakespeare, we might see multiple theatrical performances, a Shakespeare film, and a ballet as well as a set of lectures, presentations, and workshops. Other themes might focus on geographical areas, such as Ireland or Latin America, or on topics to which Notre Dame brings distinctive strengths, for example, religion, tragedy, and reconciliation. The College has also encouraged departments to incorporate a performance or artistic-related event into the planning of all conferences sponsored by Arts and Letters. This goal of integrating academic and performance endeavors is partly inspired by the April 2002 student performance of Brecht's *Life of Galileo*, directed by Visiting Artist Holger Teschke. In conjunction with this performance, preeminent scholars in several fields came to Notre Dame to examine the 400-year controversy surrounding the Catholic church's reaction to Galileo's scientific research. Conference members attended a performance of the play, which was very well received. John Haynes, former Chief Executive Officer of the California Center for the Arts, is the inaugural Judd and Mary Lou Leighton Director of the Marie P. DeBartolo Center for the Performing Arts. John hosted the second meeting of the Advisory Council for the Performing Arts in October 2002.

These and similar advances are at the heart of a movement that I have been calling the **decade of the arts at Notre Dame**. The University and the College have made investing in the arts a priority. This investment is appropriate for a Catholic university. The ties between the history of the Church and the history of art are profound. Moreover, the sacramental vision of Catholicism suggests that the mystery of transcendence becomes manifest in the sensuous world, partly as a result of our own mediating activity; in this context the arts play a privileged role. Students are responding to this message. Even before the completion of the DeBartolo Performing Arts Center, majors in the Division of the Arts are on the rise; in fact, they have increased in the past ten years by 45%. This is a radical change from earlier decades when researchers noted that Catholics attending Catholic colleges or universities were less likely to show gains in aesthetic values than Catholics or non-Catholics at sectarian universities.

### **Division of the Humanities**

The humanities constitute both the largest and the strongest academic division in the University. The **strategic plan** for the Division of the Humanities has as its leading priorities: to move Philosophy and Theology into top-ten programs nationally; to advance English and History into the top quartile of the National Research Council (NRC) rankings; to intensify undergraduate education and make it more sophisticated; to increase graduate student support to ensure greater competitiveness; and to build a stronger library collection, with special attention to foreign languages and literatures. The individual strategic planning reports for the Division of Humanities and the final report from the Humanities Strategic Planning Committee are posted on the College's web site at <http://www.nd.edu/%7Eadean/strategic/index.html>.

**American Studies** was reviewed several years ago. One result was a collective decision to suspend the graduate program and focus the Department's resources on undergraduate studies, which are flourishing. The Department has always been strong in teaching and continues to rank among the better programs in the College. It has one of the highest number of American studies majors in the country and a national research reputation in material culture studies. Like Anthropology and the Program of Liberal Studies, the Department has the realistic ambition of becoming the premier undergraduate program of its kind in the nation. Another resolution was for the Department to play a greater role in advancing the mission of American studies beyond the Department. One result has been the inauguration of the American Studies Seminar, whose purpose is to promote public intellectual activities related to American culture and society, facilitate the integration of Americanists in the College, heighten contact between faculty and students, and coordinate activities that would be of interest and use to the many individuals who interpret the American experience, past and present, in the area's colleges, universities, and cultural agencies. Under chairperson Ben Giamo, the Department has begun filling a set of vacant lines. One of the Department's distinctions is the presence of the Visiting Welch Professor in American Studies. Last year the Welch Chair was occupied by Alex Kotlowitz in the Fall and David Nye in the Spring.

The **John W. Gallivan Program in Journalism, Ethics, and Democracy**, an interdisciplinary minor devoted to developing future journalists in a liberal arts context, grew out of the Department of American Studies. Developed by Professor Robert Schmuhl, it was recognized by *Columbia Journalism Review* (November/December 2002) for its innovation and singled out as a possible model for other schools to follow. The Gallivan Program continues to expand its internship program; the *South Bend Tribune* and the Associated Press in New York are two, new internship sites. The Program has sponsored some highly successful lectures by persons such as Jim Lehrer, Carol Marin, and E. J. Dionne, Jr. The Program also organized a public forum on "American Journalism: A Year's Lessons," which focused on changes in journalism one year after September 11, 2001.

The Department of **English** hired during Chris Vanden Bossche's five-year tenure as chairperson more than 15 faculty members, including three into new endowed chairs. Three internal promotions to chairs resulted in a total addition of six new chairs in the past five years. These appointments and promotions have strengthened important areas of the Department and provided much-needed expertise in significant curricular areas. The Department's commitment to both mission and diversity in hiring has been clearly visible during this period. Medieval and Renaissance has been recognized as a top-ten program, and the Department has reinforced its commitment to religion and literature. New hires have advanced the Department's reputation in areas that have become increasingly important, such as African-American literature, Latino/Latina literature, and world literature. The strategic plan, one of the strongest in the College, gives comparative data which suggest that the Department's overall ranking will continue to improve, and strengthened by some innovations in the graduate curriculum, placements have been improving. An honors track has been approved, and a further major review of the undergraduate curriculum will be undertaken in the next two years. The Department has been one of the first to recognize the value of publicizing its accomplishments more effectively

by improving its web site and commencing the publication of *Folio*. Departmental members have been very active in sponsoring NEH summer seminars. Faculty members have also contributed to new programs, ranging from the Ph.D. in Literature to the interdisciplinary minor in Religion and Literature, which is now overseen by Kevin Hart, a leading scholar of religion and literature, who joined us in 2002. Summer funding for graduate students in the Department has increased from 43% in 1998 to 73% in 2002, and the acceptance rate to the Ph.D. program is a very competitive 11%. Two new endowments, the Slabey Endowment for Excellence in English and the Sturtevant Endowment for Excellence in English, will also enhance the mission of this department. The Department has an NRC ranking of 63, but a more recent *U.S. News and World Report* ranking of 54.

The Department of **History** had a 1993 NRC ranking of 59, but a recent *U.S. News and World Report* ranking of 46. The faculty hires in recent years have been extraordinary and will surely add to the Department's national standing. Sabine MacCormack, the Rev. Theodore M. Hesburgh, C.S.C. Professor of Arts and Letters (a joint appointment with Classics), comes to Notre Dame from the University of Michigan, where she held an endowed chair. MacCormack, who specializes in late antiquity and colonial Latin America, was among the first five scholars in all of the humanities to receive the Mellon Foundation's new Distinguished Achievement Award, a \$1.5 million grant to support individual scholarship and the more general development of the humanities. Also at the chair level, the Department hired Tom Slaughter, an award-winning scholar of early American history, who relinquished a Distinguished University Professorship at Rutgers University to fill the Andrew V. Tackes Chair in History. Thomas F. X. Noble joined the Department from the University of Virginia. One of the country's foremost teacher-scholars in medieval history, Noble is Professor of History and Robert Conway Director of the Medieval Institute. Other tenured hires include Brad Gregory, an award-winning teacher at Stanford who received six book prizes for his first book, *Salvation at Stake: Christian Martyrdom in Early Modern Europe*; Julia Adeney Thomas, previously of the University of Wisconsin, who received the American Historical Association's 2002 John K. Fairbank Prize for *Reconfiguring Modernity: Concepts of Nature in Japanese Political Ideology*; and David Waldstreicher, who came to us from Yale and specializes in eighteenth- and nineteenth-century American political and cultural history. This past year, recent hire Semion Lyandres, a leading scholar of the Russian revolution, was promoted to associate professor with tenure. Concurrent senior hires in the last few years include Keith Bradley, Eli J. Shaheen Professor and Chairperson of Classics; and Lionel Jensen, Associate Professor and Chairperson of East Asian Languages and Literatures. Many of the Department's recent hires have added to the Department's ability to educate students about the world beyond Europe and the United States; in addition to new positions for Italian, Irish, and U.S. Latino/a history, we have allocated new faculty lines for African history and Mexican history and reallocated a faculty position to enhance our coverage of Middle Eastern history. The Department's record in garnering outside funding is remarkable, with awards from the National Endowment for the Humanities, the Guggenheim Foundation, the Folger Library, the Fulbright Foundation, the Humboldt Foundation, the Stanford Humanities Center, and others in just the last three years.

