



ND University
of Notre Dame

Notre Dame's founding can perhaps best be characterized as an outburst of missionary zeal. How else can one describe the action of Father Edward Sorin, the 28-year-old French priest of the Congregation of Holy Cross who - with \$310 cash and three log buildings in various stages of disrepair in the middle of the northern Indiana frontier - had the temerity to christen his enterprise the University of Notre Dame du Lac?

Notre Dame at its founding was a name in search of, or perhaps in anticipation of, a university. The wonder is not so much what the University has become more than a century and a half later, but that it survived at all in those early years of beginning almost literally from nothing.

In his book, *The University of Notre Dame: A Portrait of Its History and Campus*, historian Thomas Schlereth of the American studies department has described the odds the University was up against: "Only nine other Catholic colleges existed when Notre Dame was founded, but that number had grown to 51 by 1861. Presently only seven of these antebellum institutions still exist. One historian estimates a mortality rate of approximately 80 percent among Notre Dame's contemporary secular institutions. Yet Notre Dame survived ..."

The University's survival of those early years is a tribute not only to the faith of Father Sorin, but also to his pragmatism and wit. In the beginning, his institution's only admissions requirement was the ability to pay — some payment, at least, and not necessarily in currency or coin; livestock or the services of a tradesman or some other "in-kind" payment also were cheerfully accepted. Nor were admissions limited by religious preference. Father Sorin's mission and inspiration were thoroughly and indisputably Catholic, but from the beginning he made it clear that would-be students of any religious persuasion were welcome; indeed, that Notre Dame's student body eventually would become overwhelmingly Catholic was more a reflection of American culture than of parochialism on the University's part.

Sorin was equally flexible when it came to his University's academic offerings. While a classical collegiate curriculum was established early on, so too were elementary and preparatory programs as well as a manual labor school, and for several decades the collegiate program never attracted more than a dozen students in any year. As Notre Dame's chronicler, Father Arthur Hope, C.S.C.,

has written, "If (Sorin) was to begin at all, the head of this new college had to be mightily concerned about frostbite and empty stomachs. The more elusive problems of intellectual development would have to wait."

If Notre Dame in its infancy was the child of Sorin's vision and will, its subsequent growth and development were the products of large and powerful social and historical forces. Just as the University was being established, the first waves of European immigrants, overwhelmingly Catholic, were reaching America's shores, and Notre Dame's location — though seemingly remote — in fact put it within easy reach of cities like Chicago, Detroit and St. Louis, all of which soon would have large immigrant Catholic populations. The growth of the University of Notre Dame and the immigrant experience would be inextricably linked.

A number of forces were at work in this relationship. The American Dream was coming into being, and with it the hope and expectation that, through hard work and education, children would enjoy greater opportunities than their parents. At the same time, anti-immigrant and anti-Catholic sentiments were open and pervasive in American society, creating barriers to immigrant Catholic students. Equally strong sentiments among many Catholics regarded public schools at any level as dangerous places where young people might lose their faith. For all these reasons, education — primary, secondary and higher education — became the centerpiece of American Catholicism.

Though it may not have seemed so at the time, this great historical movement of peoples and the creation of the American melting pot dramatically enhanced the odds of Notre Dame's survival. What still had to be decided, however, was precisely the type of institution Notre Dame would become. How could this small Midwestern school without endowment

and without ranks of well-to-do alumni hope to compete with firmly established private universities and public-supported state institutions? As in Sorin's day, the fact that the University pursued this lofty and ambitious vision of its

future was testimony to the faith of its leaders — leaders such as Father John Zahm, C.S.C.

As Schlereth describes it:

"Zahm ... envisioned Notre Dame as potentially 'the intellectual center of the American West'; an institution with large undergraduate, graduate, and professional schools equipped with laboratories, libraries, and research facilities. Notre Dame should strive



to become the University that its charter claimed it was."

Zahm was not without evidence to support his faith in Notre Dame's potential. On this campus in 1899, Jerome Green, a young Notre Dame scientist, became the first American to transmit a wireless message. At about the same time, Albert Zahm, Father John's younger brother, was designing the first successful helicopter and first wind tunnel and was launching the first man-carrying glider from the roof of a building on campus. The University also had established the nation's first architecture, law and engineering schools under Catholic auspices.

The debate over Notre Dame's future was effectively ended in the two decades following the First World War. In 1919, the University installed its first president to have earned a Ph.D., Father James Burns, C.S.C., and the changes he initiated were as dramatic as they were far-reaching. The elementary, preparatory and manual labor programs were scrapped; the University's first board of lay advisors was established with the goal of creating a \$1-million endowment, with a national campaign conducted to achieve that goal; and the first annual giving program for alumni was launched. With this impetus established, between 1919 and 1933 the University would erect 15 new buildings and triple the numbers of both its students and its faculty.

Also during this period, a new and utterly unanticipated element was added to the ethos of Notre Dame, and the University forever after would be a national institution. That new element was, of course, the game of football. But for Notre Dame and for its legions of ethnic American loyalists — most, but not all, Catholic — the cliché was true: Football was more than a game. Through its academic program, Notre Dame already was part of the striving of ethnic Americans to earn a place in the American mainstream. Now, even for those who had never and would never attend Notre Dame, the University became a symbol, so much so that its attraction persists literally to this day.

The national recognition football brought to Notre Dame was a mixed blessing at those

The University of Notre Dame's institutional mission is to attain the highest standards of excellence in teaching, scholarship, and selected fields of research in a community of learning where truth is seen to be informed by belief and where, specifically, the Catholic faith and intellectual tradition are celebrated and lived.



Rev. John I. Jenkins, C.S.C., to Become 17th President

Notre Dame's Board of Trustees elected Rev. John I. Jenkins, C.S.C., as the University's 17th president at its meeting April 30, 2004, after Rev. Edward A. Malloy, C.S.C., announced his intention to step down as president at the end of his current term which expires on June 30, 2005.

A vice president and associate provost at Notre Dame since July 2000, Father Jenkins was elected to a five-year term beginning July 1, 2005. He is an associate professor of philosophy and has been a member of the Notre Dame faculty since 1990.

Prior to his election as vice president and associate provost, Father Jenkins, 50, had been religious superior of the Holy Cross priests and brothers at Notre Dame for three years. As religious superior, he was a Fellow and Trustee of the University, but he relinquished those posts to assume his duties in the provost's office.

Father Jenkins specializes in the areas of ancient philosophy, medieval philosophy and the philosophy of religion. He is the author of "Knowledge and Faith in Thomas Aquinas," published by Cambridge University Press in 1997.

Father Jenkins earned two degrees in philosophy from Oxford University, in 1987 and 1989. He earned his master of divinity degree and licentiate in sacred theology from the Jesuit School of Theology at Berkeley, Calif., in 1988. Prior to entering the Congregation of Holy Cross, he earned bachelor's and master's degrees in philosophy from Notre Dame in 1976 and 1978, respectively.

Father Jenkins was ordained a priest in Notre Dame's Basilica of the Sacred Heart in 1983. He served as director of the Old College program for Notre Dame undergraduate candidates for the Congregation of Holy Cross from 1991 to 1993.

A native of Omaha, Neb., Father Jenkins was born Dec. 17, 1953.



times when it tended to overshadow the University's growing academic distinction, but overall it has been an almost incalculable boon to public awareness of, interest in, and support of Notre Dame. It may be amusing to speculate how the University's history might have been different without the phenomenon of football, but the University is happy to accept this legacy as is.

If the post-World War I era saw Notre Dame's first flowering as a true University, the half-century since the Second World War has seen the vision of John Zahm reach full fruition. Father John Cavanaugh, C.S.C., began the process after the war by toughening Notre Dame's entrance requirements, increasing faculty hiring, and establishing the Notre Dame Foundation to expand the University's development capabilities. Then, during the 35-year tenure of Father Theodore Hesburgh, C.S.C., Notre Dame's enrollment, faculty and degrees awarded all doubled; library volumes increased five-fold; endowment catapulted from less than \$10 million to more than \$400 million; campus physical facilities grew from 48 to 88 buildings; faculty compensation increased ten-fold; and research funding rose more than twenty-fold. In addition, two defining moments occurred during this period: the transference of University governance in 1967 from the Congregation of Holy Cross to a predominantly lay board of trustees and the admission of women to undergraduate studies in 1972.

