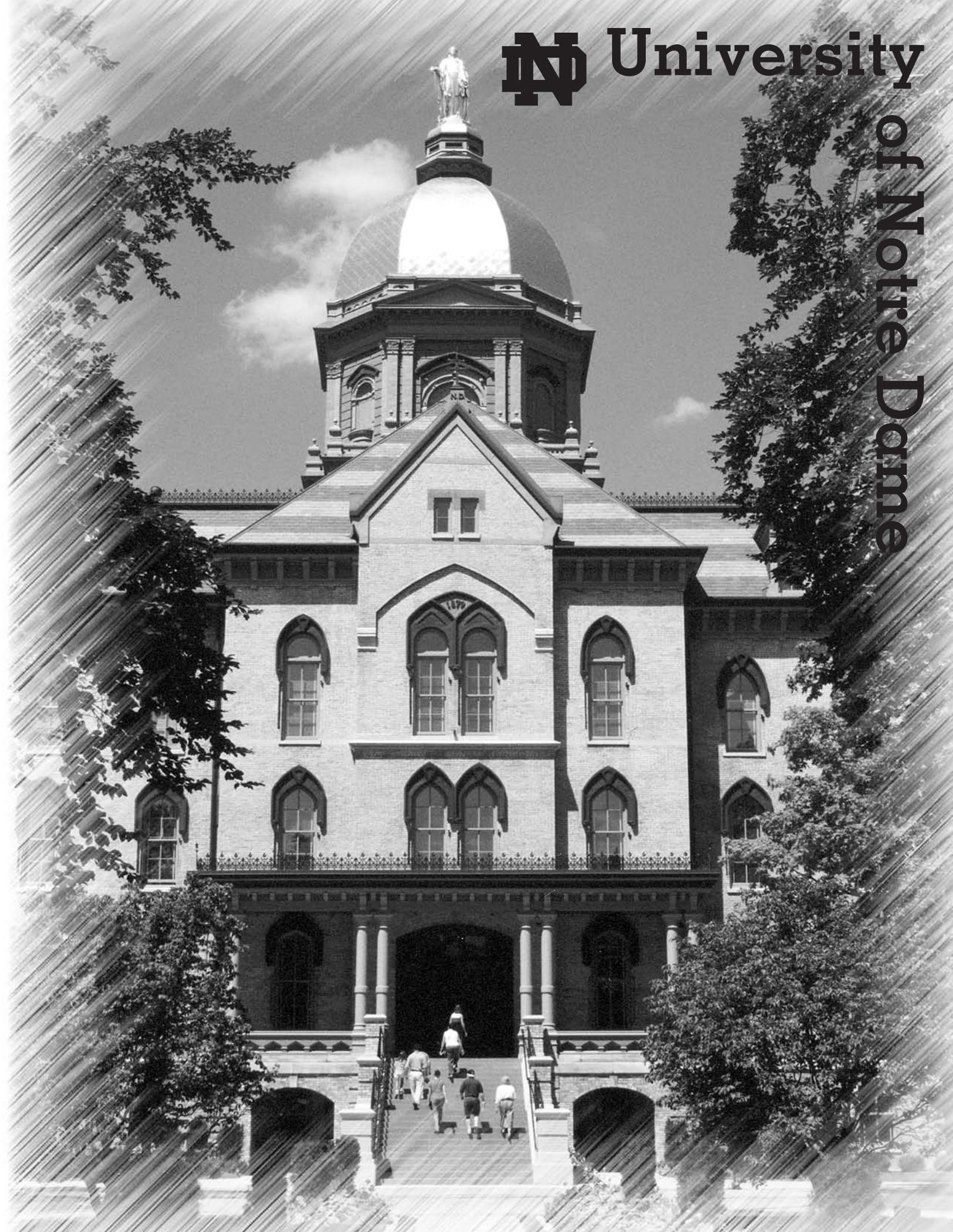


 University

of Notre Dame



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 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