Despite an emphasis on scholarly quality in these and other hires, the Department, under the leadership of John McGreevy, John A. O'Brien Associate Professor of History, has identified enhancement of the undergraduate program as its top priority for the coming years. This past year, the Department made the most significant changes to its undergraduate curriculum in twenty years, adopting a new set of distribution requirements, requiring students to declare a concentration within the major, and creating an experimental gateway course to immerse students in the interpretation and analysis of primary source documents from the time they enter the major. The new honors program graduated eight seniors this past Spring, and twenty students are expected to complete the program and write a senior honors thesis in History this coming year. Students will receive support for their endeavors from the newly created Rev. Thomas T. McAvoy, C.S.C. Endowment for Excellence in History, funded from the estate of alumnus Michael R. Hayes, '57. At the graduate level, the Department, following the recommendation of its 2000-2001 external review, adopted a required methodology course for all first-year students.

One of the most dramatic success stories in recent years has involved the development of the four **foreign language and literature departments**. This development has involved a series of initiatives. First, we added senior external leadership to each department. Second, we hired language directors, versed in advanced pedagogical methods, in French, German, Italian, and Spanish. Third, we added additional teaching-and-research faculty positions in a number of language, literature, and culture areas: Arabic, French, German, Irish, Italian, Japanese, Latin, Portuguese, Russian, and Spanish; in some cases these were new positions, and in others they involved elevating special professional faculty positions. Fourth, as noted above, the University created a Ph.D. in Literature, which will draw on faculty from all four departments. Fifth, we added a number of senior lines to these departments: Martin Bloomer (Classics), Keith Bradley (Classics), Ben Heller (Spanish), Vittorio Höslle (German), Lionel Jensen (Chinese), and Robert Norton (German). Finally, together with the Office of International Studies, we have introduced budgetary support in the form of foreign language education grants for innovative work in foreign language learning and student scholarships for the summer study of lesser-taught languages. The new Foreign Language Learning Council will help chart our course for the future.

Although enrollments are down in foreign languages and literatures nationally, on the whole Notre Dame is doing very well. To take one example, while many of the leading graduate programs in German across the country have numbers of undergraduate majors in the single digits, German graduated 24 majors this year and has another 60 enrolled for the Fall. There are at least four reasons for the current flourishing of the language and literature programs at Notre Dame. First, Notre Dame has a long tradition of very successful study abroad opportunities. Second, the quality of teaching in these departments regularly ranks among the very best in the University. Third, the course offerings represent an intelligent combination of traditional language and literature classes and more expansive offerings in such areas as film, intellectual history, and business language courses. Fourth, the sense of community for students in these individual language areas, given their size, is strong and supportive. The challenges for these departments remain sustaining and improving enrollments at all levels and across all language areas; increasing the number of Fulbright awards, especially research Fulbright awards (in 2003 Notre Dame students received seventeen awards through the Fulbright Commission, only four of

which were for research; the remaining were for teaching); and ensuring the flourishing of the new Ph.D. in Literature.

The Department of **Classics** approved a major in Arabic, and enrollments in all of the Arabic courses have been impressive. Beginning enrollments have more than doubled since the mid 1990's. Professor Keith Bradley, Eli J. Shaheen Professor of Classics and one of the world's most prominent Roman historians, joined the Classics Department in 2001. In the coming year, three new chairs, representing each of the Department's three main fields--Greek/Latin, Arabic, and Irish--and in each case involving a connection with another unit, will join Classics: Sabine MacCormack (concurrent with History), Breandán Ó Buachalla (in conjunction with the Keough Institute for Irish Studies), and Tariq Ramadan (in conjunction with the Kroc Institute for International Peace Studies). These hires follow in the wake of an earlier hire at the tenured level of Martin Bloomer, a scholar of Latin literature, ancient rhetoric, and ancient education, who came to Notre Dame in a tenured position from Stanford, and several strong junior hires. The Summer Language Institute, sponsored by the Department, has a fuller offering of ancient and biblical languages and literatures than any institution in the country. The Department offers a wide range of courses in Latin and Arabic as well as beginning and intermediate Greek and Syriac. Classics is on its way to implementing an integrated, ambitious undergraduate education program, and it will broaden its selection of classes offered in English translation in the coming years. This past year the Department reorganized and renamed major programs within the undergraduate curriculum to bring them into line with practices at other major research universities; negotiated with First Year of Studies for a feeder course in Greek and Roman culture that students may take as a requirement; and developed sophisticated printed materials for distribution to incoming first-year students with details on classical programs and career opportunities.

**East Asian Languages and Literatures** has been very active under the leadership of Lionel Jensen. New lines have been added, and enrollments have risen. At the request of President Malloy, an Asian Studies Advisory Group has been formed. The Department had a record number of students enrolled, nearly 350, across all its courses in Spring 2003, and students enrolled in the wider area of Asian studies numbered nearly 650. Also this past year four undergraduates received Freeman Foundation and National Security Education Program grants for study in Asia, with five more receiving funding from the University. East Asian held a "curriculum review" retreat over the 2002 Labor Day weekend, so that the Department could continue its systematic expansion into East Asian studies, while ensuring the full implementation of proficiency-based language instruction. The eminent translator of Chinese and Taiwanese fiction, Howard Goldblatt, has joined the Department as Research Professor of Chinese, as has Sylvia Lin, who has also received international awards for her translations. A new course, "Chinese Ways of Thought," which is cross-listed with History, Philosophy, and Theology, enrolls more than 100 students every Spring, a welcome development in a department whose upper-level language and literature courses have very high prerequisites and thus smaller enrollments than in many other departments. A panel was devoted to Lionel Jensen's award-winning book *Manufacturing Confucianism* at the 2001 meeting of the American Academy of Religion. Also Notre Dame's investment in Japanese studies is gaining recognition. The work of

faculty from three Notre Dame departments, Architecture, East Asian, and History, was represented at a 2002 National Endowment for the Humanities summer seminar held in Los Angeles on the topic of "Japan and Modernity." A minor in Japanese was recently added to the curriculum along with both a minor and a major in Chinese. In Fall 2002, Robert and Mimi Liu announced a significant benefaction for undergraduate research, study abroad, student internships, library enhancement, student awards, and faculty course development. The Department recently held the inaugural Robert E. and Beverly O'Grady Asia Lecture, given by Orville Schell, the most celebrated commentator on contemporary China.

The Department of **German and Russian Languages and Literatures** is very successful in preparing students for the Fulbright competition. In 2001, for example, seven Fulbright awards were granted to graduates of the Department, and two fellowships to the German parliament were awarded, which represented 10% of the fellowships granted throughout the United States. This past year almost one-third of the University's Fulbrights were awarded to students in German. A major review of the undergraduate curriculum in German was undertaken last year, leading to the introduction of more bridge courses between lower-level and advanced-level classes and the introduction of a literature survey class and a cultural history course. Russian enrollments remain competitive, not least of all because the T&R faculty teach the beginning language classes and have worked both imaginatively and energetically to recruit students. Last year two faculty members received national recognition for their books: Alyssa Gillespie's *A Russian Psyche: The Poetic Mind of Marina Tsvetaeva* was named an Outstanding Academic Title for 2002 by Choice Magazine, and Robert Norton's *Secret Germany. Stefan George and His Circle* was selected to receive the Jacques Barzun Prize in Cultural History from the American Philosophical Society. Of considerable benefit to the Department is the very high number of scholars in related fields; Notre Dame across its diverse departments has more than 35 faculty members, including nine endowed chairs, whose work focuses on German studies, one of the highest concentrations of such scholars in the country.

