

# DEAN'S REPORT 2008

*An Overview from 1997 to 2008*



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UNIVERSITY OF NOTRE DAME  
COLLEGE OF ARTS AND LETTERS



# Dean's Report 2008—An Overview from 1997 to 2008

This *Dean's Report* is an attempt to convey some sense of the great advances made by the College of Arts and Letters at the University of Notre Dame during the past decade. Our progress has been possible thanks to the outstanding contributions of faculty, staff, and students as well as the stewardship of the University administration and the generosity of so many outstanding donors, including members of the Board of Trustees and the Arts and Letters Advisory Council.



I have prepared this final report by revisiting the six goals I articulated during my first year as Dean and reflecting on our advances as well as on selected challenges that remain on the horizon. Informal versions of the report were presented to the Arts and Letters Advisory Council in October 2007, to the Arts and Letters faculty in December 2007, and to the Board of Trustees in May 2008. In order to fit within a reasonable space, the narrative is written at a global level, with attention given almost exclusively to broader trends rather than specific departments or individuals.

Although I named these six goals in 1997, they have remained surprisingly constant over the last 11 years. First, emphasize Notre Dame's triadic identity as a residential liberal arts college with a strong emphasis on student learning, a dynamic and increasingly ambitious research university, and a Catholic institution of international standing. Second, improve policies and procedures to ensure greater accountability, more due process, and fuller faculty governance; and enhance resources through wiser and more efficient use of our own resources, increases in annual rate funding, and new initiatives in development. Third, become the best in the world in signature areas. Fourth, address the most significant moral issues of the coming century: new quandaries in ethics, challenges facing developing countries, and the ecological crisis. Fifth, foster those programs that have exhibited strength and are poised for excellence, including large and high-impact departments, such as English, History, Political Science, and Psychology. Sixth, address previously neglected disciplines and problem areas, above all the arts, economics, the foreign languages and literatures, and diversity. In addition, I identified two other goals after my first year: improve our capacity to tell the story of the College and develop future faculty leaders.





1. Emphasize Notre Dame's triadic identity as a residential liberal arts college with a strong emphasis on student learning, a dynamic and increasingly ambitious research university, and a Catholic institution of international standing.

This goal is the most visionary and complex. Realizing it takes more time than any other goal, and documenting simply a selection of our advances occupies almost half of this narrative.

The core of Notre Dame is the liberal arts experience, which is enjoyed by every student, whatever his or her major. During the past decade, we phased in **University Seminars**, capped at 18 students per course, for all Notre Dame undergraduates. This involves about 120 Seminars taught by faculty members in the College each year.

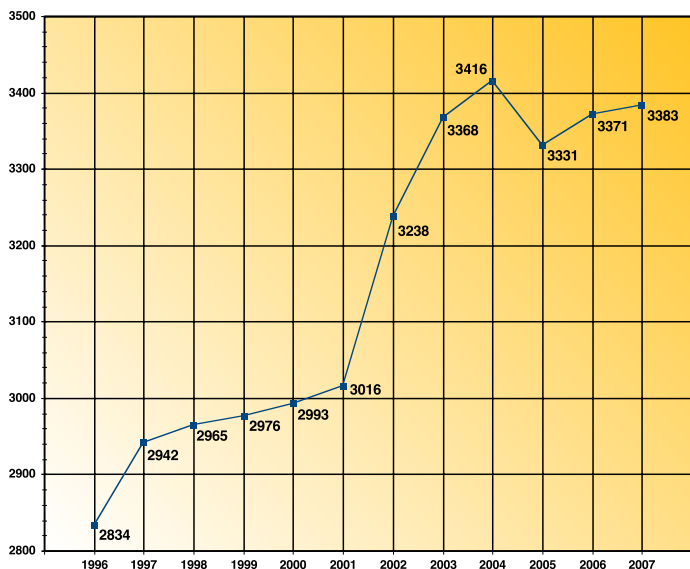
In addition to this outreach to the larger student body, the College has one of its highest totals of student **majors** in recent memory. The numbers are up more than 19% from 11 years ago. Today, 53.7% of the University's undergraduates are pursuing a major or supplementary major in Arts and Letters.

We also introduced the **College Seminar**, the College's signature course, required of all sophomores majoring in Arts and Letters. The Seminar focuses on great questions; introduces students to the arts, humanities, and social sciences; exposes them to a selection of major works; and emphasizes discussion and other activities designed to help them develop their capacities for oral expression and intellectual agility. At least two-thirds of the grade is based on oral performance, a decision made by the College Council in light of the need to see our students enhance their abilities in this area.

We have increased **honors opportunities** as well. The number of students who join the Glynn Family Honors Program, previously known as the Arts and Letters/Science Honors Program, has grown from 40 to 100 students per year for a total of 400 students. An endowment of \$10 million supports faculty positions, summer research grants for students, and extracurricular learning opportunities. Students regularly turn down some of the country's leading universities to come to Notre Dame and enroll in the Glynn Family Honors Program; Glynn Scholars typically rank in the top 2% of their high school classes with SAT scores of 1,500–1,600. The yield on admitted students who visit campus to explore the Glynn Family Honors Program is well over 50%, even though they have competing offers from the highest ranking colleges and universities in the country. Each Glynn Scholar who develops a thoughtful proposal is guaranteed at least one summer research fellowship, and all work with a faculty mentor to complete a senior thesis. In addition, more than 20 majors offered by the College now have honors tracks, in which each honors student engages in various kinds of intellectual enrichment and develops a senior thesis in close collaboration with a faculty member.

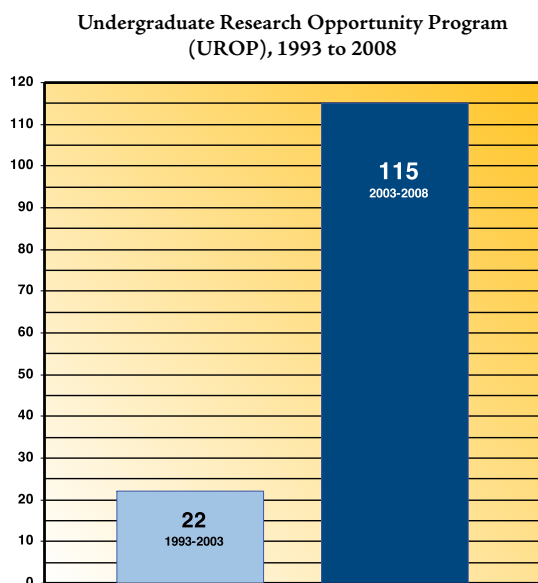
Another tremendous advance has been the expansion of the **Undergraduate Research Opportunity Program (UROP)**, which supports students to work one-on-one with faculty members on creative or scholarly projects, ensuring the best possible form of learning, student-centered learning. During the first seven years of the program, from 1993 to 2000, we averaged 11 student grants per year. Then the figures began to rise, resulting in an average from 1993–1994 to 2002–2003 of 22 student participants per year. Since then the average has been 115 students per year, and in the past two years, we averaged 135 student grants, awarding more than \$200,000 per year. Additional students are funded by departmental

Students with Majors and Supplementary Majors in Arts and Letters, 1996 to 2007





endowments, institute endowments, and federal grants. The 2007 senior class gift was given to UROP, a sure sign of the impact the program is having.



The Earl and Darielle Linehan Endowment for Excellence in Undergraduate Studies supports a new program called **Learning Beyond the Classroom**, which funds more than 100 proposals totaling over \$100,000 each year. These involve cultural excursions, travel, visits by invited speakers, and other extracurricular activities.

**Table Talk** encourages student-teacher interaction outside of class by giving faculty members meal tickets so they can continue their discussions with students over a meal in a campus dining hall. The College also provides support to faculty members to enable them to invite groups of students to their homes for a meal and conversation. Recent enhancements to the reimbursement amounts have led to dramatic increases in faculty participation. More teachers are taking advantage of Table Talk than at any time previously, resulting in more than 4,000 students eating with instructors at their homes, in the dining halls, or at other campus venues during the academic year.

Along with the honors opportunities and UROP, Table Talk is designed not only to enhance the intellectual climate for students but also to encourage them to **consider pursuing a Ph.D.** Notre Dame has traditionally lagged behind its aspirational peer universities in this category. In general, undergraduates who conduct research and spend time talking with faculty members outside of class are more likely to pursue a Ph.D. than their peers who

do not take part in such activities. One result of such initiatives has been an increase from 1998 to 2008 in the extent to which Arts and Letters students were satisfied or very satisfied with intellectual excitement and undergraduate education overall, data which are collected as part of the biennial Senior Survey. The figures for Arts and Letters students at Notre Dame exceed the average for students of all disciplines at an eminent set of peers, including Dartmouth, Duke, Harvard, Princeton, and Yale.

Arts and Letters established the Writing Center, a University-wide resource that has proven to be a crucial catalyst in helping students develop as writers. A peer-tutoring program has also given undergraduates a wonderful pedagogical experience. A committee charged to review our teaching of **writing** and the writing-intensive requirement in Arts and Letters produced a final report that was approved by the College Council; departments have subsequently prepared statements on how discipline-specific writing skills are obtained by majors.

Extensive discussions of departmental **advising** were orchestrated already in Fall 1997, with a College Council resolution on best practices, and we have continued to monitor our progress in this regard. In order to ensure better advising at the College level, we moved from two assistant deans—who serve primarily as undergraduate advisors—to four, with a fifth joining us in Summer 2008. Two new College programs that assist us in advising are the Sophomore Intellectual Initiative, which offers workshops on various topics, and the Dean's Fellows Program, which arranges special events for a selection of the College's most outstanding students. As a result of these various initiatives, the Senior Survey data reveal a dramatic increase in student assessment of advising in Arts and Letters from 1998 to 2008, a figure that is much higher than that of our peer group.

Several **curricular opportunities** have been supported by incentive funding, including linked courses for first-year students, which involve groups of students enrolling in two courses as a cohort, and learning communities for advanced students, where two independent courses with a related theme meet together several times during the semester. Dialogue-intensive courses, such as student-led seminars and classes that incorporate periodic debates, oral examinations, or assignments that involve oral skills, have also been supported with course development grants.

The **Senior Survey** reveals that student ratings of the quality of courses in the arts, the humanities,



and the social sciences rose from 1998 to 2008. For the arts and the humanities 97.5% were satisfied or very satisfied in 2008, and for the social sciences 94.5% were satisfied or very satisfied. The evaluation of interdisciplinary courses on the part of Arts and Letters students rose as well, although that question was not introduced until 2002. In 2008, 91.8% of Arts and Letters students were satisfied or very satisfied with their interdisciplinary courses.

Although students regularly pursue the liberal arts for their intrinsic value, we also recognize that they need to find meaningful transitions to employment, so we have worked collaboratively with departments and with the Career Center to offer ample **internships**. Last summer, the Career Center documented 539 successful internships for Arts and Letters students. A few examples include positions with the Smithsonian Institution, the Field Museum, the Museum of Modern Art, CNN, PLUM-TV, Coca-Cola, Hewlett-Packard, L'Oreal, UBS, Georgia Pacific, Simon & Schuster, the United States Golf Association, *The Philadelphia Inquirer*, the *Los Angeles Times*, and various members of the U.S. House and Senate.