Since 1987, when Father Edward Malloy, C.S.C., assumed the presidency, the University has continued to grow in stature. Endowed faculty positions now number more than 190, the student body is among the most selective in the nation - with a third of entering freshmen ranking among the top five students in their high school graduating classes - and the graduation rate annually is among the four or five highest in the nation, behind only a handful of Ivy League

institutions. The University's endowment, now more than \$3 billion, is the 18th-largest in American higher education and campus additions have included: new research laboratories; a graduate student housing complex; residence halls for undergraduate women (who now comprise more than 45 percent of the student body); DeBartolo Hall, the most technologically advanced teaching facility in higher education; a 153,000-square foot complex for the Mendoza College of Business; and one of the largest bookstores in higher education.

The question for Notre Dame today is, having become a distinguished American university, to what should it now aspire?

Some goals are self-evident. The University must strive at all times to bring new vigor to its teaching and to enhance both the breadth and the depth of the education it offers students. At the same time, it must strengthen significantly its graduate programs and faculty research to make ever greater contributions in the quest for new knowledge.

But the institutional mission of Notre Dame reaches beyond these goals.

The higher aspiration of the University of Notre Dame is to seek out and assume leadership roles through which students and alumni, faculty, interdisciplinary institutes, and professional programs can bring their accomplishments to bear on the most basic and pressing needs of humanity — for peace and social justice, for human rights and dignity, for ethical conduct in business, science and the professions, for a renewal of values in interpersonal and societal relationships, and for a more enlightened stewardship of the environment, to name but a few of the challenges.

This aspiration is incumbent upon Notre Dame as a Catholic university. Today, as throughout its history, Notre Dame's position in American culture mirrors that of the Catholic Church. The world is very different

from the one encountered by Father Sorin on his arrival in this country. The tangible barriers faced then by Catholic students and scholars have largely been removed, and today one may find such students and scholars at Harvard and Stanford and Duke, as well as at Notre Dame. American Catholics are firmly implanted in the American mainstream.

At the same time, the secularization of contemporary American society is an undisputed fact, and with that transformation has come a weakening of common values, an antipathy to belief, and a resistance to the very notion of underlying truths. One expression of this viewpoint is the contention that a Catholic university is a contradiction in terms, that reason and belief are somehow mutually exclusive. The Catholic intellectual tradition and the Western university tradition itself stand in opposition to this contention, as does Notre Dame.

It is a telling act that throughout Notre Dame's history, and increasingly in recent years, many eminent scholars of various faith traditions have made the University their home simply because they have preferred to work in a community of learning where belief is not merely tolerated, but in fact is celebrated.

Father Sorin's dream was predicated on his conviction that a university would be a powerful force for good in this land that he embraced as his own. For the University of Notre Dame, Sorin's conviction remains the inspiration, the mission and the driving force.

U.S. News & World Report 2004 Top 20 Rankings of National Universities

1. Harvard
- Princeton
3. Yale
4. Massachusetts Institute of Technology
5. Cal Tech
- Duke
- Stanford
- Pennsylvania
9. Dartmouth
- Washington University (St. Louis)
11. Columbia
- Northwestern
13. Chicago
14. Cornell
- Johns Hopkins
16. Rice
17. Brown
18. Emory
- 19. NOTRE DAME**
- Vanderbilt





RANKINGS

- Notre Dame is rated among the nation's top 25 institutions of higher learning in surveys conducted by *U.S. News & World Report*, *Princeton Review*, *Time*, *Kiplinger's*, and *Kaplan/Newsweek*.
- *The Wall Street Journal* has cited Notre Dame as one of the "New Ivies" in American higher education, along with, among others, Duke, Northwestern and Johns Hopkins.
- Notre Dame ranks as one of the nation's most selective universities, joining Harvard, Yale, Princeton, Stanford, Dartmouth, Brown, MIT, and Rice as the only schools that admit fewer than half of their freshman applicants and enroll more than half of those who are admitted.
- An influential book from Johns Hopkins University Press ranks Notre Dame sixth among 11 rising private research universities.
- Notre Dame ranks first among U.S. Catholic colleges and universities in the number of undergraduates who have gone on to earn a doctorate since 1920, according to independent studies conducted by Georgetown University and the Delta Epsilon Sigma scholastic honor society.
- Notre Dame is one of the few universities to rank in the top 25 in the *U.S. News & World Report* survey of America's best colleges and the United States Sports Academy Division I Directors' Cup standings (sponsored by the National Association of Collegiate Directors of Athletics) of the best overall athletic programs.
- Notre Dame ranks eighth in a listing of "dream schools" in a survey of college applicants and parents by the Princeton Review. Others are NYU, Harvard, Stanford, Yale, Duke, Columbia, and Princeton.

Highest University Graduation Rates

Rk.	University	Pct.*
1.	Harvard	98
2.	NOTRE DAME	95
	Yale	95
	Dartmouth	95
	Brown	95

* As reported in *U.S. News and World Report* (Sept. 2003)

Highest Division I-A Student-Athlete Graduation Rates

Rk.	University	Pct.*
1.	Northwestern	89
	Duke	89
3.	NOTRE DAME	87
	Stanford	87
5.	Rice	82
6.	Virginia	81
7.	Boston College	80
8.	Penn State	79
	Syracuse	79
10.	Vanderbilt	78

* According to 2003 NCAA Graduation Rates Report

• Computer and information technology resources at Notre Dame have been ranked among the nation's best in the survey "America's 100 Most Wired Colleges."

FACULTY AND PROGRAMS

- Chemist Dennis Jacobs was selected the 2002-03 U.S. Professor of the Year for research and doctoral universities by the Carnegie Foundation for the Advancement of Teaching and the Council for the Advancement and Support of Education.
- The Department of Philosophy was ranked 14th in the United States in a survey of nearly 200 philosophers, and Notre Dame and Yale were cited as the nation's top two programs for the study of the philosophy of religion.
- Faculty in the College of Arts and Letters have earned 17 fellowships from the National Endowment for the Humanities during the past five years, more than any other university in the nation.
- Carolyn Woo, Gillen Dean of the Mendoza College of Business, has been named one of the 40 "young leaders" of American Academe by *Change*, the journal of the American Association for Higher Education.
- Notre Dame established the first programs in law, engineering and architecture at an American Catholic institution of higher learning.
- Notre Dame's Institute for Medieval Studies was the first in the United States, and the University also founded the first publication series dedicated specifically to medieval topics.
- According to the National Science Foundation, Notre Dame is one of the top three U.S. universities in low-energy nuclear physics research.
- The University's Biological Sciences Department is an internationally recognized center for research in mosquito biology and the Center for Tropical Disease Research and Training houses the Aedes Reference Centre.
- Notre Dame's Department of Accountancy consistently ranks among the top 10 in the country in an annual nationwide survey of accountancy department chairs.
- The Department of Mathematics ranks in the top quarter among all universities that grant a doctorate in the field.
- The wind tunnels housed in the Hessert Laboratory for Aerospace Research are internationally known for pioneering techniques in smoke-flow visualization.
- The Notre Dame Law School is rated among the top 25 by *U.S. News & World Report*, and the Educational Quality Rankings of U.S. Law Schools places Notre Dame among the top four nationally for teaching quality.
- The reputation of the Mendoza College of Business at Notre Dame has risen dramatically in the *U.S. News & World Report* survey of MBA programs. Unranked four years ago, Mendoza is now 29th nationally. Mendoza also for the first time has broken into the top 30 of the influential *BusinessWeek* survey.
- Music professor Alexander Blachly was nominated for a Grammy Award in 1999.
- Notre Dame is part of a new consortium of universities constructing the world's largest telescope in Arizona.
- Two Notre Dame theologians are members of the official translation team of the Dead Sea Scrolls.