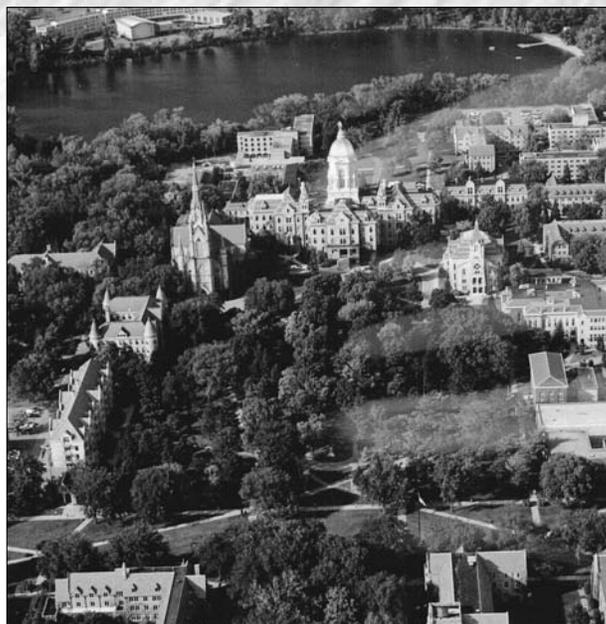
elusive problems of intellectual development would have to wait."

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 immigrant experience and the growth of the University of Notre Dame 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 a 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 facili-



ties. 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

2004 NCAA Graduation Rates

All Student-Athletes

1. Duke	90%
2. Notre Dame	87
Northwestern	87
Stanford	87
4. Rice	82
Virginia	82
6. Boston College	81

Male Student-Athletes

1. Duke	88%
2. Stanford	84
3. Notre Dame	82
4. Northwestern	81
5. Rice	78

Female Student-Athletes

1. Northwestern	96%
2. Duke	95
3. Notre Dame	94
4. Virginia	92
5. Stanford	91



Irish Athletic Programs Excel Under NCAA's New APR Standard

All 22 athletics programs at Notre Dame exceeded the new academic performance standard introduced in February of 2004 by the NCAA, and 13 Irish teams scored a perfect 1,000.

The Academic Progress Rate (APR) uses a series of formulas related to student-athlete retention and eligibility to measure the academic performance of all participants who receive a grant-in-aid on every team at every NCAA Division I college and university. It replaced the annual graduation rates report that previously was issued by the NCAA. Beginning in 2005-06, programs that fail to earn

an APR score of 925 or better will be barred from replacing a scholarship athlete who leaves the institution while academically ineligible. Programs with chronically poor academic records based upon a rolling four-year rate ultimately will be barred from postseason competition, in addition to losing their scholarships.

Notre Dame registered an overall APR of 979, and among Division I-A schools it had the third-highest percentage of teams with perfect scores. The national average for Division I-A institutions was 944.

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 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 six decades since the Second World War have 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 grew 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.

During the 18-year presidency of Father Edward Malloy (which ended in 2005), the University 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. 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, one of the most technologically-advanced teaching facilities in higher education; a 153,000-square-foot complex for the Mendoza College of Business; and the new DeBartolo Center for the Performing Arts.

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 2005 Top 20 Rankings of National Universities

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



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

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 (1982-83 to 1999-2000)

of experience in those positions with him to his assignment at Notre Dame.

Appointed March 13, 2000, White agreed to an original five-year contract as well as a five-year extension, then in December '02 saw his commitment extended an additional two years to 2012.

White's first five-and-a-half years at Notre Dame saw unprecedented across-the-board achievement on Irish fields of play:

- Notre Dame finished 11th, 13th, 13th, 19th and 16th, respectively, in the National Association of Collegiate Directors of Athletics (NACDA) Directors' Cup all-sports ratings in those five years, its best-ever five-year run in that competition.
- On nine occasions Irish teams have earned number-one national rankings.
- The Irish claimed the '01 national championship in women's basketball, the '03 and '05 NCAA titles in fencing and the '04 and '05 crown in women's soccer.
- A record 37 Notre Dame athletes earned All-America honors in 2001-02.
- 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 won the BIG EAST Conference Commissioner's Trophy for overall athletic success in league play for both men and women in 2001, '02 and '03 – after which the award was no longer presented. In 2004-05, 13 Irish squads won either the BIG EAST regular-season crown or tournament (or both).