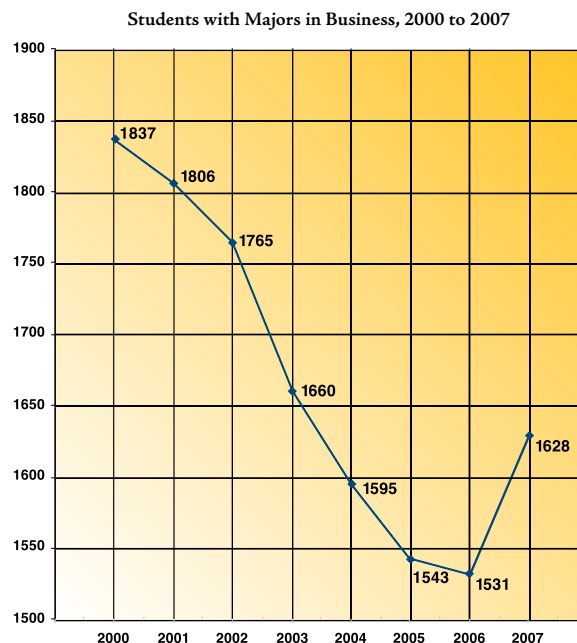
**Collaboration** with other units across campus—from helping Admissions by contacting admitted students to arranging collaborative events with the Career Center—has increased greatly over the years. A decade ago, the former Career and Placement Office served fewer than 100 Arts and Letters students each year. This spring, 2,753 Arts and Letters students were registered with the Career Center, thanks to the superb leadership and cooperation of its Director, Lee Svete.

In terms of the class of 2008, 85% of the respondents from Arts and Letters reported **career placements** at the time of graduation; 15% of the graduates were still seeking jobs. Within six months of graduation, 97.8% of the class of 2007 reported career success, breaking down as follows: 35.3% were attending graduate or professional school, 36.2% were employed, 22.3% were doing service, 4% were in the military, and 2.2% were seeking jobs. The Career Center is currently working with students still looking for positions to ensure successful placements.

Our students continue to secure employment with companies that parents occasionally assume aren't interested in liberal arts majors. The top Notre Dame recruit at McKinsey & Company in the last two years, for instance, was an Arts and Letters student. Over the past recruiting season, no fewer than 18 Arts and Letters students found jobs in the highly competitive arena of investment banking, accepting positions with firms such as Credit Suisse, Fidelity, Goldman Sachs,

Merrill Lynch, Vanguard, and others. Students also found excellent jobs with ESPN, General Electric, Google, Microsoft, and Target, among others. The U.S. Department of Justice offered positions to nine Arts and Letters students in Chicago, Washington, D.C., and other cities.

One of the challenges at Notre Dame, which unlike its peers has an undergraduate business major, is ensuring that the number of **students majoring in business** remains relatively modest. The College has introduced a number of strategies, outlined in earlier editions of the *Dean's Report*, to help draw students to the arts and sciences. For example, in addition to revamping our economics major and developing a DVD on the value of a Notre Dame liberal arts education, we worked with departments to create brochures and "Why Major in..." insert cards that outline the intrinsic value of majoring in a given discipline, the formal virtues students acquire by doing so, and the range of positions occupied by former majors. We will need to continue to work on this puzzle, which has been a partial success story but which remains a continuing challenge. Although the number of business majors dropped each year from 2000–2001 to 2006–2007, moving from 1,837 to 1,531, a reduction of 17%, the numbers increased in 2007–2008.



Despite our increasing emphasis on research, **teaching** plays a greater role now in promotion and tenure decisions than it did 15 years ago. For new Arts and Letters faculty members, we prepared an orientation booklet on teaching at Notre Dame, and the Kaneb Center created teaching workshops jointly supported by the College. Not surprisingly,



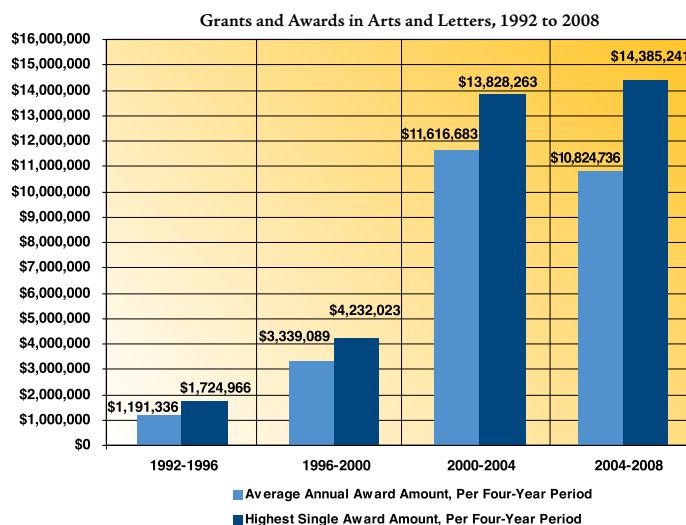
student evaluations of teaching have risen. The sense of community is also stronger; every department has introduced a graduation ceremony or reception for students and their families.

The College was very much involved in the founding and indeed has remained integral to the leadership of the **Office of Undergraduate and Post-Baccalaureate Fellowships**, designed to increase the number of students who receive nationally competitive fellowships.

Continuing **challenges** in undergraduate learning include ensuring that we embody, to the greatest extent possible, a true liberal arts education, with vibrant intellectual opportunities that encourage students to pursue their highest aspirations. Our mentoring of undergraduates is such that fewer students than we'd like receive Fulbrights and other postgraduate awards, and not all students receive the one-on-one guidance that helps them flourish as developing intellectuals. Although student estimates of time spent on independent and capstone projects have increased for Arts and Letters students from 1998 to 2008, we continue to remain below peer institutions. We have only begun to address some of the issues raised not only by faculty but also by our best students about the need to ensure a rich intellectual life on campus, also outside the classroom. We introduced a program, Residing in a World of Ideas, in cooperation with Student Affairs, to support evening discussions in the residential halls but have barely tapped the surface of what is possible, including integrating the two complementary pedagogical models of inquiry and formation. We have seen a modest increase in the number of students pursuing and receiving Ph.D.s, but as of yet nothing dramatic. Faculty mentoring is essential to this endeavor. Another continuing challenge is grade compression, which is often not supportive of good learning because it doesn't send a clear signal to students that they could improve their work and stretch their capabilities.

In many ways, great teaching and great scholarship go hand-in-hand, and we have made dramatic strides as a research university. There are several ways to assess the strength of Notre Dame in this respect, most of which involve weighing faculty quality. One of the simplest means to gauge faculty quality is to consider peer review of faculty projects by way of competitive **external grants**. During the past 10 years, the College of Arts and Letters has averaged \$9 million per year in research funding from external grants. During the previous 10 years, we averaged only \$1.2 million per year. This year, with two weeks still to go

in our annual cycle, we have almost \$11.8 million. Another \$671,000 in additional funding has received preliminary approval but has not yet been awarded and is therefore not included in these totals.



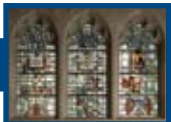
Of the country's leading research universities, Notre Dame ranks first in the number of **National Endowment for the Humanities (NEH)** fellowship winners over the past nine years. In 2008, we received eight such fellowships, the most the NEH has ever awarded to one school in a single year.

NEH Research Fellowships, 1999 to 2008, by Institution

Notre Dame	37
Michigan	27
Harvard	23
Princeton	18
Virginia	16
UC Berkeley	15
Georgetown	14
University of Chicago	12
Columbia	12
Cornell	12
Dartmouth	12
Brown	11
Stanford	9
Duke	8
Northwestern	8
Washington (St. Louis)	8
Pennsylvania	8
Rice	7
MIT	7
Vanderbilt	7
Yale	5
Emory	4
Johns Hopkins	2
Cal Tech	1
Carnegie Mellon	1

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





Since the initiation of its Luce and Lilly fellowship programs, the **Association of Theological Schools** in the United States and Canada has awarded 16 fellowships to Notre Dame's Department of Theology, a total equaled only by Harvard Divinity School.

This past year Arts and Letters faculty members received 27 **fellowships** totaling over \$1.1 million. Twelve years ago, in contrast, we received four fellowships for \$113,000. From 1999–2007, our faculty stood sixth among liberal arts faculties at leading research universities in the receipt of fellowships from agencies used by the National Research Council in its rankings, such as the American Council of Learned Societies, the National Endowment for the Humanities, and the Guggenheim Foundation. We ranked behind Harvard, Princeton, Michigan, Berkeley, and Chicago. This is outlined in a chart at the end of the report. The outstanding fellowship numbers derive from our excellent faculty, but they are helped by some incentive structures and the wonderful support of Ken Garcia, Associate Director of the Institute for Scholarship in the Liberal Arts.

During the past 10 years, Notre Dame has received three NEH challenge grants and has sponsored seven NEH summer seminars. All of these external resources are a sign of the peer evaluation of the work of our faculty members.

Research advances come when we make **superb hires** at the junior and senior levels, when faculty members are supported and developed, and when high expectations exist for advancement. We have seen superb senior hires, ranging from Gustavo Gutiérrez in Theology and Vittorio Hösle in German to Sabine MacCormack in History and Alasdair MacIntyre in Philosophy, to give just a few examples. The arts and the social sciences have benefited from superb senior hires, as well, including Bill Evans in Economics and Econometrics, Rodney Hero in Political Science, Peter Holland in Film, Television, and Theatre, Dianne Pinderhughes in Africana Studies, and Chris Smith in Sociology. We have hired and retained more than 250 faculty members in the past 11 years, representing a majority of the current cohort. Those mentioned here are only a tiny window onto the quality of our faculty.

An indirect indication of faculty quality comes when one considers the institutions they turned down to come to Notre Dame. One of our assistant professors in Philosophy, for example, chose Notre Dame over Dartmouth, Duke, Wisconsin, and Yale. One of our assistant professors in Sociology turned down offers

from Berkeley, Indiana, Princeton, and Wisconsin. Also, we have hired faculty away from tenured positions at Harvard, Michigan, Stanford, and Virginia and have been able to retain individuals who have received offers of endowed chairs at institutions such as Harvard, Johns Hopkins, Texas, Vanderbilt, and Yale.

Owing to both hiring and the development and recognition of longstanding faculty members, the number of Arts and Letters faculty members elected to the **American Academy of Arts and Sciences** rose from five to 14 during the past decade.

Arts and Letters faculty have increasingly assumed **leadership positions in scholarly organizations**. Recent appointments include the presidencies of the American Political Science Association, the Midwest Political Science Association, the American Philosophical Association's Central Division, and the Shakespeare Association of America.

Not surprisingly, faculty sometimes comment that they welcome the high expectations we now have for new hires. The research support we offer and the higher standards for promotion and tenure are appreciated by the very best faculty, who want to be at an outstanding research university, the one that Notre Dame is increasingly becoming.

Our challenge in research is to continue the trajectory in all of these areas. Part of that involves ensuring sufficient **infrastructure support**, ranging from library resources and lab space to technical support and competitive graduate stipends. Although we have had a research university trajectory for some years, we are just now adding—not only in Arts and Letters, but across the University—the infrastructure support necessary to promote the full success of our faculty members and students.