Notre Dame celebrated the centennial of the Grotto in 1996.

RESEARCH MILESTONES

- For more than 100 years, Notre Dame researchers have been at the forefront of numerous pioneering developments:
 - In 1893, 10 years before the Wright brothers' first flight, Notre Dame engineering professor Albert Zahm organized the first International Aeronautic Congress in Chicago. Based upon experiments on campus, he presented a paper that proposed the first modern method for launching airplanes and manually controlling them in flight by using rotating wing parts to balance the aircraft laterally and a double tail to control pitching and side-to-side movement.
 - Jerome J. Green, a member of Notre Dame's engineering faculty from 1895-1914, was a pioneer of wireless communication. Guided by the findings of Guglielmo Marconi, Green became the first American to transmit a wireless message — from Notre Dame to neighboring Saint Mary's College.
 - Beginning in 1907, Notre Dame priest and professor Rev. Julius Nieuwland, C.S.C., conducted research that 25 years later led to the discovery of the formula for synthetic rubber. Produced commercially by the DuPont Company under the brand name Neoprene, the highly-elastic material is used for products ranging from water-faucet washers to gasoline-pump hoses to the adhesive strips on disposable diapers.
 - In the 1930s, professors Edward A. Coomes and George B. Collins led a research team that was the first to use an electrostatic generator to accelerate electrons and the first to disintegrate the nucleus of an atom with electrons. They built a larger electrostatic generator with nearly double the voltage of the first that was used by the Manhattan Project during World War II to study the effects of radiation on matter.
 - Germ-free technology developed by professors James Reyniers and Morris Pollard at Notre Dame's LOBUND Laboratory has played a significant role in bone-marrow treatment for leukemia and Hodgkins disease, the prevention of colon cancer, and the use of nutrition in preventing prostate cancer.
 - The late biologist George B. Craig Jr. was one of the world's foremost experts on mosquitoes and their disease-carrying capabilities. For two decades he studied the genetics of *Aedes aegypti*, the Yellow Fever mosquito, using it to better understand disease transmission and to experiment with genetic control techniques. His later work included study of LaCrosse encephalitis in the Midwest and the Asian Tiger mosquito's migration from Southeast Asia to the United States.



- The U.S. Department of Energy-supported Radiation Laboratory on campus has given Notre Dame the largest concentration of radiation chemists in the world, with typically 30 different external institutions represented annually on its research staff. Notre Dame was the first American university to provide formal training in radiation chemistry, and it continues to be the principal source of trained postgraduates in the field.

STUDENTS

- Notre Dame's graduation rate of 95 percent is exceeded by only Harvard.
- Notre Dame's 96 percent retention rate between the freshman and sophomore years is among the highest in the country, thanks in large part to the University's unique First Year of Studies Program.
- Notre Dame graduates are accepted into medical schools at a rate of about 75 percent, almost twice the national average.
- Notre Dame has one of the highest undergraduate residential concentrations of any national university, with 80 percent of its students living in the 27 residence halls. Some 40 Holy Cross religious continue to live and provide a pastoral presence in the halls.
- *Scholastic*, the University's student magazine, is the oldest college publication in the country.
- The Notre Dame marching band was founded in 1843 and is the oldest college marching band still in existence.

INTERNATIONAL AND OFF-CAMPUS STUDIES

- Notre Dame ranks third in the percentage of students studying abroad among major research universities.
- Notre Dame offers 26 international study programs in 17 countries.
- Notre Dame's Keough Institute for Irish Studies is the nation's foremost Irish studies program, and Notre Dame has the most prominent presence in Ireland of any American uni-

versity. The Keough Notre Dame Study Centre-Ireland, housed in historic Newman House in Dublin, engages in extensive cooperative agreements with Trinity College, Dublin, and University College Dublin (UCD).

- Notre Dame is among the universities offering students a semester of study at Biosphere II in the Arizona desert.
- At the request of Pope Paul VI, Notre Dame helped found the Ecumenical Institute for Theological Studies at Tantur, located on a hill-top on the road from Jerusalem to Bethlehem.
- The University's London Centre programs, which recently moved into expanded quarters in a historic building on Trafalgar Square, include some 150 students each semester from each of Notre Dame's four colleges.
- Notre Dame's London Law Centre operates the only full-time branch of an American law school located outside the United States.
- Students in the School of Architecture spend their third year in the University's Rome Studies Center.

SERVICE

- Community service is a hallmark of Notre Dame. About 80 percent of Notre Dame students, through the University's Center for Social Concerns, are active in social service, and at least 10 percent of each year's baccalaureate graduating class spends a year or more in volunteer service, prompting United Nations Secretary-General Kofi Annan to say, "Notre Dame represents much that is best and most generous in the American tradition."
- More than 600 Notre Dame graduates have participated in the Holy Cross Associates program since its inception in 1978. Established by the University's founding congregation, the program engages young lay people in the congregation's service to the poor in the United States and Chile.
- Notre Dame's Social Concerns Seminars, in which undergraduates spend fall and spring breaks offering assistance in Appalachia and other impoverished areas, are some of the most comprehensive service-learning programs in higher education.
- The University's Alliance for Catholic Education (ACE) sends 135 recent graduates to teach in some 90 understaffed Catholic schools in the Southern, Southeastern, and Southwestern United States and in South Bend. A national model, ACE has received the Higher Education Award from the Corporation for National Service for leadership in using national service resources through AmeriCorps.
- Accountancy students annually prepare more than 2,500 tax forms for area residents as a part of Notre Dame's 30-year-old Tax Assistance Program.
- Notre Dame's Andrews Summer Service Projects have provided more than 1,400 scholarships since 1980 to undergraduate students who devote eight weeks of their summers to programs serving the poor.
- More than 5,000 Notre Dame undergraduates have spent part of their winter breaks participating in the Urban Plunge, a Center for Social Concerns program in which students devote 48 hours to studying and experiencing the poverty, injustice and apathy in America's inner cities.

- Notre Dame's association with the Peace Corps goes back to the agency's founding in 1961, when the very first volunteers were trained on campus. Since then, more than 665 Notre Dame graduates have entered the Peace Corps, more than from any other Catholic college or university.

ALUMNI

- The University's network of 248 alumni clubs — including 38 international clubs — is the most extensive in higher education.
- With graduates renowned for their loyalty and generosity, Notre Dame annually ranks among the top five universities in percentage of alumni who contribute.
- In the world of business, Notre Dame alumni serve in chief executive and other leadership positions at firms such as Goldman, Sachs & Co.; Haggard Company; Morgan Stanley Dean Witter & Co.; the Chicago Mercantile Exchange; Merck & Company; Marriott Corp.; Emerson Electric Company; Hershey Foods Corp.; and Liz Claiborne, Inc.
- Notre Dame alumni preside as chief executive officers at 27 U.S. and international colleges and universities.
- Notre Dame graduates in high-level governmental positions include U.S. Congressmen representing New York, New Jersey, and Indiana, and the national security advisor.
- In alumni satisfaction surveys, Notre Dame ranks among the top three nationally.
- In recent years, Notre Dame alumni have won a Nobel Prize in medicine, a Pulitzer Prize in journalism, and an Emmy Award for contributions to television technology.

RESOURCES AND FACILITIES

- Notre Dame ranks in the top 20 among all American colleges and universities in size of endowment (approximately \$3 billion) and in annual voluntary support. Since 1984-85, the University has ranked first in the amount of money contributed annually by parents. It has the largest endowment and yearly gift total of any Catholic institution of higher learning in the world.
- Notre Dame is one of just 10 major private universities to receive a rating of Aaa from Moody's Investors Service.
- The 65,000-square-foot Hammes Notre Dame Bookstore is among the largest in American higher education.
- The recently completed "Generations" capital campaign raised \$1.1 billion dollars, making it the largest fund-raising effort in the history of Catholic higher education.
- The DeBartolo Center for the Performing Arts — a \$63.6 million, 150,000-square-foot complex with five distinct performance venues — opened in the summer of 2004.
- Fitness and recreational facilities at Notre Dame include the 7,000-yard Warren Golf Course and the Rolfs Sports Recreation Center.