His five years on the job at Notre Dame have 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 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 plan for upgrading Notre Dame's athletic physical plant.
- On the academic front, 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,



The Kevin White Administrative File

<u>Year</u>	<u>School</u>	<u>Assignment</u>
1982-85	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
1987-91	University of Maine	Director of Athletics
1991-96	Tulane University	Director of Athletics
1996-2000	Arizona State University	Director of Athletics
2000-present	University of Notre Dame	Director of Athletics

including soccer star Vanessa Pruzinsky, who also earned an NCAA Post-Graduate Scholarship after graduating with a perfect 4.0 average in chemical engineering. Six more Academic All-Americans were added to the list in 2004-05.

- The American Football Coaches Association awarded its Academic Achievement Award for 2001 to Notre Dame based on its 100 percent graduation rate. The University received a 2002 *USA Today*/NCAA Academic Achievement Award for graduating 90 percent of its 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). When the NCAA first issued its Academic Performance Rate numbers in 2005, Irish teams excelled, with 13 earning perfect scores of 1,000.
- 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 renewed Notre Dame's NBC Sports contract for televising of home football games for five more years (through 2010) and its Westwood One contract for football radio broadcasts for five more years (through 2007).
- He oversaw the University's NCAA recertification 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 a Ph.D. in education, White currently is a concurrent associate professor in the management department of the Mendoza College of Business, teaching 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 president of the Division I-A Athletic Directors' Association and second vice president of NACDA.

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. 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.

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. 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.

White and his wife Jane (she also has degrees from St. Joseph's and Central Michigan) have five children – Maureen, Michael, Danny (a Notre Dame graduate), Brian (a senior at Notre Dame) and Mariah.





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

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 aims: 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 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 provides 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.



Academic advisor Pat Holmes, shown here with 2004 graduate Caylan Leslie, provides academic advice and direction to the Irish women's tennis team.

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, 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 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 athletic department's Student Welfare and Development office, 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.

Most Academic All-Americans

Rk.	University/College	No.
1.	Nebraska	222
2.	NOTRE DAME	158
3.	Massachusetts Institute of Technology	120
4.	Penn State	114
5.	Augustana	112
6.	Bucknell	109
7.	Illinois Wesleyan	101
8.	Stanford	99
9.	UCLA	96
10.	Nebraska Wesleyan	86

*Number of Academic All-Americans through 2004-05 school year.

2004-05 Academic All-Americans

Erika Bohn – Junior
Women's Soccer
Brookfield, Connecticut
3.63, Art Design

Annie Scheffer – Junior
Women's Soccer
Yakima, Washington
3.73, Pre-Professional Studies/Psychology

Kelli Barton – Senior
Women's Swimming and Diving
Scottsdale, Arizona
3.941, Theology/Political Science

Stacey Cowan – Junior
Women's Track and Field
Ferndale, Washington
3.78, Science/Pre-Professional Studies

Todd Mobley – Senior
Men's Cross Country/Track and Field
Bloomfield, Michigan
3.854, Business (MBA)

Sean O'Donnell – Senior
Men's Cross Country/Track and Field
Kansas City, Missouri
3.854, Engineering





Rev. John I. Jenkins, C.S.C., took office as the 17th president of the University of Notre Dame on July 1, 2005. He was elected by the University's Board of Trustees to a five-year term April 30, 2004.



Rev. John I. Jenkins, C.S.C. President

An associate professor of philosophy and member of Notre Dame's faculty since 1990, Father Jenkins had served from July 2000 until becoming president as a vice president and associate provost at the University.

Prior to his service in the provost's office, Father Jenkins 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 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 in 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.



Thomas G. Burish Provost

Thomas G. Burish, formerly president at Washington and Lee, University in Lexington, Va., and a 1972 Notre Dame alumnus, was elected provost on July 21, 2005. As provost and second-ranking officer of the University, he exercises responsibility for all academic matters. He is the fourth person to hold the office since it was established in 1970.