Our overall **investment in research** is dramatically higher now than it was 10 years ago. Start-up funds are much more generous, and every active scholar has an individual research account. The College's Institute for Scholarship in the Liberal Arts (ISLA) is a well-established research and teaching support office that provides Arts and Letters faculty with start-up funding for projects through grants, resources for conference and lecture planning, and assistance with external grant proposals. ISLA has been enriched with new programs, such as support for external mentoring and career enhancement grants for tenured faculty members. In 1999, the College created the Pilot Fund for Faculty-Student Teams in the Social Sciences to assist scholars in obtaining external





funding for research. In order for faculty to become competitive for external grants, preliminary data collection and analysis are necessary 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's return on investment was more than 500%. A competitive postdoctoral fellowship program, partly funded by the Office of Research, was recently introduced to help faculty members, primarily in the social sciences, obtain more significant external funding. Further, we added in ISLA a specialist for the social sciences and, more recently, a post-grant administrator, and we are now experimenting with a pilot program involving a grant writer.

The College also introduced special full-year leaves for up to two associate professors annually. To be eligible, a faculty member needs to have been in rank for 12 years, have outstanding teaching and service credentials, and have a research project on the horizon that could trigger a promotion to professor. Next year we will be introducing a new leave policy that will award a select number of University-supported leaves in advance of the normal cycle, a strategy designed to foster faculty members with superior research projects who have also invested considerably in service and leadership.

We also allocated funds for faculty members to hire more work-study students as research assistants and introduced the Hesburgh Library Document Delivery Service to save faculty time for their research. Rob Becht, Director of Budget and Operations, is currently exploring in what ways faculty members spend their time on activities that could better be handled by support staff so that we might make changes that will allow them to focus even more on teaching, research, and program-building. Harriet Baldwin, Director of Academic Conferences, who now reports to ISLA, provides a level of support to Arts and Letters faculty members organizing scholarly conferences or events that may be unsurpassed at any other American university; this past year, over 5,000 persons participated in conference activities related to Arts and Letters.

Any research university needs to have flourishing **graduate programs**, and we have seen outstanding advances across departments, beginning with the yield of admitted students, which is unusually high in some disciplines. Theology now regularly sees a yield of 90–95% against the very best theology and religious studies departments in the country. Other departments are beginning to approach those figures.

We have introduced a number of initiatives to enhance graduate program placement. For example, the College, in cooperation with the Graduate School, now funds on a competitive basis 12 two-year Edward Sorin Postdoctoral Fellowships that afford students the opportunity to gain more teaching experience and complete publications before entering the academic job market. The program has proven to be successful in allowing our graduates to build their credentials, as researchers and as teachers, without the burden of having to secure a faculty appointment immediately upon graduation. It is designed to help us recruit incoming graduate students as well as to help place more students at the nation's leading colleges and universities. We have also developed some pilot programs to offer selected graduate students additional workshops to strengthen their teaching capacities, become aware of future leadership opportunities, and understand value questions, including Catholic perspectives on values, which can give a distinctive Notre Dame stamp to their education.

In recent years, excellent **placements of graduate students** in tenure-track positions have included the following, which are organized by discipline: **English:** Brigham Young University, Indiana University Bloomington, Ohio State University, Penn State University, SUNY-Albany, the University of Connecticut, the University of Illinois at Urbana-Champaign, and the University of Miami; **History:** the College of the Holy Cross, Haverford College, Ohio State University, Purdue University, the University of Alabama, the University of Chicago, the University of Michigan, and the University of Virginia; **Philosophy:** Boston College, Boston University, Fordham University, Stanford University, the University of Virginia, the University of Tennessee, and Wake Forest University; **Political Science:** Baylor University, King's College London, the University of Pittsburgh, and the University of Texas at Austin; **Psychology:** Columbia University, Connecticut College, Indiana University Bloomington, Miami University of Ohio, the University of Kansas, the University of Kentucky, the University of Minnesota, and the University of Wisconsin-Madison; **Sociology:** Baylor University, Southern Methodist University, Tulane University, and the University of Georgia; **Theology:** Baylor University, Boston College, Denison College, Duke University, Fordham University, Georgetown University, Harvard University, Marquette University, McMaster University, Pepperdine University, Saint Louis University, Texas A&M, and the University of Denver. Several of these placements have originated



from our premier interdisciplinary graduate programs in Medieval Studies and in the History and Philosophy of Science.

One major initiative in graduate studies has been devoting an associate dean exclusively to research, graduate studies, and centers. We have added an elaborate assessment of graduate programs that ensures appropriate incentives and accountability mechanisms, differentiating on an annual basis those departments that are eligible for additional funding for **mid-level stipends** and those that are not. Selected programs may nominate candidates for higher level stipends but are given feedback on necessary and desirable changes before the competition begins anew in another year. Similarly, those programs not selected are given feedback on how they might become part of the competition in the next year. One area of general concern remains graduate student mentoring, which involves offering superior guidance to the most promising students and making sure that when attrition occurs, it occurs early.

The University's Strategic Academic Planning Committee awarded significant funding to establish the **Notre Dame Institute for Advanced Study**, which will annually enable 20 scholars and five graduate students to spend two weeks to a full academic year in residence at the University. The Institute will have an open intellectual agenda, whereby scholars may pursue outstanding research in all areas. It will, however, have two interrelated emphases that are intended to help shape discourse and discovery within the University and the wider academy. The first is the incorporation of integrative and ultimate questions that often escape scholars enmeshed in the everyday and sometimes narrow practices of their own disciplines. The Institute will encourage artists, professionals, scholars, and scientists to reflect on questions that probe the bases of their disciplines or extend beyond their disciplines to integrate the insights of other fields. The second is the relationship between the descriptive and the normative or between the world as it is and the world as it ought to be. The Institute will encourage fellows to include values in their analyses and to ask how their findings can advance civilization. Two other finalist projects, one involving social science survey research and the study of religion and the other on children and families, are likely to find some alternative avenues of support.

Continuing investment in infrastructure and continuing allocation of differential resources—based

on competition and accountability—along with superb hires and excellent mentoring should ensure our continued advance in research.

What makes the University of Notre Dame ultimately distinctive is not its dual emphasis on teaching and research, but its **Catholic character**. When I arrived at Notre Dame 12 years ago, I sensed that we did not do enough to market our Catholic identity to prospective faculty members. Our distinctive mission can be a huge and even decisive attraction. Notre Dame's Catholic character is embedded into student life, community service, campus liturgies, faculty research, curricular opportunities, and student learning and formation. It has rich and deep intellectual roots, which appeal to many persons irrespective of their own religious orientations. Many prospective faculty members resonate profoundly with a university that has a distinctive mission, and many of us have tried, through addresses and publications, to articulate that mission in ways that will attract still others to our special project.

At Notre Dame, the dialectic of faith and reason is fully engaged, not bracketed into a sphere of simply secular reason and a sphere of faith divorced from academic rigor and understanding. The University's Catholic identity has a profound intellectual dimension that gives us a distinct profile and fosters the liberal arts. There are deep philosophical and historical connections between the Catholic Church and art. In literature, philosophy, and theology, a wealth of rich traditions of Catholic thought remains a defining part not only of our intellectual inheritance but also of our continuing efforts to address contemporary challenges. In the social sciences, Catholic social teaching and normative questions have offered us a distinctive window through which to view some of the world's most pressing questions.

Virtually all **departments** have been able to find ways to incorporate the study of issues or fields—areas like sacred music, religious and intellectual history, philosophy of religion, sociology of religion, and social justice—that speak to Notre Dame's institutional mission. Our recruitment of new faculty has supported these efforts; in the last two years, for instance, three different departments have hired faculty members with expertise in literature and religion. On the curricular level, faculty are teaching an abundance of mission-relevant courses, such as "Ancient and Medieval Political Philosophy," "Virtue and Politics—Augustine," "Religion and Politics in Europe," "Politics and Conscience," "Contemporary



Christian Thought,” and “Religion and Politics in the United States,” all of which were offered last year by Political Science.

At the undergraduate level, we have seen the creation of a number of **interdisciplinary minors**, with most of them having a connection to institutional mission. They include Catholic Social Tradition; Education, Schooling, and Society; Journalism, Ethics, and Democracy; Liturgical Music Ministry; Philosophy in the Catholic Tradition; Poverty Studies; and Religion and Literature. Several already existing interdisciplinary minors, such as the Hesburgh Program in Public Service and Science, Technology, and Values, have grown in recent years. The College also approved a supplementary major in Peace Studies. In addition, we introduced course development grants to enhance Notre Dame as a Catholic university.

We have more theology majors than at any time in the recent past. Philosophy has risen consistently in its number of majors, as well. During the ten years between 1998 and 2007, **majors in theology, philosophy, and the combined major in theology and philosophy** grew by 77%. Theology majors increased by almost 131%, from 65 to 150; and the combined major in theology and philosophy grew from 2 to 21.

As a department, **Theology** has been remarkably innovative in offering our students opportunities to think about faith more fully. One of its initiatives has been the introduction of a series of one-credit

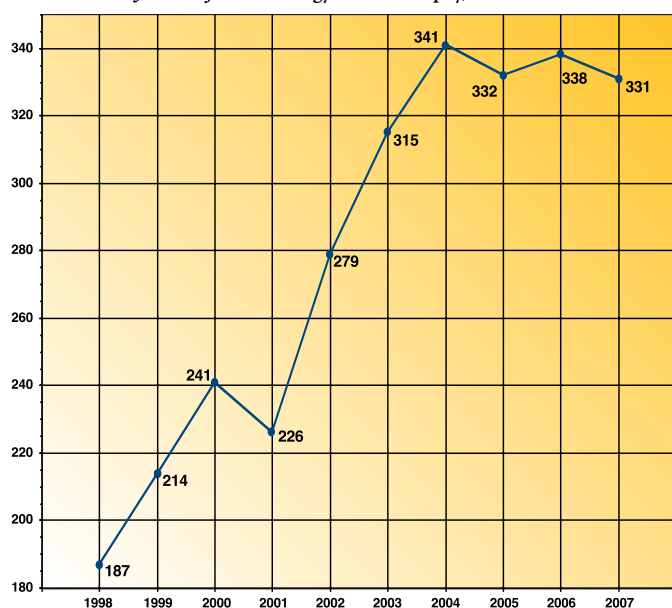
courses called “Know Your Catholic Faith.” The courses have focused on developing a renewed college-level pedagogy in such basic topics as “Creation,” “Faith,” “God,” “Mary,” “Life in Christ,” “Original Sin,” “Prayer,” “Relationships and Sexuality,” “Revelation,” and “The Sacraments.” In addition to being very popular with students, these courses bridge academic and residential life, as they are often taught in non-traditional settings, such as the residence halls or retreat-like environments. Theology has also had each year for several years an “Author Encounter,” where undergraduate majors read an important book over the summer, explore it together in the fall through peer-led discussions, and then discuss it with the author.

Several **new graduate programs**—a Master of Theological Studies, a Master of Sacred Music, a Master in Early Christian Studies, and a Ph.D. in Peace Studies, which is offered jointly by the Kroc Institute for International Peace Studies and four Arts and Letters departments—enhance our mission as a Catholic university. The Institute for Church Life, which works closely with the Theology Department, both of which are led by John Cavadini, who has done wonders for our initiatives in support of Catholic identity and mission, created a two-year service program, Echo, in which each participant serves as an apprentice catechetical leader in a partner diocese while pursuing an M.A. in Theology. The U.S. Conference of Catholic Bishops has identified renewal in catechesis as one of the most salient needs in the Church today, a need that is reinforced by faculty member Christian Smith’s recent book, *Soul Searching: The Religious and Spiritual Lives of American Teenagers*. Theology established a new Ph.D. minor field concentration in world religions and world Christianity. The concentration draws on newly hired faculty and connects to already existing courses, including a course on methods in the study of religions.