The Theodore M. Hesburgh Library and the nine other libraries on campus contain a total of more than three million volumes.



Rev. Edward A. Malloy, C.S.C., is in his 18th and final year as Notre Dame's president. The University's 16th president, Father Malloy was elected by the Board of Trustees in 1986 and took office July 1, 1987, after having served five years as vice president and associate provost.

Father Malloy is a full professor in the Department of Theology and has been a member of the Notre Dame faculty since 1974. A rarity among university presidents, he continues to teach, conducting a seminar for first-year undergraduates each semester, and he makes his home in a student residence hall on campus. He is the author of four books and more than 50 articles and book chapters.

Under his direction, the University has experienced rapid growth in its reputation due to substantive improvements in the size and scholarly credentials of its faculty, the academic quality and diversity of the student body, and its financial resources and physical infrastructure. During his tenure, Notre Dame's faculty has increased by more than 500; the academic quality of the student body has improved dramatically, with the average SAT score rising from 1240 to 1360; the number of minority students has more than doubled; the endowment has grown from \$350 million to more than \$3 billion; the annual operating budget has risen from \$177 million to more than \$650 million; and annual research funding has improved from \$15 million to more than \$70 million.

Father Malloy earned his doctorate in Christian



Rev. Edward Malloy, C.S.C.
University President



Dr. Nathan Hatch
University Provost



Dr. John Affleck-Graves
Executive
Vice President



Patrick McCartan
Chair of the
Notre Dame Board
of Trustees



Tex Dutille
NCAA Faculty
Representative

ethics from Vanderbilt University in 1975, and Vanderbilt honored him in 1998 with the establishment of a chair in Catholic studies in his name. He also has been awarded 16 honorary degrees. He earned bachelor's and master's degrees in English from Notre Dame in 1963 and 1967 and a second master's degree, in theology, in 1969 while studying for the priesthood. He was ordained in the Basilica of the Sacred Heart on the Notre Dame campus in 1970.

Father Malloy has been recognized by several prominent Irish-American organizations and is a recipient of the National Association of Basketball Coaches Balfour Silver Anniversary Award, given to former varsity basketball players who have distinguished themselves in civic leadership and service.

Father Malloy serves on the boards of Vanderbilt University and the Universities of Portland and St. Thomas, and he is a national leader in promoting community service and combating substance abuse.

A native of Washington, D.C., Father Malloy was born May 3, 1941.

Nathan O. Hatch, the Andrew V. Tackes Professor of History, became Notre Dame's provost in 1996. The provost is the University's second ranking officer and, at the direction of the president, exercises overall responsibility for the academic enterprise.

Since his appointment, Dr. Hatch has concentrated his focus on three areas: the pursuit of outstanding faculty; the revitalization of undergraduate education, including the creation of the Kaneb Center for Teaching and Learning and new opportunities in off-campus and international studies; and the enhancement of academic centers of excellence, including the Keough Institute for Irish Studies, the Institute for Latino Studies, the Keck Center for Transgene Research, and the Center for Nanoscience and Technology.

Dr. Hatch also has devoted attention to major academic appointments, including new deans of the Colleges of Engineering, Science, and Arts and Letters, the Mendoza College of Business, and the Law School, a new chair of the School of Architecture, new directors of the University libraries and the Snite Museum of Art, and a new assistant provost for enrollment. In addition, he has played an integral role in enhancing the Catholic intellectual life at Notre Dame through the establishment of the Erasmus Institute, a major center for scholarship informed by Catholic thought.

Appointed to the Tackes Chair in 1999 and a member of the faculty since 1975, Dr. Hatch regularly is cited as one of the most influential scholars in the study of the history of religion in America. His book, *The Democratization of American Christianity*, published by Yale University Press in 1989, garnered three national awards.

Dr. Hatch served as vice president for graduate studies and research from 1989 to 1996. He was acting dean of Notre Dame's College of Arts and Letters in 1988-89, and from 1983-88 was the college's associate dean.

A *summa cum laude* graduate of Wheaton College in 1968, Dr. Hatch earned his master's and doctoral

degrees, in 1972 and 1974, respectively, from Washington University in St. Louis.

John Affleck-Graves was elected the first lay executive vice president of Notre Dame in April 2004. A vice president and associate provost since June 2001, he also holds the Notre Dame Chair in Finance in the Mendoza College of Business.

Dr. Affleck-Graves, the fifth person to serve as executive vice president, administers the University's annual operating budget of more than \$650 million and an endowment of more than \$3 billion. He oversees human resource activities for a work force of more than 4,000 employees — the largest in St. Joseph County — and directs the University's construction program.

A native of South Africa and a naturalized U.S. citizen, Dr. Affleck-Graves specializes in the study of initial public offerings, valuation and asset pricing models, and shareholder value-added methodology. He is the author of more than 50 refereed publications and the recipient of numerous teaching awards.

Dr. Affleck-Graves joined the Notre Dame faculty in 1986 after teaching and conducting research for the previous 11 years at his alma mater, the University of Cape Town, where he earned bachelor's, master's and doctoral degrees.

Patrick F. McCartan was elected the fifth chair of Notre Dame's Board of Trustees in May 2000. He has been a Notre Dame trustee since 1989 and also is a Fellow of the University.

Mr. McCartan served from 1993 through 2002 as managing partner of Jones, Day, Reavis & Pogue, an international law firm headquartered in Cleveland. Cited by *The National Law Journal* as one of the country's most respected and influential corporate trial lawyers, he currently is Jones Day's senior partner, concentrating on appellate litigation and corporate governance.

A 1956 graduate of Notre Dame, Mr. McCartan earned his law degree from the University in 1959. Before joining Jones Day, he served as law clerk to Supreme Court Justice Charles Evans Whittaker.

Fernand N. Dutille, affectionately known as "Tex," was appointed chair of the University's Faculty Board on Athletics in 2000 by Father Malloy. Professor Dutille serves as Notre Dame's NCAA Faculty Athletics Representative.

A 1965 graduate of the Notre Dame Law School and a member of the faculty since 1971, Professor Dutille served on the Faculty Board from 1991-98. He has served 25 years on the University's Academic Council, including 10 years on its executive committee, and was a member of the Provost's Advisory Committee and the search committees for the University's two most recent provosts. He was acting dean of the Law School from 1991-93 and was an associate dean from 1988-91 and from 1993-99.

Professor Dutille has served on numerous University and Law School committees. He received the 2001 James E. Armstrong Award, which is presented annually by the Notre Dame Alumni Association for outstanding employee service to the University, and Notre Dame's 2004 Faculty Award.

Notre Dame Administration

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James J. Lyphout

Vice President and Chief Investment Officer

Scott C. Malpass

Vice President for Public Affairs, Communication

J. Roberto Gutiérrez

Vice President for Finance

John A. Sejdinaj





The Morse Center opened in 2001 through a generous gift by Notre Dame football alumnus Jim Morse and his wife Leah Rae.

The four objectives of Academic Services all work together and are aimed at teaching student-athletes to be responsible for themselves academically.

To do so, Academic Services provide student-athletes many services which begin as soon as freshmen arrive on campus and continue through graduation. The office provides consistent counseling and appropriate interventions regarding academic matters and refers student-athletes to campus offices to meet regularly with their professors and to use support services provided by the various colleges and departments.

As soon as student-athletes begin classes, Academic Services monitors their progress through surveys of their professors. These surveys ask professors to comment on the students' work level, attendance and any need for tutorial help. If either a professor or a student-athlete feels there is a need for additional help, Academic Services provides tutors to student-athletes.

In addition to this interaction with the faculty,



Mary Ann Spence, shown here with volleyball player Lauren Brewster, and the rest of the Academic Services for Student-Athletes staff are assigned to specific sports, overseeing members of those programs in their academic pursuits.