**Romance Languages and Literatures** has benefited from the excellent leadership of Dayle Seidenspinner-Núñez, who has introduced a number of procedural improvements and activities in support of undergraduate students, graduate studies, and intellectual life. Also a new endowment has made possible the Ravarino Directorship in Dante and Italian Studies, which was awarded to Theodore J. Cachey, Jr., in acknowledgment of his leadership of the Devers Program in Dante and Italian Studies. The Devers Program has brought distinguished visiting professors to campus in each of the past three years and will host the International Dante Seminar this Fall. Italian studies has both contributed to, and benefited from, the increasing number of students studying in Italy, which will eventually lead to the establishment of a center in Rome. Romance Languages and Literatures received two generous endowments to improve the library holdings at Notre Dame: a gift from José Fernández to develop Caribbean literature and a pledge from John and Carlos Vuono to develop a library collection for Italian studies. New growth areas in the Department include Portuguese and Brazilian studies, complemented by a new study abroad program in Rio de Janeiro, and Francophone studies, as well as some initial forays into Latino studies. Romance Languages and Literatures has been very active in reaching out to senior women scholars across the country, hosting three Provost's Distinguished Women's Lecturers in



recent years. The Department recruited its fourth language director in 2002, adding Sébastien Dubreil in French to complement recent hires in Italian, Portuguese, and Spanish. Focusing on proficiency-based language acquisition, the language directors spearheaded a proposal to standardize the design of the Department's language programs, conceptualizing the acquisition of language as a four-year process, revising and redefining expectations, assessment, and accountability, eliminating less effective courses, and breaking down traditional barriers between lower-division and upper-division language study. Maureen Boulton received the Prix Chavée from the Académie des Inscriptions et Belles Lettres (Paris) for her co-authored book (with Ruth J. Dean), *Anglo-Norman Literature. A Guide to Texts & Manuscripts* in November 2001, and in December 2002 Ted Cachy received the Aldo and Jeanne Scaglione Prize for Italian Studies from the Modern Language Association for *Petrarch's Guide to the Holy Land*. Catherine Perry assumed the presidency of the Conseil International d'Études Francophones, and Maria Rosa Olivera-Williams completed her service as program director of the Latin American Studies Association. To this already strong complement of current scholars, the Department added at the senior level Hugo Verani as Research Professor of Iberian and Latin American Studies. The Department will have its external review in Fall 2003.

The **Program of Liberal Studies (PLS)** continues to attract very strong undergraduates to its distinctive great books major, the only such major at a national research university. PLS recently celebrated its 50<sup>th</sup> year and continues to refine its distinctive vision and mission. It reintroduced its student-faculty evenings, in which students and faculty engage issues, ranging from the role of music in liberal education to the differences between ethical relativism and ethical pluralism. The Program, which was recognized by the Templeton Foundation as an example of the best in American higher education, will be reviewed this Fall. To assist in advancing liberal education, Phillip Sloan, Chairperson of PLS, has assumed a leadership position in a new national organization dedicated to advancing liberal education through the study of classic texts, the Association for Core Texts and Courses, and through this has been a co-recipient of a \$226,000 three-year NEH educational grant "Bridging the Gap Between the Sciences and Humanities." In addition to their demanding undergraduate teaching, PLS faculty continue to participate actively in various graduate programs across the College, including several interdisciplinary programs and in other ways play significant roles in the research and scholarly dimensions of the College and the University. Kent Emery recently assumed the editorship of the prestigious *Bulletin de philosophie médiévale*, and Walter Nicgorski continues as editor of the *Review of Politics*. PLS has been very active with guest speakers and conferences, including, for example, the conference on "New Views of Christian and Jewish Self-Definition," which was organized by Fabian Udoh.

The Program also conducts several outreach activities. Each summer it sponsors a week-long alumni seminar devoted to exploring issues and texts under Program faculty expertise. In addition, under the initiative of Professors Steve Fallon and Clark Power, PLS has developed internationally recognized outreach programs to the community, including the World Masterpieces Seminars for the South Bend Center for the Homeless. Approximately 30 PLS students assist annually with the endeavor. In addition, 20 PLS students were involved as teachers of Great Book Seminars in local junior high and high schools and at the Juvenile Justice

Center as well as at the YWCA. These programs clearly inspire students; in 2002 one of every three PLS graduates pursued full-time service after graduation.

The **Philosophy** Department was reviewed in 2000-2001 and continues to be one of the highest ranked programs in the country. Some subfields are the best in the world, and the Department is strong overall, having been one of the few departments, especially at Catholic universities, to blend more historical and traditional strengths with contemporary advances in analytic philosophy. As a result, the Department has become a major presence in the mainstream of the American philosophical profession, attracting excellent students. The average GRE score of incoming students over the past five years has been 2196, the highest in the University. The Department has competed successfully to attract students who also had offers from distinguished programs such as New York University, Oxford, and Yale. Not surprisingly, during the 1990's graduate students in Philosophy won the Graduate School's Dissertation Award five times. The Department's greatest challenge will be, on the one hand, to ensure that the quality of faculty remains at the highest level despite likely retirements in the coming years from some of the most distinguished faculty in the University, and, on the other hand, to ensure that with changes on the horizon the Department continue to realize its distinctive role in advancing the Catholic mission of the University.

Fortunately, under chairpersons Steve Watson and Paul Weithman, the Department has made very competitive hires, which have also served to advance the Department's mission and diversity; in the last two years, for example, all four hires were either a mission or an affirmative action hire. Alasdair MacIntyre, one of the world's most recognized and influential philosophers, returned to Notre Dame. Bolstering Notre Dame's work in ethics, Robert Audi, David E. Gallo Professor of Business Ethics, will have a joint appointment in Philosophy. Two senior women joined the faculty: Lynn Joy, Professor of Philosophy, whose expertise is in early modern philosophy, philosophy of science, and ethics; and Kristin Shrader-Frechette, O'Neill Family Professor of Philosophy, whose work focuses on the philosophy of biology and ethics. Other tenured hires include Stephen Dumont, who reinforces the Department's unique standing in medieval philosophy; John O'Callaghan, who specializes in Thomistic studies, an area of continuing importance for a Catholic university; and Michael Rea, whose work bolsters our standing in metaphysics and the philosophy of religion. Paul Franks, another recent hire, who adds considerable expertise to our strength in German idealism, was tenured this year. The University awarded Alfred Feddoso the John and Jean Oesterle Chair in Thomistic Studies in Spring 2003. Last year Anja Jauernig joined the Department, rejecting offers from Columbia, Duke, Yale, and the University of Wisconsin, and this year the Department will be joined by Tom Kelly, who has just completed three years of post-doctoral work as a member of Harvard's prestigious Society of Fellows.