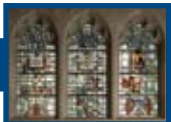
Now in its fourth summer, **SummerSong** is a comprehensive, two-week program co-sponsored by the Department of Theology, the Institute for Church Life, and Campus Ministry. Directed by Rev. Michael Driscoll, Associate Professor of Theology, the program includes a graduate course in Liturgical Year or Ritual Music, applied musical skills seminars in organ, piano, voice, guitar, and choir, and daily spiritual conferences. The program typically draws about thirty participants.

Selected **graduate student appointments at religious colleges and universities** in the past few years include the following, which are organized by discipline:  
**English:** Loyola University Chicago, Transylvania

Majors in Philosophy, Theology, and the Joint Major in Theology and Philosophy, 1998 to 2007







University, the University of Dallas, and Villanova University; **History:** Calvin College, DePauw University, Mount St. Mary's University, Sacred Heart University, Seton Hall University, and Xavier University in Cincinnati; **Philosophy:** The Catholic University of America, Mount St. Mary's University, Saint Michael's College, and the University of St. Thomas; **Political Science:** Eastern University, Saint Anselm College, and Southern Virginia University; **Psychology:** Bethel College, the Catholic University of America, and the University of St. Thomas; **Sociology:** Duquesne University, Goshen College, and Saint Mary's College; **Theology:** California Lutheran University, Canisius College, The Catholic University of America, Duquesne University, Fairfield University, Franciscan University of Steubenville, Gonzaga University, King's College (Pennsylvania), Loyola University Chicago, Loyola University (New Orleans), Milligan College, Regis University, St. Edward's University, St. Vincent College, Saint Xavier University, Seattle University, the University of St. Thomas, the University of San Diego, the University of Santa Clara, and Xavier University in Cincinnati.

Recent appointments of Arts and Letters faculty members include the **presidencies** of the American Catholic Historical Association, the American Society of Church History, the Association for the Sociology of Religion, the Catholic Biblical Association of America, the Catholic Theological Society of America, and the Society of Christian Ethics.

The College has taken a leadership role in creating **opportunities for faculty members** to learn more about the distinctive mission of Notre Dame. For the past five years, we have sponsored an annual University-wide, yearlong seminar on a topic involving Catholicism, such as the Catholic intellectual tradition, the Catholic social tradition, the Catholic idea of liberal learning, and theology and science. Recognizing that many faculty members could not give so much time to such a demanding initiative, we have also sponsored three afternoon workshops on aspects of Catholicism each semester for the past two years. Each workshop offers an introduction to Catholicism, explores a classic work in the Catholic tradition, or focuses on a topic concerning Catholicism and contemporary society. We also offer, with generous support from the Provost's Office, course releases for study of the Catholic intellectual tradition. Faculty members from outside Theology enter a competition to receive a release from teaching in order to take courses primarily in philosophy and theology, but also in other disciplines, on aspects of the Catholic intellectual tradition; these experiences

are designed to enrich one's teaching, scholarship, and connection to the University. We could still do more as a university in terms of faculty orientation, particularly in the first year and the post-tenure year, when faculty are often very eager to learn about the distinctive vision and ethos of their home institution, but we are doing much better than we had been in this regard.

We have also seen remarkable **collaborations** across areas, such as a conference on faith and health, co-sponsored by Psychology and Theology, and an annual film series on films and faith, co-sponsored by Theology and Film, Television and Theatre. The National Endowment for the Humanities awarded Notre Dame a challenge grant for the Tocqueville Program on Religion and American Public Life, which links religious questions with the discipline of political science, particularly constitutional studies, and has an outreach component for journalists.

Our **outreach activities** are numerous, ranging from literacy sessions in the local schools and piano lessons at the Robinson Community Learning Center and the Holy Cross grade school to the World Masterpieces Seminars at South Bend's Center for the Homeless and Theology's excellent collaboration with the U.S. Conference of Catholic Bishops. Not surprisingly, approximately 18% to 22% of every Arts and Letters graduating class engages in full-time volunteer work for one or more years.

The **Alliance for Catholic Education (ACE)** is an innovative two-year Master of Education Program that annually sends 135 teachers—many of whom are recent Arts and Letters graduates—to some 100 parochial schools in the urban and rural southern United States. ACE was founded by Rev. Timothy R. Scully, C.S.C., Professor of Political Science.

As we've grown as a research university, we have also sought to preserve the **community** of learning that has been our tradition and is essential to the Catholic ideal of seeking conversations across the disciplines with an eye toward fostering the unity of truth. Three regular faculty meetings each year, with discussion and a reception, have helped to foster our sense of collective identity. For the fall meeting, we prepare a brochure with brief bios of all the new faculty members, who are then introduced at the end of the discussion session. Over the past six years, small groups of faculty from diverse departments have joined me for lunches, at which we explore common issues and enhance bonds across departments; hundreds of faculty members have taken part in these lunches, indeed most of them more than once.



In addition, the College has been hosting a special annual dinner celebration that brings together our newly tenured faculty members. We also encourage every newly 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 one has wanted to meet or engage more fully in conversation, or junior faculty with whom one would like to develop or has been developing a mentoring relationship.

Also in support of collaboration and community, the College has introduced funding for multi-year exploratory seminars, which focus on 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. Many departments have held one or more retreats to enhance a sense of collective identity and to develop imaginative responses to diverse challenges. In order to foster community across the University, the College gives an annual Award of Appreciation to an outstanding colleague outside of Arts and Letters whose work adds immeasurably to the College and enriches its life.

Given the College's increasing size and complexity, we need to keep developing greater strategies of integration and more informal opportunities for dialogue across departments. At the same time, we need to continue to emphasize the ways in which Notre Dame is a hospitable environment, one that is home to 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.

The University's Catholic mission has also been enriched by projects that involve dialogue with persons of **other faiths**. Theology has been very active, particularly under the guidance of Rabbi Michael Signer, Abrams Professor of Jewish Thought and Culture, in Jewish-Christian dialogue. Arts and Letters faculty members in the Kroc Institute for International Peace Studies, led by Director Scott Appleby, Professor of History, have been involved in developing a program on the ways in which Christians and Muslims contend with modernity. Additional faculty members with a focus on Islam will be essential to the success of this project. The College recently received two major gifts, one from the National Endowment for the Humanities and the other from the Mellon Foundation, for an initiative

in Byzantine studies, an area in which Notre Dame has the potential to become an international leader. In general, Notre Dame should be the institution to which scholars of a variety of religious traditions and faiths can turn to seek guidance on issues of religion, especially but not exclusively Catholicism.

In its recruitment and retention efforts, Notre Dame strives to build and maintain the strongest faculty cohort possible, important elements of which are a critical mass of Catholics and a critical mass of scholars who devote their scholarship, regardless of their religious convictions, to the preservation and renewal of the Catholic inheritance. In terms of Catholic hires, I proposed for the College a minimal goal of 50%, an expected goal of 55%, and an aspirational goal of 60%. During the past 11 years, 55% of the College's regular **faculty hires** have been Catholic, after adjusting for attrition. Our figure for Teaching-and-Research (T&R) faculty over the past 11 years, again adjusted for attrition, is 52%. Thanks to the wonderful efforts of our faculty, these past two years represent two of our best in this respect.

In order to ensure that we make superb hires while meeting the University's goal of having a predominant number of Catholic faculty members, we have become more **proactive** than we had been in the past. Two years ago, the College began a project to identify the greatest possible number of Catholic scholars of high quality at all ranks as well as excellent scholars of the Catholic inheritance. Rev. Robert Sullivan, Associate Professor of History and Director of the Erasmus Institute, embarked on this project as Senior Executive Fellow in the College, and his work has now been subsumed by the University so that it can be used campus-wide.

Although colleagues sometimes view the search to hire Catholics as an added burden and our distinctive identity as a partial hindrance, Notre Dame's Catholic character represents one of our best opportunities for **academic advance**. Four years ago I reviewed the slightly more than 150 T&R hires in my first seven years as Dean and identified 50 who stood out for various reasons, such as those who had already received tenure at higher-ranked institutions; those who at the time of hire had multiple offers, including from higher-ranked departments or higher-ranked universities; and those whose promotion and tenure cases at Notre Dame were simply extraordinary. For each, I sought to identify the most significant factor leading to his or her choice of Notre Dame. The Catholic mission of the University, broadly



understood, was far and away the strongest factor, applying to more than 60% of these outstanding hires. Indeed, Catholic character is not only of incomparable intrinsic value; it is also our most enduring competitive advantage.

Nevertheless, it's not always easy to find the balanced **rhetoric** which ensures that all Notre Dame faculty members, regardless of religious affiliation, feel welcomed and embraced as full members of the University community. We can work further toward finding a rhetoric that resonates with Catholics as well as with persons of other faiths and none who are seeking to understand the special ethos of Notre Dame, which is both like and unlike other universities with which they may be familiar. While Notre Dame resembles and should resemble its peers in many ways, it must also be distinct if it is to fulfill its internal ambitions and retain its competitive advantage.

To realize its distinctive mission, Notre Dame seeks Catholic faculty members who can participate in reciprocal dialogue with the Church and so help fulfill the University's aspiration to be a place where the Church does its thinking. Moreover, our overwhelmingly Catholic students need diverse models of lived Catholicism. At the same time, every faculty member at Notre Dame is invited to participate in our distinctive mission, whereby we seek to explore all relevant disciplines at the highest level, with a special emphasis on fields that speak to the University's Catholic character, and to develop our students' hearts and souls as well as minds. Meeting these larger challenges requires a variety of models—models of scholarly engagement, of intellectual curiosity, of moral integrity, and of community service, among others. In this spirit, faculty, in their own particular ways, address broader questions in their scholarship or in the classroom, engage students as whole persons, and become role models. In addition, faculty members of diverse faith traditions serve as examples of lived faith and can, in their diversity, help our students advance in their own faith journeys. Notre Dame embraces all its faculty members not only for their excellence in teaching and scholarship and their contributions to leadership and service but also for their ability to participate fully in the educational ideal of moral formation and character development, which gives our mission of intellectual inquiry a more completely human quality. This holistic model has had an almost magical impact on our graduates, whose loyalty to Notre Dame remains extraordinary.



## 2. Improve policies and procedures to ensure greater accountability, more due process, and fuller faculty governance; and enhance resources through wiser and more efficient use of our own resources, increases in annual rate funding, and new initiatives in development.

A decade ago, the College was smaller, and it did not have our current level of internal complexity or range of initiatives. To deal with our remarkable growth and our processes of professionalization, we introduced many changes. The College developed a *Reference Guide for Arts and Letters Chairpersons and Faculty* that is available on the Web to all members of the Notre Dame community. It seeks to address policies and procedures as well as introduce aspirational rhetoric for our ambitions. The standardization of **policies and procedures** has served multiple purposes. Above all, it increases faculty governance and ensures due process and fairness, as opposed to ad hoc and idiosyncratic decision-making; in many cases, it also enhances efficiency and saves resources.