The University's Academic Services for Student-Athletes Office is designed to help Notre Dame fulfill its commitment to each student-athlete in his or her pursuit of a college degree and academic excellence. In order to achieve these goals, Academic Services has four major goals: to maintain the academic integrity of the University, to comply with all University and NCAA rules and regulations, to maintain the academic good standing of every student-athlete, and to assist every student-athlete to graduate in four years.

the members of the Academic Services Office meet with student-athletes to develop a personal relationship. These sessions help student-athletes to develop both semester-long and career-long academic goals. Discussions at this meeting may include such topics as summer school attendance, class scheduling and career possibilities.

In 2001, the Academic Services department received a new home through a generous donation by football alumnus Jim Morse ('57) and his wife, Leah Rae, when the Coleman-Morse Center was completed. A 14-million dollar building, the James and Leah Rae Morse Center for Academic Services houses Notre Dame's First Year of Studies Program and Academic Services for Student-

Athletes. It also contains the University Writing Center, a satellite office for the Center for Social Concerns, classrooms, staff offices, a tutoring center, a computer cluster, workrooms and a lounge.

Working with the Student Welfare and Development division of the Athletic Department, Academic Services helps coordinate numerous workshops and speakers to assist student-athletes with post-graduation planning and transition into professional careers. Offered in conjunction with the University Counseling Center, workshops cover such topics as stress management, socialization to college life, adjusting to physical trauma and conflict management.

At the end of each academic year, the office hosts an Academic Excellence Dinner for student-athletes who have achieved excellence in the classroom. The University president, deans of each college, members of the Faculty Board on Athletics and coaches also attend. Students with 4.0 semester GPAs, the individual student with the highest GPA in each sport, the top senior student-athlete and the team with the highest GPA receive special awards.

All-Time Academic All-Americans

Rk.	University/College	No.
1.	Nebraska	217
2.	NOTRE DAME	152
3.	MIT	120
4.	Bucknell	107
5.	Penn State	107

**Number of Academic All-Americans entering 2003-04 school year.*

2003-04 Academic All-Americans

Erika Bohn - Second Team
Women's Soccer
Sophomore, Brookfield, Conn.
3.69, design

Mary Boland - Second Team
Women's Soccer
Junior, Hudson, Ohio
3.89, psychology

Lauren King - Second Team
Women's Cross Country/Track & Field
Junior, Toronto, Ontario
3.40, biology

Todd Mobley - First Team
Men's Cross Country/Track & Field
Senior, Bloomfield, Mich.
3.89, math

***Vanessa Pruzinsky** - First Team
Women's Soccer
Graduate Student, Trumbull, Conn.
4.00, chemical engineering

Steve Sollmann - First Team
Baseball
Senior, Cincinnati, Ohio
3.38, marketing

**Women's Soccer Academic All-American of the Year*



Director of

Athletics

Kevin White, one of the most progressive and talented administrators in the intercollegiate athletics ranks, quickly attached his signature as director of athletics at the University of Notre Dame.

In fact, his initial four years in that position qualify as the most successful across-the-board years in the history of athletics at Notre Dame.

A career educator and one of the most respected athletic administrators in the nation, White previously had been athletic director at Arizona State University, Tulane University, the University of Maine, and Loras College. He brought a combined 18 years of experience in those positions with him to his assignment at Notre Dame.

Appointed by Rev. Edward A. Malloy, C.S.C., Notre Dame's president, on March 13, 2000, White became the first Notre Dame athletic director to report directly to the University's president — under the realignment of athletic administrative responsibilities announced in February 2000 by Father Malloy. After agreeing to an original five-year contract as well as a five-year extension, White in December 2002 saw his commitment extended an additional two years to 2012.

"Notre Dame has a long and notable athletic history, but these past several years have set new standards for success, and Kevin deserves considerable credit for that. His passion for Notre Dame, combined with his intellect and insight, have inspired our coaches and student-athletes to new heights," said Father Malloy upon the announcement of White's most recent extension.

White's first four years at Notre Dame in saw unprecedented across-the-board achievement on Irish fields of play:

- Notre Dame finished 11th, 13th, 13th and 19th, respectively, in the National Association of Collegiate Directors of Athletics (NACDA) Directors' Cup (formerly sponsored by Sears) all-sports ratings accounting for its best-ever four-year run in that competition.
- Four different teams earned national number-one rankings in 2000-01 (women's soccer, women's basketball, men's fencing and baseball were number one at some point, and men's lacrosse was second), - men's fencing repeated the honor in '02 and again in '03, and women's fencing attained that standing in '04. Eight Irish teams were ranked in the top five nationally at some point during their 2003-04 seasons: baseball, women's cross country, men's and women's fencing, men's and women's lacrosse, and men's and women's soccer.
- The Irish claimed the '01 national championship in women's basketball; the '03 NCAA title in fencing (a men's and women's combined championship); third-place finishes in fencing in '01, '02 and '04 and in women's cross country in '03; national semifinal appearances in women's soccer in '00 and men's lacrosse in

'01; and a College World Series appearance in baseball in 2002. A record 37 Notre Dame athletes earned All-America honors in 2001-02 — 33 more All-America performances were achieved by 27 different Irish athletes in 2002-03, and 24 athletes earned that designation on 29 occasions in 2003-04.

- Sixteen of a possible 22 teams earned national rankings in 2000-01, including 10 that achieved the highest rating in the history of the program. Then in 2001-02, 20 of 26 teams qualified for NCAA competition. In 2002-03, 13 sports managed top-25 national finishes and 17 advanced to postseason competition. In 2003-04, an unprecedented 22 teams qualified for NCAA competition, including two (hockey and women's golf) that accomplished that for the first time and a third (men's golf) that made the field for the first time in 38 years.
- Notre Dame in 2002 was the only school in the country to qualify all six of its fall teams — men's and women's soccer, men's and women's cross country, volleyball and football — for NCAA tournament competition (or, in the case of football, a bowl game). Notre Dame and Texas were the only schools in 2002-03 to play in football bowl games and have both their men's and women's basketball squads advance to the NCAA Sweet 16.

plan for upgrading Notre Dame's athletic physical plant. The first facility from that plan opens in 2005, with the addition of the Guglielmino Family Athletics Center that will provide a new day-to-day home for the Irish football program, as well as enhanced space for training, sports medicine, equipment, and strength and conditioning for all Notre Dame student-athletes.

- On the academic front, 21 of Notre Dame's 26 varsity teams have achieved their highest semester GPA on record since White's arrival, including nine in 2003-04. Irish student-athletes enjoyed one of the most productive years ever in the classroom in 2000-01 — with the football team recording its highest semester grade-point average on record, the men's and women's basketball squads posting their best fall GPAs and a total of 12 teams posting their highest ever semester averages. In 2001-02, 25 teams achieved GPAs of 3.0 or higher, including eight Academic All-Americans. In 2002-03, three Irish student-athletes earned recognition as both All-Americans on the field and Academic All-Americans in the classroom. In 2003-04, Irish teams produced six more Academic All-Americans, including soccer star Vanessa Pruzinsky, who also earned an NCAA Postgraduate Scholarship after graduating with a perfect 4.0 average in chemical engineering.



Kevin White,
a career educator,
is recognized as one of
the most progressive
and talented
administrators in
the intercollegiate
athletics ranks.

- Notre Dame won the BIG EAST Conference Commissioner's Trophy for overall athletic success in league play in 2001, '02 and '03 for both men and women (the trophy was discontinued after 2002-03). The Irish won a record nine league titles in 2002-03 — after setting a record with eight in 2001-02. Then in 2003-04, 12 Irish squads won either the BIG EAST regular-season crown or tournament (or both).
- His initial years on the job at Notre Dame also featured a handful of other noteworthy accomplishments:
 - He helped the Irish athletic program toward its goal of becoming a top-five program in the NACDA Directors' Cup all-sports competition by championing the University's plan to add 64 grants-in-aid over a four-year span (that goal was announced in December 2000), in order to give all 26 varsity sports the full NCAA complement of scholarships.
 - He emphasized the need to remain competitive on the facilities front by commissioning a facilities master plan that now provides a long-term
- The American Football Coaches Association awarded its Academic Achievement Award for 2001 to Notre Dame based on its 100 percent graduation for entering freshmen from 1995. The University received a 2002 USA Today/NCAA Academic Achievement Award for graduating 90 percent of its freshman student-athletes who enrolled in 1995 — and it also received the 2003 award for highest overall student-athlete graduation rate (92 percent of those who enrolled in 1996).
- The NCAA Division I-A Athletic Directors' Association gave one of its four 2000 awards of excellence to Notre Dame's CHAMPS/Life Skills Program
- He assured long-term consistency in the Irish coaching ranks by signing Notre Dame head coaches to multi-year contracts — with all assistant coaches and administrators signing contracts for the first time starting in 2001-02.
- He renewed in 2003 Notre Dame's NBC Sports contract for televising of home football games for five more years (2006-2010 for this renewal,



extending the relationship to 20 years) and its Westwood One contract for football radio broadcasts for five more years beginning in '03.