Even as the Department recruits successfully, it can boast an already distinguished faculty. This past year, for example, Karl Ameriks was voted Vice-President/President Elect of the Central Division of the American Philosophical Association. Ameriks becomes the sixth member of the Department to hold an APA presidency; in receiving this honor, he joins Robert Audi, Alasdair MacIntyre, Ernan McMullin, Alvin Plantinga, and Phil Quinn. Few, if any, departments in the

country are home to so many philosophers who have held this office. Also of note, Peter van Inwagen delivered the prestigious Gifford Lectures in Scotland. Van Inwagen is the fourth member of the Department to be invited to give these lectures. Moreover, the only person in the world to be invited to give two sets of Gifford Lectures since 1900 has been Notre Dame's Alvin Plantinga, John A. O'Brien Professor of Philosophy. A department of this caliber attracts also distinguished visitors; this Fall the Department will offer courses by three visiting philosophers who are members of the American Academy of Arts and Sciences. Also in undergraduate studies the Department is flourishing. Currently the Department has 89 majors and 115 double majors, for a total of 204. In recent years, graduates have gone on to pursue doctorates in philosophy at such top programs as Pittsburgh, Rutgers, Stanford, Chicago, and the Catholic University of America, and this past year one undergraduate was sole author of an article accepted by *Philosophical Studies*, a highly rated scholarly journal.

Under the inspiring leadership of John Cavadini, who was recently appointed to a third term as chairperson, the Department of **Theology** has progressed in the past six years in one area after another, including hiring twenty-two new faculty members, more than half of these into new positions, and elevating seven faculty members, both internal and external, to endowed chairs. Advances have been made in departmental vision and identity, in scholarship and external recognition, in curriculum and learning, in morale and the support of faculty, in outreach to the Church and the wider public, and in physical surroundings, to name just a few additional areas. The Department faces the complex challenge of continuing to rise in national rankings while still retaining its identity as a theology and not a religious studies department. Theology has placed a great deal of stress on teaching and recently garnered the highest ever average TCE score for faculty and graduate students in the Department. Not surprisingly, with excellent teaching and an inspiring vision of theology as an integrative discipline in which faith seeks understanding, the Department now has the highest number of undergraduate majors in its recent history (200 first and second majors), more than double what it was six years ago. Theology students created a new journal, *Emmanuel*, for undergraduate theological reflection. The Department has initiated some theological outreach projects centering on partnerships with dioceses that are seeking a venue for graduate training for high school teachers of religion, directors of catechesis and religious education, and directors of liturgy. Our own diocese, for example, is subsidizing the attendance of diocesan students. Another theological outreach project involves partnering with the Institute for Church Life's new Center for Catechetical Initiatives, which will train recent graduates of Notre Dame in graduate theology in tandem with pastoral field experience in dioceses. Also the new Master's in Theological Studies is flourishing; in the last year applications increased 28%. The quality of applicants is high, and the diversity is remarkable as well; 49% of the current students belong to under-represented minorities. The Department has been receiving inquiries about how to duplicate this distinctive program elsewhere. In 2002 Theology inaugurated the Blessed Pope John XXIII Lectures in Theology and Culture, which were made possible by the Dilenschneider family. Rev. John W. O'Malley, S.J., Distinguished Professor of Church History at the Weston Jesuit School of Theology, offered a series of four lectures entitled "The Four Cultures of Western Christianity." Another recent benefaction has led to the Mabee Kunkel Endowment for Excellence in Theology. The Department completed its self-study for the accreditation site visit of the Association of Theological Schools. Notre Dame's

Department of Theology's record in winning prestigious national research fellowships from the Association of Theological Schools is matched only by the Harvard Divinity School.

Rev. Gustavo Gutiérrez, the founder of liberation theology and one of the most influential religious thinkers of our time, has become a Notre Dame faculty member and now occupies the John Cardinal O'Hara Chair. At the 2001 annual meeting of the American Academy of Religion a special session was held on the occasion of the thirtieth anniversary of the publication of Gutiérrez's *A Theology of Liberation*. Other senior Theology hires in recent years include: Gary Anderson, who specializes in the Pentateuch and theological readings of biblical texts and who comes to Notre Dame from a tenured position at Harvard; David E. Aune, a distinguished scholar of the New Testament in the context of Greco-Roman society; Rev. Virgilio P. Elizondo, the father of U.S. Latino religious thought; David Fagerberg, who brings distinctive expertise in Roman Catholic liturgical theology; Timothy Matovina, a leading specialist in U.S. Catholic and U.S. Latino theology and religion and Director of the Cushwa Center for the Study of American Catholicism; Gerald McKenny, formerly Chair of Religious Studies at Rice, a prominent figure in Christian ethics and the ethics of biotechnology, and the new Director of the Reilly Center for Science, Technology, and Values; Rev. John Meier, Warren Foundation Professor of Theology, who has been recognized internationally for his multi-volume work on the historical Jesus; Cyril O'Regan, Husking Professor of Theology, who came to Notre Dame from Yale and is one of today's leading figures at the intersection of continental philosophy and theology; and Robin Darling Young, a distinguished scholar in Syriac, Armenian, and Greek patristics. In addition, the Master's of Divinity Program has been strengthened by the hiring of two special professional faculty, Sr. Ann Goggin, R.C. and Jan Poorman.

### **Division of the Social Sciences**

The final **strategic planning report** for the Division of the Social Sciences articulates very well the distinct vision for the social sciences at Notre Dame, including the integration of normative and social justice questions with the most sophisticated methodological advances in the diverse social sciences. It also notes the extraordinary progress the social sciences have seen at Notre Dame in recent years, not least of all in the growth of majors (majors in the social sciences grew by 53% in the past decade) and the high number of majors per faculty member. The plan articulates seven leading priorities: additional space, especially for Psychology, but also for the social sciences generally; an Institute for American Democracy, housed in the Department of Political Science; advancing Psychology into the top quartile of the NRC rankings; a Survey of American Religion, housed in the Department of Sociology; undergraduate education in Anthropology; advancing Economics in both teaching and research; and Pilot Funds for Faculty-Student Research Teams. The individual strategic planning reports for the Division of Social Sciences and the final report from the Social Sciences Strategic Planning Committee are posted on the College's web site at <http://www.nd.edu/%7Eadean/strategic/index.html>.

The **Department of Anthropology**, under the leadership of Rev. Patrick Gaffney, C.S.C. and James McKenna, Joyce Professor of Anthropology, has made great strides toward its goal of becoming the best undergraduate department in the country, based on clarity of vision, quality of

teaching, increasing numbers of majors, mentoring of students in research, breadth of course offerings, successful integration of the four fields approach, and a strong sense of intellectual community. Anthropology recently added an extra course requirement--an advanced seminar centered around research and related writing. This is an appropriate development for a department that arguably leads the College in integrating students into faculty research projects, often giving students an opportunity for international experience as well, in areas as diverse as the Middle East and Latin America. More than fifty students are active every summer in research projects, and fifteen students attended national professional meetings with their faculty sponsors last year. At a recent meeting of the American Anthropological Association (AAA), a special symposium for undergraduates was sponsored by the AAA President; 30% of all the undergraduates giving professional papers were from Notre Dame. Anthropology students undertook internships this past summer at the Museum of Man (San Diego), the Field Museum (Chicago), the Natural History Museum (New York City), and the National Museum of Natural History at the Smithsonian (Washington, D.C.). Not surprisingly, the number of senior anthropology majors who entered Ph.D. programs last year tripled. The rapid growth of students and majors (the number of majors increased 129% in the last five years) has presented this relatively small faculty with numerous challenges. The addition of ten new faculty members, including four new lines, since 1998 has allowed the Department to introduce a greater range of courses, both in geographical coverage and in disciplinary range. Not only in teaching but also in research, the Department is making a difference; for example, all five departmental members who applied for external research funding in 2001-2002 received grants. The Department has been a leader in the hiring of women: 70% of its hires in the past six years have been women. The faculty developed a new initiative in 2002, the Pre-Doctoral Fellowship Program, which supports uniquely advanced doctoral students, rather than postdoctoral scholars, which is the norm within the discipline. Pre-doctoral fellows, who add greatly to the intellectual vitality of the Department, assist with teaching or grading during their two-year visit to Notre Dame.