Burish succeeded Nathan O. Hatch, who became president of Wake Forest University. In addition, Burish also was appointed a professor of psychology.

Burish had been president of one of the nation's top liberal-arts colleges since July 2002. Prior to joining Washington and Lee and prior to being named president was the longest-serving provost in the history of Vanderbilt University. He served as provost at the nationally-renowned research university from 1993 to 2002.

Known as a ground-breaking researcher, award-winning teacher and gifted leader, Burish exemplifies the excellence and humanity to which Notre Dame is dedicated. Through his work, he has helped "tens of thousands of cancer patients better cope with the emotional and physical pain of this disease," according to John R. Seffrin, chief executive officer of the American Cancer Society. Burish currently serves as chair of the American Cancer Society's national board of directors.

A native of Peshtigo, Wis., Burish was graduated from Notre Dame, *summa cum laude*, with a bachelor's degree in psychology in 1972. He earned his master's degree in psychology from the University of Kansas in 1975 and a doctorate in clinical psychology from Kansas a year later.

While at Kansas, Burish received the David Shulman Memorial Award of Excellence in Clinical Psychology. He moved in 1976 to Vanderbilt, becoming a full professor in 1986. He won Vanderbilt's prestigious Madison Sarratt Prize for Excellence in Undergraduate Teaching in 1980 and served as chair of the department of psychology from 1984 to 1986. Burish became Vanderbilt's provost in 1993. He is the co-author or co-editor of four books, and has contributed to more than 16 other books and written more than 60 journal articles.

John Affleck-Graves

was elected the first lay executive vice president of Notre Dame in April 2004. A vice president and associate provost the previous three years, he also holds the Notre Dame Chair in Finance in the Mendoza College of Business.



Dr. John Affleck-Graves Executive Vice President

Dr. Affleck-Graves, the fifth person to serve as executive vice president, administers the University's annual operating budget of more than \$700 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 Chair of the Notre Dame Board of Trustees

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. Dutile,

affectionately known as "Tex," was appointed chair of the University's Faculty Board on Athletics in 2000. Dutile also is Notre Dame's athletic faculty representative to the NCAA.



Tex Dutile NCAA Faculty Representative

A 1965 graduate of the Notre Dame Law School and a member of the faculty since 1971, Dutile previously 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 also 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.

Dutile 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 service to the University by an employee.

Notre Dame Administration

President

Rev. John I. Jenkins, C.S.C.

Provost

Thomas G. Burish

Executive Vice President

John Affleck-Graves

Vice President and Associate Provost

Christine Maziar

Vice President and Associate Provost

Jean Ann Linney

Vice President and Associate Provost

Dennis Jacobs

Vice President for Student Affairs

Rev. Mark L. Poorman, C.S.C.

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Scott C. Malpass

Vice President for Public Affairs, Communication

Hillary Crnkovich

Vice President for Finance

John A. Sejdinaj





Junior cornerback Ambrose Wooden helps out a youngster at the football team's annual 'Tackle the Arts' function.

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.

Not designed to replace existing on-campus student services, the program acknowledges the unique needs and demands of student-athletes. The Notre Dame Student Development program was one of four recognized in 2000 (the others were at Arizona State, Iowa and Michigan State were the others) and given a Program of Excellence Award by the NCAA Division I-A Athletic Directors' Association. The program also has been twice named to the NSCA Outreach and Community Service Honor Roll.

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 (community service, leadership, social events), complementary services (encourages

administrators and coaches to request coordination of workshops, events and activities) and essential services (student-athletes participate in a series of required skill-building and developmental work-shops and activities).

The many services offered by the Student Development Program include the following:

- Academic support by working in coordination with the Office of Academic Services for Student-Athletes.
- Athletic success support with discussion enhancement, leadership, nutrition, agents and amateurism and sports conduct.
- Preparing for post-graduation by working closely with the Notre Dame Career Center.
- Bringing Notre Dame and the community together through specific relationships with

local area hospitals, community centers and outreach agencies to provide ongoing and reliable volunteer opportunities.