- He oversaw the University's NCAA re-certification process in 2004 as Notre Dame went through that self-study and peer review process for the first time since 1997. The University's athletic program was recertified without conditions, with the committee noting that Notre Dame is "committed to academic success of its student-athletes and demonstrates this by requiring three more core courses than what is required by the NCAA," that Notre Dame "student-athletes are quite satisfied with quantity and quality of academic support and attribute much of the success around graduation rates to this service," and that Notre Dame has "affirmed and demonstrated its commitment to fair and equitable treatment" of male, female and minority student-athletes.

In addition to the varsity athletic component, White's assignment at Notre Dame also includes administration of a comprehensive intramural, club sport and campus recreation program, with 94 percent of the student body participating. *Sports Illustrated On Campus* rated the Irish intramural program tops in the nation in '04.

With a Ph.D. in education, White has taught graduate-level classes beginning in 1982-83 with his tenure at Loras and including currently as a concurrent associate professor in the management department of the Mendoza College of Business as part of Notre Dame's MBA program during spring semesters (he teaches a sports business course).

White has served on numerous NCAA committees, including the NCAA Council, formerly the



association's highest governing body, as well as currently serving as second vice president of the Division I-A Athletic Directors' Association and third vice president of NACDA. In addition to his current role with the BCS (Bowl Championship Series), he previously was a member of the Rose Bowl Management Committee while at Arizona State, was an ex-officio member of the Sugar Bowl Committee during his tenure at Tulane and also worked closely with the Fiesta Bowl during his stay in Tempe.

White has served as mentor for an impressive list of senior level athletic administrators who have worked for him, then gone on to become directors of athletics — including Jim Sterk of Washington State; Tom Boeh of Ohio University; Ian McCaw of Northeastern, Massachusetts and Baylor; Bruce Van De Velde of Iowa State; Herman Frazier of Hawaii; Scott Devine of St. Mary's College (Md.); Greg Capell of Loras; Tim Van Alstine of Western Illinois; Bubba Cunningham at Ball State, as well as current Notre Dame deputy athletic director Sandy Barbour, who followed him at Tulane.

White also has his own weekly, half-hour radio show on ESPN Radio 1000 in Chicago — and has a pre-game segment on Westwood One's radio broadcasts of Notre Dame football games.

During his coaching career, White served as head track and field coach

at Southeast Missouri State (1981-82) and assistant cross country and track and field coach at Central Michigan (1976-80).

He began his coaching career at Gulf High School in New Port Richey, Fla., coaching cross country and track and assisting in football and wrestling. He's a member of the Florida High School Track Coaches and Athletes Hall of Fame.

White also spent a year (1980-81) as district administrator for athletics and special projects for the Mt. Morris Consolidated School District in Mt. Morris, Mich., where he supervised an athletic program that included 47 teams and 70 coaches through the 12th grade.

Born Sept. 25, 1950, in Amityville, N.Y., White earned his Ph.D. from Southern Illinois University in 1983 with an emphasis on higher education administration (his dissertation title was "An Appraisal of the Women's Intercollegiate Athletic Programs, and the Relationship to Men's Athletics at the Big Ten Conference Institutions Before and After Title IX Implementation." In 1985 he completed postdoctoral work at Harvard University's Institute for Educational Management. He earned his master's degree in athletics administration from Central Michigan University in 1976 and his bachelor's degree in business administration in 1972 from St. Joseph's College in Rensselaer, Ind., where he also competed as a sprinter in track and field. He was awarded St. Joseph's Alumni Achievement Award in 1997, and he's currently a member of the Loras College Board of Regents.

White also attended the University of South Florida and St. Leo College in Tampa, Fla., between 1972 and '76 — and he took 60 hours of advanced graduate courses in higher education administration at Michigan State University between 1977 and '80.

White's wife, Jane, earned a bachelor's degree from St. Joseph's in 1973 and a master's degree in physical education from Central Michigan in 1977. She also served as head track and field coach at Central Michigan. White and his wife both received honorary degrees from St. Joseph's in 2001.

The couple has five children — Maureen, who completed a master of fine arts degree at Arizona State in 2000 and currently teaches at Immaculate Conception Academy in San Francisco; Michael, a University of Mississippi graduate and four-year starter at point guard for the Ole Miss basketball team and now an assistant basketball coach at his alma mater after a stint at Jacksonville (Ala.) State University; Daniel, a University of Notre Dame graduate and member of the '01 Irish basketball squad who now is a graduate assistant basketball coach at Ohio University while pursuing an MBA in sports administration; Brian, a junior at the University of Notre Dame; and Mariah, an eighth-grader who is a standout in swimming.

The Kevin White Administrative File

<u>Year</u>	<u>School</u>	<u>Assignment</u>
1982-83	Loras College	Director of Athletics
1983-84	Loras College	Director of Athletics
1984-85	Loras College	Director of Athletics
1985-86	Loras College	Vice President for Student Development, Director of Athletics
1986-87	Loras College	Vice President for College Advancement, Director of Athletics
1987-88	University of Maine	Director of Athletics
1988-89	University of Maine	Director of Athletics
1989-90	University of Maine	Director of Athletics
1990-91	University of Maine	Director of Athletics
1991-92	Tulane University	Director of Athletics
1992-93	Tulane University	Director of Athletics
1993-94	Tulane University	Director of Athletics
1994-95	Tulane University	Director of Athletics
1995-96	Tulane University	Director of Athletics
1996-97	Arizona State University	Director of Athletics
1997-98	Arizona State University	Director of Athletics
1998-99	Arizona State University	Director of Athletics
1999-00	Arizona State University	Director of Athletics
2000-01	University of Notre Dame	Director of Athletics
2001-02	University of Notre Dame	Director of Athletics
2002-03	University of Notre Dame	Director of Athletics
2003-04	University of Notre Dame	Director of Athletics



Throughout its long and proud history, the University of Notre Dame has embraced the philosophy that a well-rounded athletics program — including club, intramural and intercollegiate competition — comprises an integral part of Notre Dame's educational mission.

This philosophy reflects the importance of operating an intercollegiate athletics program that fully comports with the University's aspirations as a Catholic institution. Notre Dame therefore dedicates itself to the pursuit of excellence in intercollegiate athletics within the framework of an academic community committed to the University's educational and religious objectives.

Notre Dame also commits itself to the unquestioned integrity of its athletics programs. All individuals involved, directly or indirectly, in the athletics enterprise must maintain and foster the values and goals associated with the University's mission as a Catholic institution of higher education.

As a Catholic university, Notre Dame espouses Christian values and principles. These include the development of the human person — spirit as well as body — in addition to the pursuit of excellence in all endeavors, the nurturing of Christian character, and the call to personal integrity and responsibility. By providing a general description of the structures that support these endeavors, this document articulates the central values and expectations that guide the University of Notre Dame's participation in intercollegiate athletics.

PRESIDENTIAL CONTROL

Notre Dame adheres to the principle of presidential control over intercollegiate athletics. The director of athletics reports to the president, who exercises ultimate responsibility for the conduct of the University's intercollegiate athletics program. The Faculty Board on Athletics serves as the principal advisory group to the president on educational issues related to intercollegiate athletics. The chair of the Faculty Board on Athletics also serves as the NCAA-mandated faculty athletics representative.