The Department of Economics was reconfigured by the Academic Council this past year. Two departments have been formed under the umbrella of one **Faculty of Economics**: the Department of Economics and Econometrics and the Department of Economics and Policy Studies. Together they oversee one undergraduate major. Notre Dame aspires in the coming years to develop a collective Faculty of Economics that retains its traditional and distinctive focus on problems faced by humanity yet excels in unprecedented ways in scholarship, thereby influencing thought in the discipline and informing national and global policy debates.

The **Department of Economics and Econometrics** will initially be the smaller of the two departments, but the graduate program, which is not admitting new students until some new hires are in place, will be located in this new department. The Department will be chaired by Richard Jensen, formerly Chairperson of Economics and a scholar of notable distinction (Jensen published the first article by a Notre Dame faculty member in over two decades in the premier journal of economics, the *American Economic Review*). The creation of this autonomous department sent a note of confidence to scholars outside Notre Dame, and we have brought into the department two endowed chairs: Chris Waller, Gilbert F. Schaefer Professor of Economics, and Nelson Mark, Alfred C. DeCrane, Jr. Professor of International Economics. Waller

specializes in monetary theory and policy, bargaining theory, and intranational banking integration; more specifically, his research has focused on the political economy of monetary policy and central banking. Mark uses sophisticated econometric techniques to explain variations in exchange rates and asset prices; he has been a leader in this field, showing that some economic models do predict well over a long enough period of time. The Department will continue to address social justice issues, though it will seek to expand beyond our traditional focus on labor and development and explore other problems facing humanity. These include education, environment, and health, which, along with corruption, are the greatest challenges of developing countries; and areas that affect the realities of the modern global economy and the lives of the poor and the working poor, including economic growth, monetary policy, and exchange rate crises. Our traditional strength in labor will not be neglected. In fact, James Sullivan, a former Notre Dame undergraduate whose research focuses on the consumption and saving behavior of households, especially those at low income or poverty levels, and the influence of various governmental policies on these decisions, will be a member of the Department of Economics and Econometrics.

Jennifer Warlick has accepted a three-year appointment as Chairperson of the **Department of Economics and Policy Studies**. The Department will benefit, as it begins its new identity, by Warlick's previous experience in administration and her capacity to work constructively with all members of the Faculty of Economics. Warlick will work with the faculty to articulate both a collaborative and distinctive mission for the Department. There are great opportunities in history of economic thought, given our strong College investment in the humanities; in development, given our strengths in allied disciplines and our emphasis on moral issues at Notre Dame; and in public policy, given the potential for collaboration with Political Science and the strong student interest in questions of public policy. Although the Graduate Committee in Economics will have a preponderance of members from the Department of Economics and Econometrics, it will have representation from the Department of Economics and Policy Studies. Moreover, the areas of graduate concentration will include our traditional strengths in history of economic thought and political economy. Significant funding is being provided for five years to the Department of Economics and Policy Studies for research and intellectual enrichment. I am confident that the new configuration will for the time being allow both groups to flourish in ways that are, depending on the project, both separate and collaborative. I look forward to a time when Notre Dame can become a leader in economics, gaining a greater voice with learning and scholarship that meets disciplinary standards and fully resonates with the distinctive mission of Notre Dame.

The Department of **Political Science** may be the first department in the University ever to have two endowed chairs serve in succession as chairpersons, Jim McAdams and Rodney Hero. The Department received a stellar external evaluation in 2000-2001. Comparative politics was recognized as outstanding, and we have arguably the world's leading comparative politics field pertaining to Latin America. Since this review, the comparative politics field has assumed the editorship of the *Comparative Politics* newsletter of the American Political Science Association. Political theory moved upward to 11<sup>th</sup> in the country, although our ability to attract the country's leading graduate students suggests it may be even stronger. A proposal to create a Program in American Democracy, which would promote and facilitate research, teaching, and other activities

that explore and assess the quality of American democracy, emerged as a powerful strategy to bolster the field of American politics, which has the largest student following and the greatest impact on graduate rankings. Fortunately, our recent hires in American politics have been excellent. Christina Wolbrecht, for example, received the Leon Epstein Book Award from the Political Organizations and Parties section of the American Political Science Association for her book, *The Politics of Women's Rights: Parties, Positions, and Change*. Also Ben Radcliff, one of the best American political behavior scholars in the country, returned to Notre Dame after being at Vanderbilt for two years. The fourth area in the Department, international relations, has supplemented its traditional strength in peace studies with new hires in international political economy and security studies.

Other developments include twenty new faculty hires since 1998, including ten new faculty positions; excellent mentoring of junior faculty members; a new course-planning initiative; continuing improvements in the advising system; the development of a successful research program for undergraduates; a new service award for undergraduates; the addition of a third staff position; and an initial, if still modest, expansion of departmental space. The Department has also created a new mentoring program to help explore international options for students seeking a career in the Foreign Service, graduate study abroad, or fields such as international law or international business. The Department has successfully implemented its new honors track. During the 2002-2003 academic year the Department continued to grow in total number of majors and in credit hours offered. On May 1, 2003 the Department had 683 majors, the largest in the College. The Department made a number of advances in undergraduate education just last year, including increasing the number of departmental senior essays, from 30 to 38; increasing the number of area studies essays, from 8 to 17; increasing the number of post-baccalaureate fellowships, from 5 to 9; sending 6 students to Service Academy Public Affairs conferences; awarding 12 undergraduate research grants; increasing the number of departmental internships to 98; and increasing the number of internship sites, from 15 to 23. The graduate program received a record number of applications (264) this year; the Department competes with the top institutions in the country for admitted applicants. Fewer than one in ten applicants is admitted. The Department's positive trajectory was evident this Fall at the annual meeting of the American Political Science Association, at which 26 Notre Dame faculty members and eight students presented papers or were otherwise active on the program.

The Department of **Psychology** has sought to reconcile its traditional strengths with disciplinary developments. The strongest areas at Notre Dame—counseling and developmental psychology, ranked 11<sup>th</sup> and 10<sup>th</sup> in the country, respectively—are a good fit for the institution, but the Department has been investing in additional areas that are significant for the discipline, including cognitive and most recently clinical. During the past decade the quantitative field has advanced dramatically. We are the only department in the country that has had three recipients of the prestigious Raymond B. Cattell Award from the Society of Multivariate Experimental Psychology—Scott Maxwell, Ke-Hai Yuan, and Steve Boker. One result of this emphasis on quantitative skills is that even students concentrating in other areas, such as developmental psychology, graduate with highly marketable capacities that are attractive to other universities. Another new and distinctive development in the Department is the emphasis on multicultural

psychology. Two new chairs, yet to be filled, have been added to the Department. The Department, which has fewer full professors than most of its peers, has fostered the development of current scholars. Remarkable has been the number of colleagues who have earned tenure in the past six years, eight, the highest of any department in the College. Also two scholars, Mark Cummings and Scott Maxwell, were promoted to newly created endowed chairs. In addition, a new line for a computer support person has been allocated. The undergraduate curriculum and the staffing of undergraduate courses have received considerable attention, and undergraduate involvement in research has increased significantly. In 2001-2002 more than 100 students collaborated with faculty on research projects, with 17 serving as co-authors on one or more conference presentations and eight serving as co-authors on journal articles or book chapters. Also co-authored papers with graduate students have been on the rise. Recent distinguished senior hires include Darcia Narváez in developmental and moral psychology, Don Pope-Davis in multicultural psychology, and Ke-Hai Yuan in quantitative psychology. Overall the Department's trajectory has been excellent. Between the 1982 and 1993 NRC rankings, Notre Dame's Department of Psychology passed 39 departments, the fourth largest increase in the country. Since then, under the leadership of Scott Maxwell, Fitzsimons Professor of Psychology, and Jeanne Day, the Department has continued to progress. In 1992, for example, the Department received three external awards totaling \$273,647. Last year, led above all by the extraordinary scholarship of John Borkowski, McKenna Professor of Psychology, the Department garnered 16 grants worth \$4.6 million, an increase of 1,591%. During the last several years five faculty members have served as editor or associate editor of major psychological journals, at least three of which are the most prestigious journals in their respective fields.