The College, for example, supports a number of scholarly journals with faculty time, staff, space, and so forth. In Psychology alone, for example, seven faculty members are serving as editors or associate editors of journals. Requests for support of new journals spring up quickly, and we previously dealt with requests on an ad hoc basis. To promote peer review and accountability, we formed a faculty committee to oversee our journals and our investment in them. Other new **committees** include, for example, the Undergraduate Studies Committee, which reviews and initiates curricular proposals and explores ideas to improve the learning of students; the Research Committee, which proposes criteria and guidelines for research competitions within the College, fosters research, and assists in the peer review of proposals; and the Dean's Advisory Committee, which explores topics suggested by the faculty members. We also introduced a committee of peers to assess leave requests.





We now have annual reviews of faculty members leading to merit-based raises, a policy that was initially met with some resistance but was eventually unanimously endorsed by the College Council. Documents on promotion and tenure—so-called Committee on Appointments and Promotions (CAP) documents—which did not exist in many departments 10 years ago, are now increasingly sophisticated and present a professional face to faculty members we are recruiting. We have also tried to communicate standards. We initiated a rotating annual forum on promotion and tenure for assistant and associate professors. Monthly meetings of deans and chairpersons have become valuable opportunities to share best practices and advance toward our common goals. With e-mail announcements released in advance and minimal external presentations, the College Council focuses its time on discussion. The introduction of zero-based budgeting for all non-regular faculty appointments and all non-salary budgets has produced considerable savings for other priorities. All of these changes have enhanced **communication and accountability**.

In a **Tenure-Track Faculty Job Satisfaction Survey** administered by the Collaborative on Academic Careers in Higher Education in 2005 and 2006, some colleges and universities were viewed as “exemplary” on certain key dimensions of faculty work/life. Notre Dame was cited in four of 12 categories—“Policy Effectiveness Overall,” “Nature of Work: Overall,” “Nature of Work: Research,” and “Nature of Work: Support Services”—tying us with the University of Illinois at Urbana-Champaign for fifth nationally, behind Brown, Stanford, Duke, and Dartmouth. Given the size of Arts and Letters, the University could not have garnered such reviews without a good degree of success in the College.

As previously stated, one of our goals has been to increase efficiency. **Enrollment management**, which was received with some unease initially, has worked quite well. The percentage of classes taught by adjuncts, which was 18% in Fall 1997, fell annually—to 9% in the first year of enrollment management and then to 8%, 7%, 6%, and, finally, in Fall 2002, 5%, which is where we have sought to keep it. This percentage is more in-line with small liberal arts colleges than large public research universities. Our number of under-enrolled classes is in the single digits each semester, as departments think more carefully about offering courses that resonate with student interests and rotating those that are likely to attract fewer numbers. As a result of enrollment management and increasing faculty positions, the percentage of Arts and Letters courses with fewer

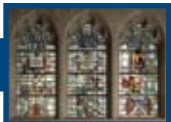
than 20 students has risen, and the percentage of classes with 50 or more has decreased. Whereas in 1997, 57% of our classes had fewer than 20 students, in 2007 the figure had risen to 65%. Also the percentage of our offerings with 50 or more students dropped from 8% to 5%.

We have also introduced a policy whereby all **newly vacant faculty positions**, with the exception of negative tenure decisions, come back to the Dean for reallocation based on a number of factors, ranging from enrollment pressures to quality of the department. To further the assessment of departments and help them improve, we have collected statistical data on the resources and performance of each.

A number of new **hiring strategies** call for us to search for, rather than simply sift, faculty candidates. We also send annual letters to departments on their previous records and on our goals for quality, mission, and diversity. In addition, departments are held accountable for candidates they advance as finalists; that is, a department must submit finalists to the Dean for approval before on-campus interviews can take place. If the pool does not include any women, for example, the department must answer the question “Who was the strongest woman in the pool, and why did she not make the cut?” We are also sharing data on successes across departments.

Even more effective than the accountability measures may be the **incentive structures**. We created incentives for mission and diversity hires who enhance quality. These include upgrades, such that an assistant professor line might be upgraded to an associate professor or professor position; pre-hires, such that we hire someone in advance of a future retirement; competitive lines, whereby more than one department forwards its best candidate to compete for a given line; internal departmental competitions, such that a department has two searches across fields for one position; and interdepartmental searches, whereby departments are encouraged to identify candidates and forward them to the interdepartmental committee. While we encourage broader searches, which tend to give us larger pools of candidates, we also have more searches with parameters that are likely to advance mission or diversity, such as sacred music or Latino politics. Next year we will embark on some potential cluster hires, with at least three searches focused on Africa.

We have been able to provide private offices for all T&R faculty members though the acquisition of **space** in Flanner Hall and the building of Malloy Hall and the Marie P. DeBartolo Center for the



Performing Arts. We have allocated additional research space for Psychology. Working with a College Council resolution, we have created departmental clusters for a number of departments. Previously, only Music and Psychology had such clusters. We now have them also for Anthropology; Economics and Econometrics; Film, Television, and Theatre; Philosophy; Sociology; and Theology. We have made renovations throughout the College each summer, and some of our smaller projects, including the establishment of a café in Decio Hall and the ISIS Gallery in O'Shaughnessy Hall, have been conducive to elevating our priorities, from fostering a sense of community to celebrating the arts. In the coming years, we anticipate a new building for the social sciences.

The College's long-term vision for space is likely to include a humanities triangle consisting of O'Shaughnessy, Decio, and Malloy, which may be reinforced by two other spaces. The Snite Museum is expected to relocate to what will be an arts quadrangle on the southern end of campus, meaning its current facility will become available for other uses. Also, when Art, Art History, and Design moves to the arts quad, Riley Hall could well become a new building for Arts and Letters. Two external surveys have confirmed our own internal surveys and intuition: Arts and Letters needs additional space simply to meet existing needs, including ensuring appropriate office space for graduate students, a necessity in today's competitive environment. Music will also need a new facility, which is tentatively planned for the arts quad, as well.

New endowments have driven the addition of more than 80 funded faculty positions, including well over 50 **endowed chairs and directorships**, not all yet filled. Approximately 10 more chairs have been pledged. In this campaign alone, Arts and Letters has received 29 endowed chairs funded or pledged. We also received funding for a variety of programs, ranging from Asian studies and Journalism, Ethics, and Democracy to creative writing and sacred music. Almost every department now has some level of endowment funding.

Our goal of advancing in professionalization is very much on track. Any institution goes through a growth period that requires a great deal of investment in management as well as leadership. The College of Arts and Letters has seen a period in which both were vibrant, and an appealing infrastructure is in place for us to move to the next level. We have been blessed in this effort by a number of superb associate deans, most recently Julia Braungart-Rieker, Stuart Greene, Gretchen Reydam-Schils, Dayle Seidenspinner-Núñez, and Greg Sterling.

### 3. Become the best in the world in signature areas.

Any university needs to have a few areas of true distinction. At Notre Dame, most of our areas of strength resonate with our institutional mission, including our overall integration of teaching, scholarship, and Catholic character, and with that, a model of learning that includes both inquiry and formation.



At least two undergraduate programs easily fit that model. Owing to quality of teaching, high 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, the undergraduate major in **Anthropology** has been described by scholars elsewhere as the best in the country. This past year more than 20 undergraduates gave a paper or presented a poster at a professional conference, and this fall eight graduates will begin pursuing a Ph.D. The increase in student interest in the field has been truly dramatic: In 1997, the Department had 139 majors and no minors; by 2007, it had 240 majors and 95 minors. The **Program of Liberal Studies** (PLS)—which offers students a uniquely integrative experience focused on readings and discussions, resulting in superb development of oral skills—is the country's only Great Books program housed within a research university. Having recently celebrated its 50th anniversary, PLS continues to develop and flourish.

Our Departments of **Philosophy and Theology** are among the highest ranking in the country. Of their kinds—in the case of philosophy, a composite department of analytic and continental philosophy, and in the case of theology, a department of theology and not simply religious studies—they are widely considered to be peerless. In both disciplines, several subfields are recognized as the very best. Overall, the Ph.D. program in Philosophy was ranked 2nd nationally, behind only Princeton, among large, prestigious programs by [www.phds.org](http://www.phds.org), an online guide to graduate programs funded by the Alfred P. Sloan Foundation and the Burroughs Wellcome Fund. This year, Theology placed one of its Ph.D. recipients onto the faculty of Arts and Sciences at Harvard and another onto the faculty of Theology at Oxford.



In many ways and in a global sense, we have become the best university in the world for the study of **religion** across disciplines.

In terms of interdisciplinary fields, the **medieval studies** program at Notre Dame is arguably the best in North America, with the largest group of medievalists on the continent and superb graduate placements. In addition to its traditional and successful emphasis on graduate studies, the Medieval Institute now has a flourishing undergraduate program. In Fall 2003, the program had one undergraduate major and eight minors; by Fall 2007, it had grown to 18 majors and 15 minors. **Irish studies** is unsurpassed, not only in the United States but perhaps worldwide. The Keough-Naughton Institute for Irish Studies has allowed us to add a significant number of outstanding new faculty members and fostered the study abroad program in Dublin, along with the Keough-Naughton Notre Dame Centre in Dublin and the annual Irish Seminar in Dublin, which has drawn graduate students and assistant professors from every premier program in the country. Thanks to the Department of Irish Language and Literature, which was created in 2004, Notre Dame is the only university in North America where undergraduates can minor in Irish language and literature. **Latin American studies** is another area of excellence, bolstered by the generous support of the Kellogg Institute for International Studies. Notre Dame can also claim true distinction in **peace studies**, an area that is advanced by the Kroc Institute for International Peace Studies.

Our work in various **fields and subfields** is arguably unsurpassed, and we have strengths in others that have the potential to make us competitive with the best programs in the world in those areas, if we're not already viewed as such. These include the following subfields, organized by department: painting (Art, Art History, and Design); Roman studies (Classics); medieval and Renaissance literature, 18th-century British literature, religion and literature, and modern poetry (English); literature and philosophy (German); medieval history and American religious and intellectual history (History); epistemology, Kant and German Idealism, medieval philosophy, metaphysics, philosophy of action, philosophy of mathematics, philosophy of religion, and 20th-century continental philosophy (Philosophy); Latin American comparative politics, peace studies, political theory, and religion and politics (Political Science); counseling psychology, developmental psychology, and quantitative psychology (Psychology); Dante studies (Romance Languages and Literatures); social

movements, sociology of education, and sociology of religion (Sociology); and Biblical studies, early Christian studies, medieval theology, liturgical history, theological ethics, and Catholic systematic theology (Theology). Also, several interdisciplinary areas stand out: ancient philosophy, children and families, constitutional studies, hermeneutics, history of Christianity, history and philosophy of science, and sacred music. Many of these areas have benefitted from faculty hires in recent years.

This particular goal appears to be in very good shape, but we must remain vigilant in the coming years and slowly move more and more areas to similar levels, beginning with fields and then moving to high-impact departments.



#### 4. Address the most significant moral issues of the coming century: new quandaries in ethics, challenges facing developing countries, and the ecological crisis.

Any university, but especially a Catholic one, has a moral imperative to address the leading challenges of the 21st century. At least three issues with profound implications for coming generations deserve special consideration at Notre Dame: 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 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 examine 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.