Basic Principles

1. The Faculty Board on Athletics nurtures Notre Dame's commitment to academic integrity within the athletics program, strives to ensure that the University's athletics program operates in consonance with Notre Dame's educational mission, and actively promotes the welfare and educational success of the University's student-athletes. The Board also functions as a formal liaison between the faculty and the athletics department.

In carrying out its charge, the Board reviews policies, procedures and practices that affect the educational experience of student-athletes and advises the president of its findings and deliberations. The Board systematically ascertains the views and concerns of student-athletes. The Board reviews data on admissions of student-athletes and on their academic performance, progress towards degrees, and graduation rates.



The Board assesses the effectiveness of institutional support for student-athletes. In addition, the Board sets guidelines for the approval of all student petitions for a fifth year of eligibility for athletics and votes on each such petition. The Board establishes guidelines for all intercollegiate athletics schedules and qualifications for captaincy of all University teams, and it votes on all proposed schedules and captaincy nominations. The Board also assesses and revises procedures for resolving prospective conflicts between final examinations and post-season championship events.

In its role as a liaison to the broader faculty, the Faculty Board disseminates appropriate, non-confidential information and initiates discussions on educational issues regarding intercollegiate athletics and the related concerns of the faculty and administration.

2. The faculty athletics representative champions academic integrity, promotes the welfare of student-athletes, and helps ensure institutional control of intercollegiate athletics. More specifically, the faculty athletics representative works with the president and the director of athletics to maintain appropriate University oversight of intercollegiate athletics; assists the president and director of athletics in determining institutional positions on proposed NCAA and conference legislation; serves on search committees for senior athletics administrators and head coaches; oversees decisions regarding eligibility of student-athletes; remains visible and available to student-athletes; and actively participates in all investigations and reports of possible NCAA violations.

ACADEMICS

Notre Dame dedicates itself to providing to all of its students an outstanding education. The University commits itself to developing in its students those disciplined habits of mind, body and spirit that characterize educated, skilled and free human beings. Notre Dame calls its students to pursue the wisdom of our culture and religious heritage and to experience the human family's diversity and interdependence. To accomplish these objectives, the University provides to its students, on an equitable basis, ongoing oppor-

tunities to cultivate their moral, intellectual and physical well-being.

Basic Principles

1. Any student hoping to succeed at the University needs a significant level of ability and preparation. Therefore, the Office of Undergraduate Admissions will accept into the University only those student-athletes who demonstrate, on the basis of the best available academic and character-based information, the capacity to complete a degree at Notre Dame.

2. Even for individuals manifestly well suited for Notre Dame, the adjustments to the rigors of academic and athletic life in a highly-competitive university present difficulties. The University recognizes its responsibility to provide appropriate assistance to enable student-athletes to meet the demands of both academic and athletic competition. To this end, the University affords its student-athletes suitable academic counsel and support, primarily under the auspices of the provost's office. Other sources of support, both academic and personal, include the faculty, academic advisors, the residence-hall staff, coaches, athletics administrators and the Student Development Program.

3. The University strives to schedule practices and competitions so as to minimize conflicts with class periods and other academic assignments of student-athletes. In this regard, the rhythm of the academic year and the particular importance of final examinations warrant special attention. All playing schedules remain subject to the approval of the Faculty Board on Athletics.

4. Notre Dame expects its student-athletes to maintain the appropriate sequence and number of courses and the grade-point-average necessary to complete a degree within the usual time (normally four years), including summer classes when appropriate. Any exception to this policy remains subject to the approval of the Faculty Board on Athletics.

STUDENT LIFE

Like other students, student-athletes should have the opportunity to pursue fully the University's academic, cultural and spiritual resources. The University holds student-athletes



not only to the same standard of conduct that applies to other students, but also to that higher level of behavior appropriate to their visibility.

Basic Principles

1. Student-athletes must comply with all University rules and guidelines, including those set out in both the student handbook, *du Lac*, and in the *Student-Athlete Handbook*. The Office of Residence Life and Housing enforces the University-wide rules according to procedures applicable to all student disciplinary matters.

2. The University strives to integrate student-athletes into the student body so that all students may take full advantage of the educational and other opportunities afforded by campus and hall life. Given the centrality of residential life to the

Chronology of Varsity Sports at Notre Dame

1880s

1887 – Football becomes first men’s sport, awards 14 monograms

1889 – Track and field becomes men’s sport

1890s

1891 – Baseball becomes men’s sport

1897 – Basketball becomes men’s sport

1920s

1923 – Cross country becomes men’s sport, with Knute Rockne as coach

1923 – Tennis becomes men’s sport

1930s

1930 – Golf becomes men’s sport

1934 – Fencing becomes men’s sport

1950s

1955 – Wrestling becomes men’s sport

1958 – Swimming and diving becomes men’s sport

1960s

1968 – Ice hockey becomes men’s sport

1970s

1976 – Tennis and fencing become first women’s sports

1977 – Basketball becomes women’s sport

1977 – Soccer becomes men’s sport

1978 – Field hockey becomes women’s sport

1980s

1980 – Volleyball becomes women’s sport

1981 – Lacrosse becomes men’s sport

1981 – Swimming becomes women’s sport

1986 – Cross country becomes women’s sport

1986 – Field hockey discontinued as women’s sport

1988 – Soccer and golf become women’s sports

1989 – Softball becomes women’s sport

1990s

1991 – Track and field becomes women’s sport

1992 – Wrestling discontinued as men’s sport

1996 – Lacrosse becomes women’s sport

1998 – Rowing becomes women’s sport

University’s mission, student-athletes normally live in residence halls; exceptions to this policy remain subject to the approval of the Faculty Board on Athletics. Moreover, Notre Dame provides no separate residence halls or sections of residence halls for student-athletes.

3. The University lists among its primary concerns the physical and mental health of all members of the Notre Dame community. Because of the dangers inherent in athletic competition, the prevention of injuries and the provision of medical care for student-athletes demand particular concern and deserve constant attention. The appropriate sports-medicine and athletics-training personnel alone determine whether injury or illness precludes a student-athlete from practicing or competing.

4. Because of the harm that illicit drug use causes and the pressure on student-athletes to use performance-enhancing drugs, drug-related education and counseling require particular emphasis. As a preventive measure, all student-athletes remain subject to regular, random, and unannounced drug testing according to the University’s established drug-testing protocol. University Health Services decides the timing of drug tests, determines whom to test and administers the tests. The drug-testing protocol prescribes the treatment of test results and the consequences of a positive test.

5. Notre Dame regularly provides chaplains for athletics teams. Chaplains’ duties include pastoral care and liturgical services for student-athletes, coaches and staff.

COACHING STAFFS

The University strives to maintain a staff of coaches who represent the best in athletic instruction, who possess the ability to motivate and inspire, and who take responsibility for the full development of the student-athletes within their charge as students, athletes and persons. Coaches, who after all are primarily teachers, share with members of the faculty and other University personnel the obligation to educate, train and otherwise assist in the formation of students entrusted to them. Furthermore, Notre Dame recognizes the important role each coach plays in the University’s overall educational mission and makes this aspect an important part of both the coach’s position description and periodic evaluation. Because of the public nature of their work, coaches represent Notre Dame in a highly-visible manner. Their words and actions should therefore reflect the University’s values and principles.

Basic Principles

1. Notre Dame expects the personal and professional lives of its coaches to reflect highest standards of behavior. Coaches’ actions must demonstrate that athletic success may not jeopardize institutional or personal integrity or student-athlete welfare.

2. Notre Dame expects its coaches to appreciate the primacy of academic life at Notre Dame and to emphasize that primacy during the recruitment and education of student-athletes and their participation in intercollegiate athletics.

3. Notre Dame requires its coaches to adhere to the policies and procedures of the University, its conferences and the NCAA. To that end, Notre Dame provides a comprehensive orientation to new coaches and suitable continuing education to other coaches. The University treats seriously



all violations of University, conference or NCAA standards and reports such violations according to the applicable conference or NCAA procedures.