A recent publication of the American Sociological Association ranked the major sociology departments in the United States on the number of articles faculty members have published in the three most prestigious sociology journals during the period 1997 to 1999. The Notre Dame Department of **Sociology** ranks 24<sup>th</sup>, up from a ranking of 74<sup>th</sup> in the last such ranking. Of all the departments rated in the study, no department showed a greater degree of improvement. The Department's placement record is also distinguished; it boasts a 100% placement record in academic and non-academic positions over the past ten years, and in the past three years four Ph.D. students have received positions at major research universities, including Indiana University. Other advances under chairpersons Richard Williams and Michael Welch include increased support for faculty research and a growing emphasis on collaborative research; a reinvigorated colloquium series and the Annual Distinguished Graduate Alumni Lecture series; the introduction of a process to provide feedback to associate professors; attention to curricular reform, including evaluations of scheduling and staffing procedures and the introduction of more mixed-enrollment courses that incorporate peer teaching and undergraduate-graduate research teams; successful, pro-active student recruiting strategies, especially for the graduate program, and the establishment of feeder relationships with leading colleges and universities; the increased quality of graduate student mentoring, training, and placements; the resurrection of the Sociology Club and the creation of an undergraduate journal, *Sociological Voices*; the enhancement of undergraduate research opportunities; the encouragement of skills-enhancement training for staff; and the creation of a committee to develop a proposal for an annual survey of American religion. Seven graduating seniors in Sociology last year were awarded full fellowships to outstanding



sociology doctoral programs, ranging from Harvard, Indiana, and Michigan to Ohio State and Wisconsin. The mean GRE score for the incoming cohort of students admitted for 2003-2004 reached an all-time high of 2120.

### **Conferences and Outreach Activities**

Faculty at Notre Dame boast of the ease with which they are able to organize and host **conferences**. From the University's generous subsidies of such initiatives, beginning with the Henkels Lectures, to the extraordinary support given by Harriet Baldwin and the McKenna Hall staff, College faculty find the support network superb. As a result each year the College hosts both national disciplinary conferences and smaller theme conferences, some of which have considerable outreach to the community. Among the larger conferences in the past two years were conferences devoted to "Globalization and Media in Asia" and "The Option for the Poor in Christian Theology." Those are two examples from among more than forty per year, on topics as diverse as the living wage, Irish and Latino images in American film, the politics of democratic inclusion, the metaphysical implications of Darwinism, church history, the world's story, Machiavelli and Shakespeare, natural law, and conceptualizing diversity in higher education, which represent just a sampling of the range of issues explored in conferences on campus. Forthcoming conferences will explore topics as diverse as peace building, Dante, multicultural psychology, and Shakespeare.

Alumni returning to Notre Dame on autumn weekends tend to focus their experience on watching a football game, attending one of the campus masses, visiting with old friends, and enjoying the beauty of the campus. The core of the University, academics, is thereby underplayed. Partly to help address this gap, the College introduced the **Saturday Scholar Series**, which has been a great success. The College's most insightful and accomplished scholars present accessible lectures, followed by a question-and-answer period, in Hesburgh Auditorium three and one-half hours before the start of each home football game. The web site for the Saturday Scholars Series, <<http://www.saturdayscholar.nd.edu/>>, has been updated with a list of Fall 2003 speakers.

The **Teachers as Scholars Program**, consisting of ten seminars per year offered by Notre Dame faculty to K-12 teachers, is a cooperative venture between the College and five public and diocesan school districts. The goal is to enable a lively academic interaction between teachers in the local schools and the University by providing "teacher scholars" with the opportunity to immerse themselves in contemporary scholarly topics and issues under the guidance of outstanding Notre Dame faculty. The participants in the Program have had nothing but high praise for the seminars; the Program is having a major impact on teacher morale, enthusiasm for teaching, and personal renewal. Faculty members have likewise spoken about their experience in glowing terms. Seminar topics have included, for example, Dante, Shakespeare in performance, the French revolution, the silent cinema, children and war, adolescent development, and scientific perspectives on humanity.

### **Procedures, Space, Budget, and Publicity**

The College has in recent years introduced a number of **procedures and policies**, many of which are contained in the 180-page *Orientation Guide for Arts and Letters Chairpersons*, which is available at <http://www.nd.edu/%7Eadean/orientation/index.html>>. Various sections of the *Guide*, which has a thorough table of contents, may be of interest to non-administrators, especially new faculty. The introduction of procedures has served multiple purposes. Above all they ensure due process and fairness, as opposed to *ad hoc* and idiosyncratic decision making, and they increase faculty governance. Some of them also serve to enhance efficiency and save resources. The College, for example, supports a number of international journals with faculty time, staff support, space, and so forth. New journals have sprung up quickly, and we previously dealt with requests on an *ad hoc* basis. We have now introduced a faculty committee to oversee our journals and our investment in journals in order to ensure peer review and accountability. Other new committees include the Undergraduate Studies Committee, which reviews and initiates curricular proposals and ideas to improve our instructional mission, including faculty-student interaction; the Research Committee, whose purpose is to propose criteria and guidelines for research competitions within the College, foster research, and assist in the peer review of proposals; the Advisory Committee for Core; the Advisory Committee for Honors; the Dean's Advisory Committee, the agenda for which is determined by the faculty members; and a Library Committee, to ensure that Arts and Letters is well represented in decisions affecting our College. We introduced a functioning Nominating and Elections Committee (previously elections were handled by one of the deans) and a handbook on elections procedures, approved by the College Council. We have also introduced peer review of sabbatical requests.

Every department in the College has been revising its departmental **documents on appointments and promotions**. Unfortunately, to date not every department has completed the exercise. Notre Dame had not traditionally been a national leader in policies concerning such matters, and we are endeavoring to ensure that we keep pace with clear procedures that guarantee fairness to candidates and high aspirations that ensure quality decisions on behalf of the University. To assist departments in this process, the College held an open forum on issues relating to such documents.

One area that has received renewed attention in recent years is the **special professional faculty**. Salaries in this rank have traditionally not been high, and an initiative to consider promotions has resulted in 36 successful promotions in the past four years. The number of cases has led us to seek a clearer articulation of standards and an improvement in processes. This past year a faculty committee reviewed a variety of issues relating to special professional faculty. The report and its recommendations were endorsed by the College Council this Fall. Also contributing to the enhancement of special professional faculty is the current work of a subcommittee of the Foreign Language Learning Council, which is developing a template for the evaluation of special professional faculty in the foreign language and literature departments; the completed template will be presented to relevant departments for possible inclusion in their documents on promotion and tenure.