In order to advance our strengths in **ethics**, we have added 12 faculty members into newly created or reallocated positions in the past decade. Data from the Senior Survey indicate that Notre Dame Arts and Letters students tend to be more aware of moral and ethical issues than students at peer universities.

A focus on the poorest of the poor is absolutely appropriate for a Catholic university. To that end, we have added 18 faculty members who have a primary or secondary focus on **developing countries**. We will also be enriched by a recent gift from the Doug and Kathy Ford family for our study of development issues, especially in Africa.

The greatest new challenge of the 21st century is the **ecological crisis**. We have added nine faculty members who have a primary or secondary interest in ecological issues, and a number of College Seminars have been offered on the subject of the environment. Conferences such as the one on "Ecology, Theology, and Judeo-Christian Environmental Ethics" have advanced this agenda, and the Fall 2008 Notre Dame Forum will focus on sustainable energy.

We have made tremendous advances in each of these areas; the next step is to work more collaboratively with the other colleges in addressing them. The three topics are not only in many respects intertwined; they require the resources of multiple disciplines and interdisciplinary solutions. Partly motivated by the superb leadership of Provost Thomas Burish, the deans began this past academic year exploring strategies the colleges might pursue together.



## 5. Foster those programs that have exhibited strength and are poised for excellence, including large and high-impact departments, such as English, History, Political Science, and Psychology.

Any university that is competitive must be superb in areas of high impact, where other universities also compete aggressively. These include the disciplines with a very large faculty at every leading university. The College invited the four departments named above to enter into a healthy competition to see which ones were best poised to advance. The strongest departments were to have high standards for hiring, tenure, and promotion; effective and inspiring teaching at all levels; nationally ranked scholars with outstanding publications and strong records of extramural funding; the ability to attract and mentor excellent students and to place them competitively; substantive and innovative programs of study; excellent leadership, including a chairperson with vision and the courage to make difficult decisions as well as a range of supporting leaders; wise and effective use of all resources; a sense of intellectual community and a selfless spirit, whereby the whole is greater than the sum of the parts; significant contributions to the overarching mission of the College and the University; and an ability to compete internationally that is partly reinforced by an identity appropriate for Notre Dame.

The Department of **History** has made the greatest advances in recent years. It has seen excellent program innovations at both the undergraduate and graduate levels as well as truly superb hiring at all ranks. History placed 59th in the 1993 National Research Council ranking. It rose to 44th and then 32nd in the 2001 and 2005 *U.S. News and World Report* rankings. History has improved even further in the interim, and we expect the Department to continue to rise. At the undergraduate level, History has introduced a new gateway course where students engage with primary texts and become familiar with the craft of the historian, learning not simply to read history, but to write history. The Department has developed an exemplary undergraduate honors track and has introduced a number of innovations in graduate studies, as well. Its graduate placements have included the University of Chicago, the University of Virginia, and the University of Michigan. With continuing support and wise decisions, History is poised to join Philosophy and Theology as a top-20 department.

The Department of **English** has also advanced its standing. After being ranked 63rd by the National



Research Council in 1993, the Department moved to 53rd and then 37th in *U.S. News and World Report's* rankings of 2001 and 2005. It has benefitted from excellent hires, especially at the senior level. The 2005 *U.S. News and World Report* had Notre Dame tied with Princeton for 11th and 12th in medieval and Renaissance literature. The Ph.D. program in English was ranked 10th among small, prestigious programs by [www.phds.org](http://www.phds.org), just ahead of the programs at Duke and Northwestern.

The Department of **Political Science** placed 44th in the 2005 *U.S. News and World Report*, and its comparative politics and theory subfields ranked 18th and 11th, respectively. A wonderful \$10 million gift from Francis and Kathleen Rooney to establish the Rooney Center for the Study of American Democracy will bolster the important field of American politics. Through a combination of strategies, including the support of the Kellogg and Kroc Institutes, the Department has grown by more than one faculty position per year over the past 11 years. Political Science is the most sought-after major among our undergraduates. The Department recently revised its honors track and supervised a record 46 senior honors theses this spring. Its graduate students have been very successful in placing articles in all three of the top three journals of political science, including several single-authored articles.

The Department of **Psychology** has seen huge increases in external funding. In the most recent five-year period, including this year's still partial figures, Psychology brought in nearly \$21 million, averaging \$4.2 million per year; in the previous five-year period, going back to 1998, the Department garnered nearly \$12 million, averaging \$2.4 million per year, and in the five years before that, reaching back to 1993, Psychology brought in just under \$3 million, averaging \$585,304 per year. The Department has developed a quantitative program that is among the top five in the nation. A recent search conducted by the number-one-ranked quantitative program at the University of North Carolina at Chapel Hill had three finalists: a Notre Dame assistant professor, a Notre Dame postdoctoral fellow, and a Notre Dame graduate student. Notre Dame is the only university in the country with as many as three recipients of the Cattell Award for Outstanding Early-Career Contributions to Multivariate Experimental Psychology. A study published in *Developmental Review* in 2000 ranked the faculty in our developmental program 10th in the country, ahead of Harvard, Stanford, Chicago, and Michigan. Our counseling psychology program was ranked 11th in a 2005 study published in the *Journal of*

*Counseling Psychology*. A wonderful \$10 million gift from William Shaw will create the Shaw Center for Children and Families, a superb fit for a Catholic university and an area of great strength at Notre Dame; the gift will add both infrastructure support and faculty positions.

The Department of **Sociology**, which is not as large as the four departments just named and so not as likely to have the same level of national impact, has had outstanding leadership, made excellent faculty hires, and effectively developed faculty within its ranks, such that it, too, is part of this competition. In terms of publications in the field's top three journals—the *American Journal of Sociology*, the *American Sociological Review*, and *Social Forces*—Notre Dame's rating has risen from 74th in 2001 to 24th in 2004 and fifth in 2006. Commonly used to assess departmental productivity and prestige, this measure dates back to the 1950s and is a clear representation of the advances the Department has made in recent years.

Continuing to advance these large and high-impact departments is certainly the greatest ongoing challenge facing the College, not because there has been any lack of progress to date but because the goal is so ambitious and complex.



## 6. Address previously neglected disciplines and problem areas, above all the arts, economics, the foreign languages and literatures, and diversity.

The **arts** have advanced dramatically in recent years. This development is welcome news for a Catholic university, which should elevate the arts for several reasons. First, the history of art is inextricably linked with Catholicism. Through the early modern period, the Church was the most prominent patron of the

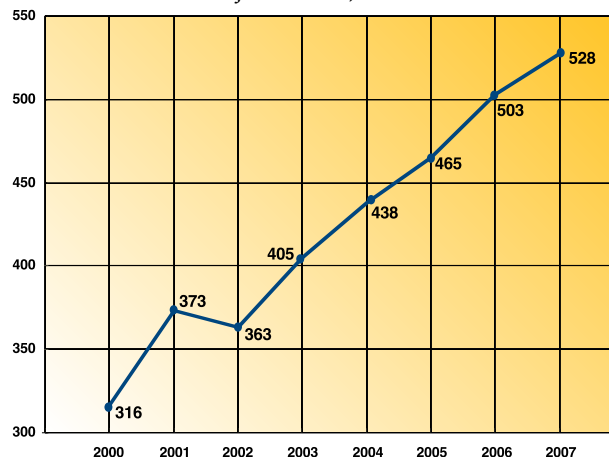


arts, and virtually all art was created for the greater glory of God. Even today artworks continue to be rich sources of theological meaning. Second, one of the defining principles of Catholicism is sacramentality, the belief that the transcendent reveals itself in finite reality. The arts are privileged in this context insofar as they bridge the spiritual and sensuous worlds. The richness and mystery characteristic of the sacraments have a partial analogue in art, which is likewise defined by a combination of meaning and inexhaustibility. Third, art contributes to the collective identity of a culture, and our reception of earlier artworks links us to previous generations, fostering a community across time, a tradition. In addition, the creation of art builds community; productions and performances in a variety of artistic fields combine creativity with disciplined collaboration and self-transcendence. The various ways in which the arts function as ritual reinforce this sense of community.

The University's **Decade of the Arts** had its symbolic inauguration in 2004 with the opening of the 150,000-square-foot Marie P. DeBartolo Center for the Performing Arts, home to five cutting-edge performance venues. The Boehnen Fund for Excellence in the Arts has been catalytic in creating energy around projects in the arts. We recently introduced our first endowed chairs in the arts, moving from none to four, with two additional offers currently extended. We have also seen the establishment of a number of endowed performance scholarships for undergraduates as well as new endowments for student productions. As part of our Shakespeare initiative, we created Summer Shakespeare (now called the Notre Dame Shakespeare Festival) in 2000. That same year, Actors From The London Stage, a professional acting company co-founded by members of the Royal Shakespeare Company, transferred its American base of operations to Notre Dame. In addition, the College started the Center for Creative Computing, a collection of diverse studios and activities serving a variety of areas, from computer graphics and electronic music to wider technology-related needs in the humanities and social sciences. The College also took the lead in creating the Advisory Council for the Performing Arts.

The success of these efforts is evident in the response of our students. The number of undergraduate **majors** in the arts has risen from just over 300 in 2000 to more than 525 in 2007; since 2002 the trend has been consistently upward.

Majors in the Arts, 2000 to 2007



The arts have in many ways played **an integrative role**, bringing faculty members together from a variety of disciplines, in some cases even beyond Arts and Letters, for a biennial theatre production and conference, which centered first on Brecht's *Galileo* and then Stoppard's *Arcadia*. In 2008, we hosted "Faust at Notre Dame," the third such event, which included performances of Stravinsky's *L'Histoire du Soldat*, Marlowe's *Doctor Faustus*, and an early version of Gounod's *Faust*. The Faust theme was also featured in other aspects of campus life, from the Saturday Scholar Series and Teachers as Scholars to an exhibit at the Snite Museum and a significant number of undergraduate classes.

We have a flourishing new program in sacred music and anticipate a new graduate interdisciplinary minor in film studies and an undergraduate interdisciplinary minor in opera studies. In many ways, the arts have been one of the leading success stories of the past decade, and they are poised for even greater excellence.

**Economics** is arguably the leading paradigm of our age, and its methodologies influence the other social sciences as well as policy decisions across a wide spectrum. No great university is without a great economics department. Until recently, Notre Dame had not been competitive in economics, and its majors were in some ways not as well-prepared as graduates of peer universities. Notre Dame's Department of Economics had received critical reviews in 1975, 1988, and 1997. The 1997 review praised the Department's distinctive identity but noted that it had not kept pace with methodological developments in the field and was not meeting the highest disciplinary standards. In the wake of that review and subsequent discussions, the University eventually endorsed a split of the department into two units, a very unconventional action.