ADMINISTRATION OF THE DEPARTMENT OF ATHLETICS

The Director of Athletics and the other administrators in the department of athletics supervise all activities of the athletics program at the University. All aspects of the program must accord with the principles of justice and fairness. In addition, Notre Dame expects the personal and professional lives of its athletics administrators to reflect the highest standards of behavior. Athletics administrators also must adhere to the policies and procedures of the University, its conferences and the NCAA. The University treats all violations of such policies and procedures seriously.

Basic Principles

1. The University maintains full and direct control of the financial operations of the athletics department, including all revenues. The operating budget and the ongoing financial activities of the athletics department remain subject to the same approval process as all other units of the University.

2. Historically, Notre Dame’s athletics program has generated funds sufficient to cover its expenses, as well as to provide funds for the University’s general operating budget. The generation of revenue must always take into consideration Notre Dame’s integrity and priorities.

3. The University commits itself to the principle of racial, ethnic and gender diversity in the composition of its coaching and administrative staffs. Notre Dame will make every reasonable effort to promote this commitment as positions are created or vacated.

4. Consistent with its overall academic mission and program, its financial resources and the athletic interests of its student body, the University will provide a full and stable athletics program for both sexes. Notre Dame embraces the principle of gender equity and will continue to monitor its intercollegiate programs in accord with this principle.

5. In considering conference affiliations, the University will assess the extent to which the other institutions involved share Notre Dame’s educational philosophies and goals, as well as its commitment to integrity in intercollegiate athletics.

CONCLUSION

Notre Dame endeavors to maintain a highly-competitive athletics program consistent with its tradition, heritage and overall mission as a Catholic university. It will attempt to excel in intercollegiate athletics, but always in conformity with its primary role as an educator and moral guide. Notre Dame will conduct its intercollegiate athletics program so as to support the University’s commitment to education, as well as the letter and spirit of the policies and procedures of the University, its conferences and the NCAA.





Senior volleyball outside hitter Leah Nedderman learns the secret identity of one of Memorial Hospital of South Bend, pediatric oncology patients (a.k.a. a power ranger) during the Pediatric Halloween Party.



Men's golfers (from left) Steve Colnitis, Daniel Klauer, Gavin Ferlic, Cole Isban and Federico Salazar deliver special gifts and holiday cheer as part of the Salvation Army Christmas season outreach.

While not meant to replace existing on-campus student services, Notre Dame's Student Development Program acknowledges the unique needs and demands of student-athletes. Active participation in the program prepares student-athletes for the ultimate competitive challenge — life.

In 2000, Notre Dame was one of four schools recognized (along with Arizona State, Iowa and Michigan State) by the NCAA Division I-A Athletic Directors' Association as having one of the best student development programs in the nation, receiving the Program of Excellence Award.

The Student Development Program implements events and activities that are designed to facilitate learning within five key areas: academic excellence, athletic success, career preparation, community involvement and personal development.

The program has three components: elective services, complementary services and essential services. Elective services allow student-athletes to participate in various community service, leadership and social events and activities.

The Department of Athletics Student Development Program is committed to the total development of Notre Dame student-athletes. The program fosters the cultivation of skills that encourage student-athletes to reach their full potential.

Complementary services encourage administrators and coaches to request coordination of workshops, events, and activities to enhance and supplement their sports programs, while essential services, which are the cornerstone of the program, have student-athletes participate in a series of required skill-building and development workshops and activities in five key areas.

KEY AREAS

- The most important of the five areas is academics. Working in conjunction with the Office of Academic Services for Student-Athletes, the Student Development Program assists in their pursuit of academic goals. An Academic Honors Program has been established to identify and honor those who have experience high academic achievement. For those students who wish to continue their education, the program provides contacts with those who can assist with the transition into graduate studies.

- The athletics success area supplements what student-athletes learn through their sport. Topics covered may be: performance enhancement, leadership, nutrition, agents and amateurism, and sports conduct.

- As part of its career preparation element, the Student Development office established a key partnership with the Notre Dame Career Center. Through the partnership, student-athletes learn of the services that are offered by the Center and work with specifically identified Center staff in preparing to enter the workforce. Student-athletes are provided with opportunities to learn how to write effective cover letters and résumés, network, and develop interview skills. Seniors are required to attend a seminar on transitioning to life after Notre Dame. The Student-Athlete Leadership Institute is another medium through which student-athletes are prepared to enter the "real world."

- The terms "Notre Dame" and "community" go hand-in-hand. Most students are inclined to get involved in the community. The Student Development Program brings together individual student-athletes and/or entire teams with various organizations in the surrounding communities. Specific relationships have been developed with



Sophomore defenseman Noah Babin teaches the joys of skating during hockey's annual Ice Skate Day with the Robinson Community Learning Center.



Junior football center Bob Morton fills in for Santa Claus during the Student-Athlete Advisory Council's flagship annual outreach event, the Pediatric Oncology Christmas Party.





(left picture) Junior defensive end Travis Leitko and senior defensive end Justin Tuck revel in a rousing game of dodge ball at the picnic portion of football's annual team service project, Tackle the Arts. (right picture) Softball assistant coach Charmelle Green and outfielder Kellie Middleton capture a moment with new friends they made during the Michiana Downs' Syndrome Society's 2003 Buddy Walk.

local area hospitals, community centers, and outreach agencies so as to provide all student-athletes safe, ongoing and reliable volunteer opportunities.

- The personal development area of Student Development covers a wide variety of areas including personal health, ethics, leadership and decision making. Other topics that are covered include: financial aid, disordered eating and nutritional risks, business and formal etiquette, and gender violence prevention. Additionally, at the request of coaches and administrators, the Student Development Office assists in coordinating programming to address team-specific needs.

The Student Development Program has been very popular with student-athletes and has an immediate impact with freshmen. An orientation program for incoming freshmen and their parents has been established to familiarize and identify the challenges and opportunities that are unique to them as both students and athletes. The program is coordinated with the assistance of the SAAC as a means to introduce and heighten awareness of first-year students around issues such as making the transition from high school to

college, *duLac*, NCAA compliance, academic expectations and homesickness. The format is very interactive with the information being delivered through skills, role-playing and small discussion groups.

In addition to these five focal areas, Student Development is also responsible for managing the scholarship textbook process, designing and producing the annual Student-Athlete Handbook/Planner, facilitating "An Evening at Shamrock Hills" team dinners, serving as the primary advisors to the SAAC, and coordinating the Student-Athlete Leadership Institute and the athletic department's annual year-end celebration, the O.S.C.A.R.S.! — Outstanding Students Celebrating Achievements & Recognition Showcase!

The Department of Athletics Student Development Program, which has been in existence since 1996, continues to grow and evolve to meet the needs of student-athletes, so as to ensure that when they graduate from the University, they are prepared for another transition. It is the mission of the Student Development staff that all Notre Dame student-athletes are fully prepared to successfully meet the challenges of life.

The Christopher Zorich Award

The Christopher Zorich Award, first presented in 1998, was created to recognize the contributions of Notre Dame student-athletes to the University community and the community at-large. The award, which is presented annually each spring, bears the name of Zorich, a two-time football All-American at Notre Dame and 1991 graduate. The award is coordinated through the Notre Dame Student Development Office.

Past Recipients

- 2004
Neil Komadoski (Hockey)
- 2003
Betsy Lazerri (Women's Track and Field)
- 2002
Mia Sarkesian (Women's Soccer)
- 2001
Ruth Riley (Women's Basketball)
- 2000
Jarious Jackson (Football)
- 1999
Lindsay Treadwell (Volleyball)
- 1998
Matt Johnson (Men's Soccer)
Errol Willians (Men's Track and Field)



Women's basketball player Ruth Riley was the 2001 winner of the Christopher Zorich Award, which recognizes the contributions of a Notre Dame student-athlete to the community.



The women's basketball team finds loads of laughter in an attempt to take a group picture during their Court Fun Day with children from the Michiana Downs' Syndrome Society.