The **Office of the Dean** has been bolstered by two stellar appointments to newly created positions, Gregory Sterling as Associate Dean of the Faculty and Kathlyn Cunneen as Executive Assistant to the Dean. Even with the addition of these two positions, the College leadership is still far below the infrastructure average for the other colleges in the University. For example, the average number of associate deans per teaching-and-research faculty member at Notre Dame outside of Arts and Letters ranges from 1:10 in Law to 1:47 in Business and averages 1:37; in Arts and Letters the figure is 1:123. If Arts and Letters were to match the number of associate deans per faculty member that exists for the rest of the University, we would have not three but eleven associate deans, and if we were to match the next most efficient college after Arts and Letters, the College of Science, we would still add four more associate deans to our current three. At times the University needs to be reminded that Arts and Letters is not one college among others, but more than half the University. The Division of the Humanities alone is almost twice the size of the second largest college at Notre Dame, and the Division of the Social Sciences is larger than all but one college. Our complexity and size are not always recognized; for example, the central administration funds one diversity officer per college; in 2002 the other colleges had on average one diversity officer for every three T&R hires, whereas Arts and Letters had one diversity officer for 23 T&R hires.

Through **enrollment management**, first introduced in 1997 by former Associate Dean Dian Murray, and through the addition of new faculty positions, we have increased the number of seminar-size classes taught by regular faculty and reduced both the number of lower-enrolled classes and the number of overly large classes. In Fall 2002, for the first time in at least a decade, a majority of our undergraduate classes were in the ideal range of 8 to 19 students. The percentage of classes with more than fifty students has been dropping more or less consistently; in Fall 2001 we had the lowest number of such classes in over a decade. The percentage of classes taught by adjuncts, which was 18% in the Fall of 1997, has fallen annually--to 9% in the first year of enrollment management, and then to 8%, 7%, 6%, and, finally, 5% in the Fall of 2002. This percentage makes us more like a small liberal arts college than a large public research university. We also introduced zero-based budgeting for all non-regular faculty appointments, thus ensuring accountability at the same time that we elevated base adjunct salaries to more reasonable minimal levels.

The **Arts and Letters Student Advisory Council (ALSAC)**, which serves as an invaluable resource to the Dean and faculty of the College as well as to other students, has been revived. A primary goal of ALSAC is to allow students greater opportunities to contribute to shared governance and projects that will help the College excel and to make their views known to the Dean. ALSAC encourages students and professors to come together to discuss various academic issues, voice propositions for change, or socialize with each other outside the classroom. The Council also contributes two members to the College Council, who have actively participated in discussions.

**Space** was one of my greatest concerns when I became Dean. At the time some T&R faculty were still sharing offices. Two College Council discussions led to resolutions in favor of moving toward departmental clusters and the integration of faculty and departmental offices with

classrooms and informal community space. We received access to several floors of Flanner Hall, which now house three departments in communal settings, Anthropology, Sociology, and Economics and Econometrics. Psychology's dire space needs, long delayed, have begun to be addressed through the acquisition of Paris House, the Ironwood facility, and parts of Brownson Hall. The construction of Malloy Hall, so generously funded by Don Keough, has added a large number of faculty offices for the College and created departmental clusters for Philosophy and Theology. The Marie P. DeBartolo Center for the Performing Arts will create a departmental cluster for Film, Television, and Theatre. Some of our faculty will have gained offices through the expansion of the Hesburgh Center, and many of our visitors now have access to living space at the new Fischer-O'Hara-Grace apartments for visiting faculty. Also over time we have been able to renovate some of our existing space, including last summer a renovation, funded by a generous benefaction, of the new Office of the Dean, which has enhanced both the practical functioning of the Dean's Office and its professional appearance.

These generous additions and enhancements, while highly welcome and fortunate, do not satisfy all of the space needs that have long been neglected in the College. Two **independent studies of space** have confirmed this situation. Despite the recent addition of Malloy Hall, the College of Arts and Letters has been recognized in recent studies as being remarkably deficient in space. Paulien & Associates, Inc., an independent consulting firm, which has been assisting the University with its comprehensive master planning process, concluded in its *Space Needs Analysis with Ten Year Projections* of December 2001: "This analysis of space needs identified an overall space deficit in the College of Arts and Letters. Because the College of Arts and Letters teaches 47% of the credit hours on campus overall and 54% of the undergraduate credit hours, the space deficits identified significantly impact the quality of the educational experience. More space is needed for the College to respond to the growth in faculty and faculty research, graduate student involvement, and scholarly activities such as publication of journals and creation of centers of excellence within the College of Arts and Letters." The greatest space need identified was for more academic office space, followed by more research space, and then the need to promote more of a sense of community. The consultants suggested that the latter could be fostered by "co-locating faculty offices, classrooms, and departmental suites together, but also by creating academic commons areas in the departments and programs." The precise space deficit identified for 2001 was 68,588 assignable square feet or the approximate equivalent of adding to Arts and Letters another two buildings the size of Malloy Hall plus another building the size of Crowley Hall. Depending on the results of faculty searches this year, serious space shortages may be on the horizon for Fall 2004.

The Board of Trustees, after reviewing Paulien & Associates' initial study, requested comparative data. The original study had been built on our current situation in relationship to University and disciplinary standards along with departmental requests. The second Paulien & Associates study, *Peer Benchmarking Survey* of November 2002, reconfirmed the problem. All but one department was shown to be below the peer trimmed mean in assignable square footage per faculty, and all but three were shown to be below the peer trimmed mean in assignable square footage per student. In short, we have a serious issue that invites further action. The strategic

plans for each of the divisions appropriately integrated the insights from the surveys, and we anticipate that several of the proposals will be built into the University's next capital campaign.

The **budget** of the College of Arts and Letters improved significantly between 1997 and 2002. We eliminated a projected 1997-1998 deficit of more than \$525,000 and have, with the assistance of former Associate Dean Roger Skurski and Director of Finance and Operations Mary Ellen Koepfle, balanced our budget every year. We placed all faculty lines, even unfilled lines, on to the budget, so that we do not scramble each Spring to balance the projected College budget (with last minute cuts). In this way, we have each year cash for new one-time initiatives. Prior commitments to the College, which had been accumulating and had been delayed for several years, were fully funded by the Provost in 2002.

The Board of Trustees, in response to the initiative of former Executive Vice President, Rev. Timothy Scully, C.S.C., introduced a new **incentive** structure last year. Instead of sweeping college budgets at the end of the fiscal year, thus penalizing those units that spent their funds sparingly, and covering the deficits of profligate ones, the University will permit colleges with surpluses to reinvest in targeted initiatives and will require those with deficits to repay their overspending in the subsequent year. This is a welcome development that the College has championed for several years. This past year the College had approximately \$650,000 for reinvestment. \$200,000 was placed in an expendable account and another \$100,000 in an endowment in support of the Undergraduate Research Opportunity Program; \$150,000 was allocated to make much-needed upgrades in furniture and equipment in Arts and Letters faculty offices; \$150,000 was invested in music practice rooms across the campus, including the residential halls; and \$50,000 was allocated for work-study funds for undergraduates to assist faculty with their research.

**Faculty salaries** remain a concern. The introduction of a merit-based scheme, which was quite foreign to the local culture, combined with much lower raises than in previous years, has led to morale difficulties. Market forces have also dramatically increased the incoming salaries of assistant professors in some disciplines, resulting in salary compression and salary inversion problems. The Salary Policy Committee, a committee of chairpersons, met with each department this past year to gain new perspectives on the issue, and its report will be shared with chairpersons and departments this Fall. Ideally, new strategies, or at least a variety of best practices, will be uncovered in the process. Despite the complexities of the salary situation, one positive development in this context has involved better mentoring, including the introduction of annual reviews of probationary faculty, regular feedback to associate professors, and the introduction of written mid-term reviews and reappointment reviews for chairpersons. Another modestly compensatory adjustment has been the strong increase in non-salary support. As we move ahead, we will surely want to slow the rapid rate of growth (more than 75 new faculty lines in the past six years) in order to ensure that the few dollars we have for reinvestment are spent on continuing faculty. One sign of the College's commitment to its current faculty is that more faculty members have been promoted internally to endowed chairs over the past six years than have been hired into chairs from outside the University. The University has not backed away from its commitment to keep salaries within the top quintile of Category I institutions, even if we

have lost some ground in recent years. A related issue for further review is compensation by gender and ethnicity. The Academic Council is likely to approve in the Fall an emerging proposal, initially developed by the Faculty Affairs Committee, chaired last year by Teresa Ghilarducci of Economics, that would charge a faculty committee to review salaries using regression analyses recommended by the American Association of University Professors.