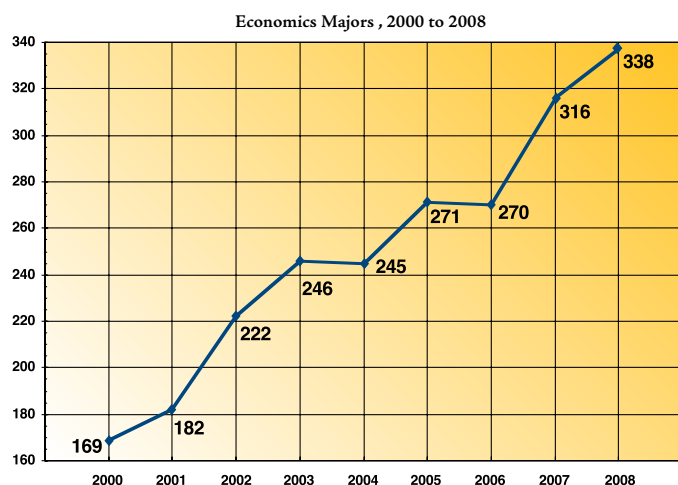




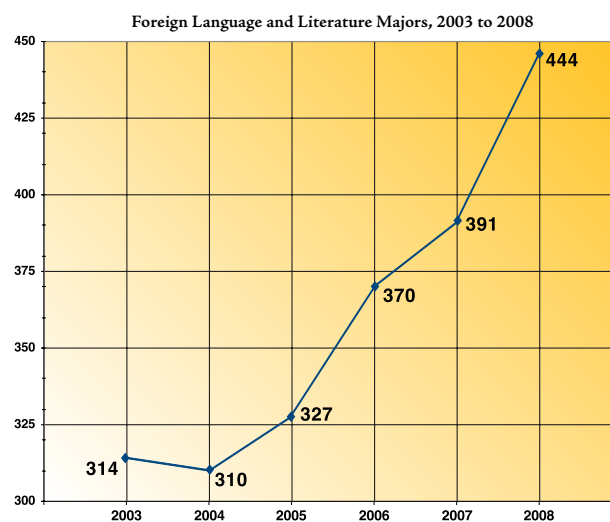
The **results** have been tremendous. The two departments worked together to revise the undergraduate major to make it commensurate with peer programs and to introduce an honors track. The undergraduate economics major now requires two semesters of calculus as a prerequisite for intermediate micro and macro theory classes, an econometrics class, and an advanced course that builds on these, all innovations that have made our students more competitive nationally. After closing the graduate program for a short while, we reopened it. The core of the new doctoral program has the same level of analytical and quantitative rigor as all of those in the top quartile of the National Research Council rankings. The program also provides fields of specialization—such as environmental economics, labor economics, international economics, monetary policy, and public economics—that fit well with the mission of the University and its interest in problems facing humanity. The faculty hires have been especially strong, and student successes have followed. Four majors who graduated this spring will enter a top-15 Ph.D. program in the fall, an unprecedented total for economics at Notre Dame.

The overall number of majors has risen dramatically, increasing from 169 in the spring of 2000 to 338 by the spring of 2008, an increase of 100% over the last eight years.

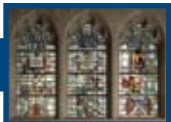
Economics at Notre Dame is now very much on track, but it is an unusually competitive and expensive field, partly because of the high level of competition among economics programs themselves, partly because of the very high salaries in business schools, and partly because of employment opportunities beyond the academy. Nonetheless, the trajectory is wonderful, and we anticipate receiving considerable resources from some of our friends and supporters in order to ensure that Notre Dame develops a program in economics that is world-class.



Given the universal and thus international dimensions of Catholicism, it is modestly surprising that a decade ago the **foreign language and literature departments** at Notre Dame were to some degree service-oriented, lacking the level of scholarly depth found in other humanities departments. In the past decade the language and literature departments have transformed themselves. Some of the best faculty hires and strongest promotion and tenure cases have been in the languages and literatures. We added faculty members in a number of areas, including Arabic, Chinese, Irish, Italian, Japanese, Latin, Russian, and Spanish. We began teaching Quechua to advance our study of Latin America, a distinctive strength at Notre Dame. We have also seen the introduction and flourishing of Portuguese, which has enhanced our connections to Brazil. Courses in Korean language and culture will begin in Fall 2008. Language enrollments have grown well ahead of the national average; in the past seven years, they have risen from well under 4,000 to well over 5,000. Enrollments have risen particularly dramatically in Arabic and Chinese, leading to the creation of a major in each field. The overall growth has been across languages; in 2006–2007 enrollments increased in 10 of the 12 major languages taught at Notre Dame. Foreign language and literature majors increased from 314 in 2003 to 444 in 2008, an increase of more than 40%.



However, the goal is not simply student numbers. Notre Dame seeks to become **one of the nation's best universities for advanced language learning**. High retention rates at the University, high enrollments in language classes and in the language and literature majors, and abundant opportunities for students to study abroad give us a number of advantages. We are well ahead of national averages in the percentage of total enrollments that are in classes beyond the language requirement. For example, in Spanish we



are at 54%, compared to a national average of 18%; in French we are at 46%, compared to 20%; and in Italian we are at 37%, compared to 10%. Currently at Notre Dame, Russian has the the highest rate of retention beyond the language requirement, followed by German. The College will be inaugurating this fall a Center for the Study of Languages and Cultures (CSLC), which will assist us in our bold ambitions. One of the innovations of the CSLC will be a peer-tutoring program, whereby beginning and intermediate students will have a greater opportunity to hear and speak the language, and advanced students will gain pedagogical experience in helping other students develop their language skills. We are also now offering languages across the curriculum, meaning select classes outside the language and literature departments feature an additional one-credit tutorial in which students examine the course topic in a target language.

Together with the Office of International Studies, we introduced student scholarships for the summer study of lesser-taught languages and have since increased our level of support for the program. Also, several institutes on campus, especially the Nanovic Institute for European Studies and the Kellogg Institute for International Studies, have supported summer experiences for students in non-English speaking countries, and several new endowments do so, as well. We created a foreign language education fund available to all instructors who could benefit from developing further expertise in their disciplines or organizing group workshops at Notre Dame. An ISLA program started this past year supports faculty members of all disciplines who wish to advance in their own foreign language competencies for purposes of teaching or scholarship.

In 2001, the University approved a **Ph.D. in Literature**, an innovative interdisciplinary program focused on the study of literature from a transnational and intercultural perspective. The first student to graduate from the program did so earlier this year, garnering 18 convention job interviews and nine invitations for campus visits before accepting a position.

The languages have made great advances but can continue to develop. It would be wonderful to have more undergraduates receive Fulbright Fellowships. To make this happen, we need to draw on strategies such as encouraging students to go abroad during the summers for accelerated language study, internships, service projects, and research. We can also do more to integrate the experience abroad with the Notre Dame curriculum. In that spirit, we have introduced course development grants for classes designed for students

returning from abroad. The languages and literatures have advanced primarily, though not exclusively, through junior hires, with faculty developing and moving upward at Notre Dame. We would like to see at least two University Chairs, one for Latin American and one for Italian. Italian in particular has already become a premier program, one that is nationally competitive at both the undergraduate and graduate levels; it recently initiated an undergraduate Italian studies concentration in addition to its literature and culture major.

A decade ago, Notre Dame had considerable catching up to do in terms of **diversity**. Though there is more to do, we have made great strides.

**Gender Studies** has developed in many ways over the past decade. The College approved a supplementary major in gender studies, which more and more students are pursuing. We have invested in infrastructure support, pre-doctoral teaching fellowships, and lecture funds. The program offers an array of courses, in both number and scope, on Catholicism, women, and gender that students are unlikely to find at any other college or university. Classes such as “Women and American Catholicism” and “Catholicism and Feminism,” are distinctive hallmarks of Notre Dame’s program. Last fall, a graduate minor was approved. Initiatives in support of women have also been undertaken by departments. For example, the Department of English organized a festival of women writers in Spring 2008. The Women of Notre Dame project, founded by former Associate Dean Julia Douthwaite, hosts an annual lecture series featuring distinguished Arts and Letters alumnae and faculty members who share information and tips on career, education, policy, and family issues with each other and with female students.

Several years ago we organized focus groups for women to explore best practices and practical suggestions that would allow us to enhance the supportive environment and sense of community in the College, particularly with an eye to recruitment and retention. This past year we formed a **Task Force on Women** to implement the parts of the report that had not already been advanced. The Task Force is beginning a professional networking initiative for women in Arts and Letters called “WALcome—Women in Arts and Letters Coming Together.” This initiative is expected to kick off with a reception for women faculty and graduate students in September. WALcome also plans to sponsor brown bag lunch discussions on topics of interest to women at various career stages, such as building a case for tenure, balancing work and family, and managing



service expectations at the associate level. In addition, the Task Force is creating an online list of volunteer mentors. Alyssa Gillespie, this year's Executive Fellow, is developing a Website on women in the College of Arts and Letters. It will have sections related to research and teaching in the College, including a forum on gender and teaching, as well as details on family-friendly policies, statistics on women in Arts and Letters, resources for graduate students, profiles of women faculty, and extensive information about local schools, day care options, clubs, restaurants, and other aspects of the surrounding community.

In terms of **hiring** women faculty members, the College's minimal goal is 40%, its expected goal is 45%, and its aspirational goal is 55%. After adjusting for attrition, we are at 40% for regular faculty over the past decade but only at 38% for T&R faculty. Clearly, we need to make more progress, but the trajectory is very good. As of mid-June, for example, 52% of regular faculty and 54% of T&R faculty hired in the 2007–2008 recruiting season are women. As a result of these efforts, the demographics of the College are slowly shifting. In 1997, 24% of associate professors were women; in 2006, the figure was 34%. Similarly, in 1997, only 12% of full professors were women, but by 2006, it had risen to 20%. Some departments have been completely transformed, such as Anthropology, which in 1996 had two untenured women; today, the Department has five tenured women and is perfectly gender-balanced.

One of the distinctive strengths of Notre Dame is **Latino studies**. The Institute for Latino Studies (ILS), though separate from the College, draws on the expertise of Arts and Letters faculty in a range of departments, from English and History to Political Science and Sociology. Under the leadership of Gil Cárdenas, Julian Samora Professor of Latino Studies and Professor of Sociology, ILS has become one of the premier institutes of its kind in the country. Notre Dame is recognized as one of the leading institutions for Latino students, regularly appearing in *Hispanic Magazine's* rankings of the "Top 25 Colleges for Latinos." The College now oversees a supplementary major in Latino Studies offered through ILS.

The College created a minor in African and African-American studies, then a Department of **Africana Studies**, and eventually a major in Africana Studies. The University established the Erskine A. Peters Dissertation Year Fellowship program, through which African-American scholars at the ABD level come to Notre Dame to focus on the completion of the dissertation and experience life at a major Catholic research university. One of our prominent

campaign goals involves adding four faculty members to Africana Studies. Theology has been very active with its Africa initiative, which is designed to build educational relationships with African theologates and the seminaries. As part of the initiative, the Department awards competitive fellowships to African students who will pursue either an M.T.S. or Ph.D.; the program has been a great success in its early years.

In terms of its ambitions for **hiring** faculty members from underrepresented minorities, the College has set a minimal goal of 20%, an expected goal of 25%, and an aspirational goal of 35%. Over the past decade, our figures, after adjusting for attrition, are 22% for both regular faculty and T&R faculty. Again, the trend is positive; last year we were at 30%, and this year the figure in mid-June stands at 29%.