- An orientation program for freshman student-athletes to familiarize and identify the challenges and opportunities that are unique to them as both students and athletes.

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 Student-Athlete Advisory Council, 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 in an effort 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.



Senior volleyball All-American Lauren Brewster participates in student development activities.



Senior wide receiver Rhema McKnight poses for a picture with a friend at 'Tackle the Arts.'

The 2004-05 academic year was another that saw participation by Notre Dame student-athletes in student-development programs increase on virtually every front. In all, five participation records were broken, spanning across nearly all the programming components: participation in community service (above 90%), teams completing service projects (21 of 24), overall attendance for the Student-Athlete and Parent Orientation, juniors registered with Go Irish (123), and students performing live during the O.S.C.A.R.S. Notre Dame also was named to the NCAS Outreach and Community Service Honor Roll for the second time in three years, while Derek Curry was the third Irish football player in the last five years named to the AFCA Good Works Team.



Thank you for your tremendous support of our entire athletics program. Our 800-plus student-athletes, coaches and administrative staff are very appreciative of your spirit and affinity for Notre Dame, in particular its intercollegiate athletics.

With that, your adherence to all applicable NCAA rules and regulations is essential as we strive to maintain and enhance our national athletic prominence while protecting the University's tradition of integrity and values.

Our Compliance Office staff stands prepared to assist you with your questions and concerns regarding NCAA regulations. Please contact us immediately should you have concern regarding any situation. Your attention to these matters will ensure that the eligibility of both prospective student-athletes ("recruits") and enrolled student-athletes is protected and maintained. Again, many thanks for your cooperation in this matter and your ongoing support.

Go Fighting Irish!

The Compliance Staff
(574) 631-8090

Who is a Representative of Notre Dame's Athletics Interests?

(The following lists of examples are not all-inclusive. As always, **ask before you act!**)

You are if:

- you are an enrolled student or graduate of the University.
- you have ever participated in or are a member of any organization promoting Notre Dame's athletics program (The former Quarterback Club, The 3-Pt. Club, The Fast-Break Club, etc.).
- you have ever made financial contributions to the University of Notre Dame athletics department.
- you have ever helped to arrange employment of or provided any benefits to prospective or enrolled student-athletes.
- you have ever been a season ticket holder in any sport.
- you have ever promoted the athletics programs at the University of Notre Dame.

According to NCAA rules, once an individual has been identified as an institutional "representative of athletics interests" the individual retains that title for life. The University of Notre Dame is ultimately responsible for the behavior of all its athletics representatives in relation to NCAA rules and regulations. Violations of NCAA regulations by an athletics representative could result in the loss of eligibility for involved student-athletes (e.g. no participation in competitions) and/or severe sanctions against the University (e.g. loss of scholarships, television and post-season bans).

Current Student-Athlete

A student-athlete is any Notre Dame student who is a member of a varsity athletics team.

NCAA regulations apply to all student-athletes, not just those student-athletes who were recruited or who receive an athletics scholarship. *Note: NCAA regulations concerning enrolled student-athletes remain in effect throughout the entire year (including summer break). If a student-athlete has completed his/her final season of eligibility, all NCAA regulations must be adhered to until he/she graduates or leaves school.

Do's and Don'ts for representatives in regards to a current student-athlete:

(The following lists of examples are not all-inclusive. As always, **ask before you act!**)

Do's

You may:

- contact a current student-athlete regarding employment opportunities. However, no contact may be made without approval from the Compliance Office.
- provide a student-athlete, not his/her family and friends, an occasional (once a semester) meal at your home.