The University required all units across the campus, including the College of Arts and Letters, to make **budget cuts for academic year 2003-2004**. The main catalyst was a \$13 million shortfall in student financial aid, which is heavily dependent on endowment. The University protected the academic core by asking support units to cut by 7% or more (some of the cuts were as high as 9%) and most of the academic units to cut by 5%. Some core areas, such as the College of Arts and Letters, were cut by only 3%. As a result, the College reduced its recurring budget by more than \$1 million. The College asked department chairpersons and directors to model cuts of 1%, 3%, and 5%. These proposals from department chairpersons and directors were reviewed to determine the best strategy in meeting the College's budget goal. In the process of this review, the College took the opportunity to regularize some budget categories so that there would be greater equity in funding across the College in areas for which no differential allocation seemed warranted, such as postage, entertainment, and long distance tolls. Some departments were cut less than 1%, and no department was cut more than 4%. Non-departmental units were cut between 0 and 16%. In order to protect as many faculty lines as possible, most of the cuts were focused on non-salary dollars. Non-salary support in departments and programs was cut on average 10%, and the Dean's Office non-salary resources were cut by 20%. Cuts were focused on areas such as lectures (reduced by more than 50%) and entertainment and travel (each cut by nearly 20%), although travel remains higher than it was in 2000-2001 and 80% above the amount budgeted in 1997-1998. Also a forthcoming ISLA program will offset some of the effects of the cuts in lectures. There were no cuts in start-up funds for new faculty, and no cuts in faculty procards. Six faculty lines were returned to the College and absorbed into the cuts. The College's policy in support of quality hires, which was introduced in 1997 and which stipulates that no department will lose a line because of an inconclusive search, remained intact during this difficult process.

Despite the cuts, the College has dramatically increased its **resources** through major development gifts such as funding for Malloy Hall; new funding for endowed chairs; endowments for excellence in various departments and programs; and new funding for fellowships and lecture series. Another new source of funding will be the partial return of facilities and administration costs (indirect costs) on major grants, which will begin this coming academic year. Most of the funds will be returned to the principal investigators, with a more modest return to the departments and the College. Just over a year ago I held an open forum on the College's budget in order to outline some basic issues, such as the diverse sources of new funding, the various incentive systems that departments have, the kinds of budgetary requests that are sifted on an annual basis, the trade-offs implied in the decisions we make, and the kinds of priorities we may wish to set for the future. I plan to offer a similar forum again.

At various times during my tenure as Dean, I have mentioned our need to invest in **telling the story of our academic advances** at Notre Dame. Whether one looks at teaching innovations, external research dollars, national fellowships, faculty appointments, or virtually any other dimension of our academic life, we have a wonderful story to tell. Although we still need to improve in many ways, it seems clear to most of us that our reputation continues to lag behind our academic achievements. In order to support our efforts in telling the distinctive story of the College, we have in the past years reallocated internal dollars to invest in web support and publications. These diverse College initiatives are now housed under the new Web and Publicity Support Office. This office serves to tell the story of the College to a variety of audiences: the national media; national and international leaders in the various disciplines of Arts and Letters; friends and potential friends of the University, including donors, alumni, and prospective faculty members and students; and our internal audience of faculty, staff, and students. Using print and electronic media, newsletters, College publications, and the web, the Web and Publicity Support Office will in the coming years seek ways to heighten awareness of the accomplishments of faculty members and students and publicize the College's special programs and events. Managing this newly formed office is Susan Guibert, Assistant Director of News and Information. Susan's position is funded by the Department of News and Information, under the direction of Associate Vice President Matt Storin. To date we have collaborated to assist faculty members with op-ed placements in national newspapers and with proposals for documentaries and other television appearances. We have prepared announcement cards for endowed chair appointments that highlight individuals and programs and include information on the College and Notre Dame, and we have sent simple announcement cards for various faculty distinctions. We have placed targeted ads for selected programs in disciplinary publications and in the *New York Times Review of Books*. In addition, we are working with departments to improve newsletters, are in the process of a second major revision of *Communiqué*, and have begun developing new departmental brochures. In the near future the College web page will receive a major revision.

### **Strategic Planning**

The University is coming close to finalizing its next **strategic plan**, which will lead, on the one hand, to the next capital campaign, and, on the other hand, to internal developments, initiatives, and action items, independently of new resources. The strategic plan, tentatively titled "Notre Dame 2010: Fulfilling the Promise," has been emerging from discussions within the colleges and departments in response to a charge from a University Committee. The University Committee asked units to focus on seven categories: willingness to change; the promise of significant academic advance; advancing Catholic identity; interdisciplinary initiatives; active student learning; measurable goals; and diversity. The College of Arts and Letters asked its departments, centers, institutes, offices, and programs to submit individual strategic planning reports, and nearly forty units submitted reports. The individual strategic planning reports and the final Arts and Letters reports are posted on the College's web site at <http://www.nd.edu/%7Eadean/strategic/index.html>.

The entire process was highly **collaborative**. Departments were asked to discuss the emerging plans in at least one faculty meeting and to convene committees for the purpose of creating the

plans. Beyond the departmental discussions, there were three College Council discussions and four open fora. Four strategic planning committees were created to help formulate the College narrative and College priorities, and more than thirty faculty members served on these committees. Each department had at least one member participate in this process, and a full variety of academic ranks was represented. Each committee elected its own chairperson. Because of the complexity and size of the College, which could easily be reorganized into colleges for the arts, the humanities, and the social sciences, we developed four documents: one for the arts, one for the humanities, one for the social sciences, and one for College initiatives and programs that transcend the three divisions, including those that serve the wider University community. Above I already noted the divisional reports. The fourth report, which covers cross-division programs and initiatives in the College of Arts and Letters, prioritized the Undergraduate Research Opportunity Program, the Office of Undergraduate Studies, the African and African-American Studies Program, the Competitive Postdoctoral Teaching Fellowship Program, and the Gender Studies Program as well as several programs that serve the wider University and the neighboring community. Each of the College's four plans begins with a brief narrative and then addresses priorities. In each case the reports were drafted by committee members, edited by the committee chairs, and finalized by me. Most of the priorities were determined by consensus; in a few cases, votes determined the final committee ranking. The final versions of the plans have been approved by the committees themselves, so in each case one single document has emerged. These documents will be made available in printed form this Fall, and they are a necessary supplement to any articulation of the current state of the College. I am extraordinarily grateful to each and every committee member, most especially the elected committee chairpersons: John Borkowski (for the Committee on the Division of the Social Sciences), Kevin Dreyer (for the Committee on the Division of the Arts), Carolyn Nordstrom and Don Pope-Davis (co-chairs for the Committee on Cross-Division Programs and Initiatives), and Greg Sterling (for the Committee on the Division of the Humanities).

Though we have had to wrestle with modest budgetary adjustments this year, the aspirations articulated in the College's strategic plans allow us to look ahead with confidence and energy. The account given above of our varied advances also reinforces our sense that by the gift of God's grace the College's talented and dedicated faculty, staff, and students will realize our noble ambitions, growing in learning and in love.