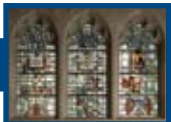
The number of University **Endowed Chairs** held by women and minorities in Arts and Letters has increased dramatically, moving from three to 11 and from one to eight, respectively. In contrast to University Chairs, which are for senior scholars, College Chairs are three-year, rotating appointments for assistant or associate professors or recently promoted professors. Like University Chairs, they are prestigious appointments funded by generous benefactors that include annual financial support for teaching and research. Of the 19 rotating College Chairs that were occupied during 2007–2008, 63% were held by women and 32% by minorities. Overall, 89% of the College Chairs were held by either a woman or a member of an underrepresented group. In addition, of the 12 **associate deans** during the past 11 years, 50% have been women, and a majority have been women or minorities.

At least two **ISLA programs** are designed to enhance our efforts in diversity. The Emerging Scholar Series brings people attracted to the distinctive identity of Notre Dame, particularly women and minorities, to campus in order to widen our horizon and allow us to get to know faculty we might eventually recruit. Multicultural and diversity course development grants are available to support the preparation of entire courses or course units on diversity.

Recently, we have also seen advances in another area relevant to diversity: **disability studies**. The Notre Dame Disability Studies Forum launched this May.

We need to continue to advance in diversity, building on our modest progress, and develop better benchmark data so we can gauge where we stand vis-à-vis our peer and aspirational peer





universities in terms of the representation, retention, and advancement of women and underrepresented minority faculty members. In that process we can also continue to review and share best practices.

These final two goals were identified within a year or two of when I became Dean. As much as the College needed to improve, there was a great story that was not being told effectively. And it became increasingly clear that we needed to think long-term about developing talent not only in teaching and research but also in service and leadership.



## 7. Improve our capacity to tell the story of the College.

It was imperative that we invest in publicizing our academic advances both within and beyond the academy. Whether one looks at teaching innovations, external research dollars, national fellowships, faculty appointments, or virtually any other dimension of our scholarly life, we have a wonderful story to tell. Although we still need to improve in many ways, our reputation does not match the extent of our success. To some degree this is because we are not part of an academic consortium and so do not find ourselves in as many natural venues for sharing advances with others as do our peers. In addition, Notre Dame has a level of name recognition other institutions might envy, but we have traditionally been associated with religion and athletics, and we have some way to go still in ensuring that our academic accomplishments are communicated equally well.

In order to support our efforts in telling the distinctive story of the College, we reallocated funding to invest in **Web support and College and departmental publications**. We hired an outside firm and worked with the Notre Dame Web Group to do a major overhaul of the Arts and Letters Website, which has since received several national distinctions. Beyond the annual *Dean's Report* or *Dean's Update*, we introduced a number of publications at the College level, including *Exemplum*, a booklet that is sent each year to peer universities; a variety of

informational brochures; and a viewbook on the College for prospective and first-year students. We also launched a quarterly Arts and Letters e-newsletter, which is sent to alumni and other friends and supporters as well as faculty and staff; arranged for occasional publications, such as one on the Decade of the Arts, prepared collaboratively with other units on campus; increased the number of departmental newsletters and sought to improve existing ones; and developed two DVDs— *Discover the Possibilities: The Value of a Liberal Arts Education* and the *Undergraduate Research Opportunity Program*. Another two DVDs are nearing completion, one on honors opportunities in the arts and sciences at Notre Dame and the other, which is being created in tandem with the Office of the Provost, designed to help recruit Asian-Americans and students from Asia.

We have also engaged in extensive outreach to the community. The **Teachers as Scholars** program, for example, consists of 10 seminars per year offered by Arts and Letters faculty to local K–12 teachers. The program is a cooperative venture between the College and five public and diocesan school districts. The goal is to provide “teacher scholars” with the opportunity to immerse themselves in contemporary scholarly topics and issues under the guidance of outstanding members of our faculty.

Alumni returning to Notre Dame on autumn weekends tend to focus their activities on attending a football game, renewing friendships, participating in one of the campus Masses, 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. Several hours before the start of each home football game, one of the College's most insightful and accomplished scholars presents an accessible lecture, followed by a question-and-answer period. Regularly well-attended, the Saturday Scholar Series has become an institution at Notre Dame.

We also worked effectively, in concert with the Office of Public Affairs and Communication, to increase the placements of faculty **op-eds** in national newspapers and have seen some success in boosting the number of radio and television appearances, as well.

By reallocating staff positions in the College and working with the Office of Public Affairs and Communication, we now have **four staff positions** funded for communications, with expertise in writing, graphic design, and the Web. The search for the newly created position of director is nearing its conclusion as I write this report.



## 8. Develop future faculty leaders.

The flourishing of any university depends on faculty members who excel not only in teaching and research but also in service and leadership, faculty members who are not simply occupying a position but using it as a springboard to enhance the community of learning and help the institution reach its highest ambitions. **Chairpersons** are the most important persons in the organizational success of any university. Ten years ago in Arts and Letters, the most frequent rank among chairpersons was associate professor. It is now regularly professor, and two years ago, it was endowed professor.



In 2003, the College introduced the **Executive Fellow** program, an apprenticeship that gives interested tenured professors an opportunity to develop their leadership skills and contribute in diverse ways to the life of the College. Through the program, the College has taken proactive steps to mentor future leaders, especially women and minority faculty members. The College also benefits greatly from the insights and perspectives of each year's Executive Fellow.

The increase in faculty governance, the range of initiatives undertaken by the College, and the various settings where policies are explained and reviewed have allowed more and more faculty members to develop **awareness of, and experience in, leadership areas**. Even though teaching and research justifiably count more for promotion and tenure, chairpersons have been doing a much better job of assessing service and leadership contributions. We have, in fact, seen negative renewal, tenure, and promotion decisions based on service at all levels, and in annual evaluations, service is often a difference-maker in the awarding of merit raises.

Our initiatives in **mentoring** have been essential. We now do a splendid job of giving detailed written feedback to assistant professors. However, we are still far behind our aspirations in offering facilitative mentoring, in mentoring associate professors toward promotion, and in mentoring more advanced faculty members to reach their full potential. An enhanced mentoring environment for faculty will, together with the investment in research infrastructure support and a more compelling articulation of Catholic mission and identity, help meet a secondary goal of retention.

Excellent mentoring will help further with ensuring that we have ample choices for future leadership positions, which ideally are designed for professors. The College has to some degree been successful in this regard, as three of Notre Dame's current or incoming deans—Arts and Letters, the First Year of Studies, and the Graduate School—are members of the College who served in administrative roles and who distinguished themselves in national searches for these decanal positions.

Let me close by saying that it has been wonderful to serve a university that speaks unabashedly not only about faith, but also about love. In its deepest sense, love involves consciousness of an incompleteness and a striving for more, the longing to bridge the gap between who we are and who we might yet and should become. I am so grateful for the ways in which we have together become greater as a College and have met so many of our bold aspirations. I have sensed at Notre Dame a collective love that is fired by a common aspiration, whereby we have challenged one another to become a better community of learning. We have done so, though we are hardly now complete.

We will be led in the coming years by one of the College's preeminent teacher-scholars, **John McGreevy**, who brought forward extraordinary advances in History: a revision of the undergraduate major, including the gateway course and honors track; innovations at the graduate level and impressive graduate student placements; and hires that have rivaled those of any history department in the country and certainly any department at Notre Dame. John will be a superb leader for the College and will take us to previously unseen heights.

Our academic aspirations and our sense of Catholic character are dynamic. They evolve through the contributions of new members of our community; the development of our current faculty members, staff, and students; and the creative directions chosen by new leaders. As we move ever further into the uncharted territory of creating a great Catholic university in the modern world, may we be content with what we have accomplished to date, a set of achievements that can hardly be captured by any narrative, but is instead inexhaustible in its many layers. At the same time, may we be ever aware of our as yet unfulfilled aspirations, ceaselessly striving for a greater understanding of truth and mysteriously inspired by a life of scholarship and community oriented toward God in intellect and love.



## National Fellowships, 1999 to 2008, by Institution

	NEH	ACLS	Guggenheim	Fulbright	National Humanities Center	IAS Princeton	American Academy in Rome	Woodrow Wilson Center	Newberry Library	American Antiquarian Society	ASCS Athens	Huntington Library	Humboldt Foundation	National Gallery of Art (CASVA)	Getty Foundation	Folger Library	TOTAL
Harvard	23	18	16	16	4	11	2	0	1	2	2	4	6	3	1	0	109
Princeton	15	16	26	11	2	16	3	1	1	1	0	4	3	2	2	3	106
Michigan	26	14	24	15	4	3	1	4	6	2	1	1	1	2	2	0	106
UC Berkeley	15	21	13	17	10	11	3	1	3	1	1	2	4	0	2	2	106
Chicago	12	15	23	10	8	7	1	2	5	0	0	9	4	0	2	1	99
<b>Notre Dame</b>	<b>29</b>	<b>11</b>	<b>9</b>	<b>11</b>	<b>8</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>93</b>
Columbia	12	8	19	12	7	11	1	1	1	0	1	3	3	3	2	0	84
Pennsylvania	6	4	16	13	3	10	2	1	3	1	0	4	4	1	1	3	72
Northwestern	8	17	9	6	5	4	0	2	6	0	0	2	9	0	3	0	71
Stanford	9	14	13	13	2	4	0	0	0	0	0	4	1	1	3	5	69
Duke	8	8	7	10	26	1	0	2	2	0	0	2	0	2	0	0	68
Yale	5	8	11	15	3	3	5	0	0	0	0	5	3	1	4	1	64
Cornell	12	7	8	17	5	1	0	2	0	2	1	2	6	1	0	0	64
Brown	10	11	7	10	3	6	0	2	0	3	0	4	2	2	0	2	62
Virginia	15	12	7	11	3	2	1	0	2	0	0	3	2	0	2	0	60
Georgetown	12	8	3	15	2	1	0	7	0	0	0	1	2	0	0	4	55
Emory	5	5	5	16	2	5	1	0	1	1	1	2	1	1	0	0	46
Dartmouth	11	7	7	7	2	0	1	0	1	2	0	2	0	1	0	1	42
Vanderbilt	6	5	2	8	0	1	0	0	3	0	2	5	1	0	0	5	38
Johns Hopkins	2	8	7	4	2	2	0	4	0	1	0	1	0	3	0	1	35
MIT	7	4	6	2	1	6	2	0	1	0	0	2	1	0	2	1	35
Washington (St. Louis)	7	4	4	7	1	1	0	1	2	0	0	1	3	0	0	3	34
Rice	7	7	6	4	1	1	1	0	0	0	0	0	1	0	1	0	29
Carnegie Mellon	1	3	0	6	0	0	0	0	1	1	0	2	0	0	0	0	14
Cal Tech	1	0	2	0	0	0	0	0	0	0	0	6	0	0	1	0	10

NOTE: All fellowship numbers are taken from the fellowship lists provided by the funding agencies. Fellowship granting agencies are those used by the National Research Council in its rankings for the humanities. The top 25 national research universities are from the *U.S. News and World Report* rankings (September 2003). The statistics include only faculty (rather than dissertation or pre-doctoral) fellowships. They also include only fellowships given to faculty in departments equivalent to those in Notre Dame's College of Arts and Letters (in departments of the humanities, arts, and social sciences). Fellowships awarded to scientists and engineers were excluded for the purpose of comparing Notre Dame's College of Arts and Letters to other universities. The Center for Advanced Studies in the Behavioral Sciences at Stanford does not make its fellowship lists public. Including those numbers could modify these rankings.







UNIVERSITY OF NOTRE DAME  
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