Don'ts

You may not:

- provide a currently-enrolled student-athlete, his/her parents or friends any benefit or special arrangement without prior approval from the Compliance Office.
- pay for or arrange for payment of room, board or any type of transportation for a student-athlete or his/her family or friends.
- entertain student-athletes or their family and friends. (Exception: NCAA rules do permit institutional staff members and athletics representatives to provide student-athletes [not including their family and friends] with an occasional meal [defined as once a semester] provided the meal is at the staff member's or athletic representative's home and not at a restaurant.)
- use the name, picture or appearance of an enrolled student-athlete to advertise, recommend or promote sales or use of a commercial product or service of any kind. Any use of a student-athlete's name, picture or appearance must receive authorization from the Compliance Office.
- provide any payment of expense or loan of an automobile for a student-athlete to return home or to travel to any other location.
- provide awards or gifts to a student-athlete for any reason. All awards provided to student-athletes must first be approved by the Compliance Office and meet all NCAA regulations.
- provide an honorarium to a student-athlete for a speaking engagement. All speaking engagements must be approved in advance by the Compliance Office.
- allow a student-athlete or his/her relatives or friends to use your telephone to make free calls.
- provide free or reduced-cost lodging in your home to a student-athlete or a student-athlete's family or friends.

Prospective Student-Athlete

A prospective student-athlete is any student who has started classes for the ninth grade. Any student younger who receives any benefits from an institution or athletics representative would become a prospective student-athlete. In addition, student-athletes enrolled in preparatory school or two-year colleges are considered prospective student-athletes. * Note: An individual is considered a prospect (whether or not they have signed a National Letter of Intent) until the first day of initial collegiate enrollment or the first day they report for practice, whichever is earliest. Therefore, all NCAA regulations concerning contact with a prospective student-athlete are applicable until that time.

Do's and Don'ts for representatives in regards to a prospective student-athlete:

(The following lists of examples are not all-inclusive. As always, **ask before you act!**)

Do's

You may:

- forward information about prospective student-athletes to the appropriate coaching staff.
- have telephone contact with a prospect regarding permissible pre-enrollment activities such as summer employment, provided the prospect has graduated from high school and signed a National Letter of Intent. Also, you must contact the Compliance Office to make them aware that you are making these employment arrangements.
- have a telephone conversation with a prospect only if the prospect initiates the call. Such a call may not be prearranged by an institutional staff member, and you are not permitted to have a recruiting conversation, but may exhibit normal civility. You must refer any questions about our athletics programs to an athletics-department staff member/coach.
- view a prospect's athletic contest at your own initiative provided you do not contact the prospect or his/her parents. In addition, you may not contact a prospect's coach, principal, or counselor in an attempt to evaluate the prospect.
- continue established family relationships with friends and neighbors. Contacts with sons and daughters of these families are permitted so long as they are not made for recruiting purposes or encouraged by Notre Dame coaches.

Don'ts

You may not:

- write, e-mail or telephone a prospective student-athlete or his/her parents in an effort to recruit them to Notre Dame.
- become involved in making arrangements to provide money, financial aid or a benefit of any kind to a prospect or the prospect's family and friends.
- make contact with a prospective student-athlete or his/her parents when the prospect is on-campus for an official or unofficial recruiting visit.
- contact a prospect to congratulate him/her on signing a National Letter of Intent to attend the University.
- transport, pay or arrange for payment of transportation costs for a prospect or his/her relatives or friends to visit campus (or elsewhere).
- pay or arrange for payment of summer-camp registration fees for a prospect.
- provide ANYTHING to a prospect, the prospect's family or friends without prior approval from the Compliance Office.

The support of our alumni and friends is welcomed and appreciated. We ask, however, that you also help to keep Notre Dame's tradition of athletics integrity intact by following the NCAA regulations. Your assistance will help ensure that the eligibility of both prospective and currently-enrolled student-athletes is protected and preserved. Your efforts to know and follow the NCAA legislation are greatly appreciated because violations could affect the eligibility of involved prospects or student-athletes and/or result in NCAA penalties being imposed on the University.

To that end, it should be our goal, as the best alumni and fans in the country, to preserve and protect each and every student-athlete's eligibility. All NCAA legislation cannot be covered in a limited space such as this page. Therefore, any additional questions should be forwarded to the Compliance Office in the department of athletics. Please remember to **ask before you act!**

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