2007-2008 REFERENCE GUIDE FOR ARTS AND LETTERS CHAIRPERSONS AND FACULTY

PREFACE

The College of Arts and Letters has experienced tremendous growth in multiple ways during the last decade. The explosion in faculty size and in the complexity of the College and University has required us to be more explicit about practices. Eleven years ago we began issuing a document to assist chairpersons with policies and procedures. The document has almost trebled in the last decade as it has been transformed from a document in which the Dean spoke directly to chairpersons in the first person singular to a manual for all College administrators and faculty written by the full staff of the Dean's Office.

The name of the document is significant. It is a *Reference Guide* since it does not have the same status as the Academic Articles of the University. The Academic Articles are the normative statement of University policies. However, they are generally cast as broad principles. The *Reference Guide* is an attempt to provide specific guidance on matters that are either left to interpretation or are not covered by the Academic Articles. As such they represent the standard and expected procedures of the College. These procedures and policies have been developed in committees and approved by the College Council, the chairpersons of the College, or the Dean's Office. The level of approval has depended on the nature of the matter. In addition to policies, you will find in the *Reference Guide* an abundance of best practices and creative ideas that have emerged in discussion over the years.

We urge each chairperson to read the *Reference Guide* annually when it is released in August. Faculty frequently turn first to the chairperson when they have a question about procedures. We also urge faculty to consult it. We make it as widely available within the College community as possible. It exists in a printed version for chairpersons to have as a reference tool in their office and in an electronic version for all faculty to consult. Because some material is mildly sensitive, the *Guide* can be accessed only through a Notre Dame address.

We offer the *Reference Guide* in the spirit of openness and shared governance. Our intention is to promote equity and excellence in the College. We welcome suggestions and recommendations from chairpersons and faculty alike.

The *Guide* was finalized on August 17, 2007 in order to give us time to distribute it before the new chairperson orientation on August 22 and our first meeting of deans and chairpersons on August 23. If the Provost’s Retreat on August 21 results in the need to modify any sections of the binder, these changes will be spelled out at the meeting on August 23.

Thanks are due to all of you who have helped us articulate the ideals and the processes of the College. Thank you as well for your wonderful contributions to our distinctive intellectual community. My very best wishes to you for another rich and stimulating year of teaching, research, and service at the University of Notre Dame.

TABLE OF CONTENTS

POLICIES

EVALUATION AND RECOGNITION

ENROLLMENT MANAGEMENT

EDUCATION PROGRAM IN COOPERATION WITH SAINT MARY'S COLLEGE

PART THREE: GRADUATE STUDENTS AND RESEARCH

GRADUATE STUDIES

TEACHING AND RESEARCH OPPORTUNITIES

APPENDICES

APPENDIX A: COLLEGE ORGANIZATION

Organization Charts:

- Arts and Letters Dean Descriptions
- Organization Charts:
  - Arts and Letters Administrative Structure
  - Direct Reports: Executive Associate Dean and Associate Dean of the Faculty
  - Direct Reports: Associate Dean for Research, Graduate Studies, and Centers
  - Direct Reports: Associate Dean for Strategic Planning, Advancement, Infrastructure, and Special Projects
  - Direct Reports: Associate Dean for Undergraduate Studies
  - Direct Reports: Director of Finance and Operations
  - Direct Reports: Assistant Director of News and Information
  - Arts and Letters Related Centers, Institutes, and Programs Reporting to the Provost

APPENDIX B: CHAIRPERSON EVALUATION

Annual Activity Report
Evaluation of Chairperson Form

APPENDIX C: HIRING NEW FACULTY

Handout from the Provost: "New Faculty Checklist"
Handout from the Provost: "New Appointments"
Form R (appointment packet: includes Sample Departmental Letters of Offer and Form Q)
New Faculty Information Sheet
Revised Procedures for Appointing and Reappointing Nonregular Faculty
Request for Postdoctoral Scholar Appointment
Policy on Postdoctoral Scholars
Concerns of New Faculty and Suggestions from New Faculty (1997-2004)
Annual Report of the Academic Affirmative Action Committee Covering Academic Year (2002-2003)
Charts on Arts and Letters Faculty Composition

APPENDIX D: BENEFITS (HUMAN RESOURCES)
Information from Human Resources for New Employees
Memo from Rick Klee, Tax Director: "Moving Expense Deductions, Reimbursements and Reporting"
2006 Benefit Summary
...for Regular Faculty
...for Regular Faculty Part-Time
.. for Adjunct Faculty
.. for Full-Time Visiting Faculty
.. for Part-Time Visiting Faculty
.. for Post-Doctoral Research Associates
.. for Visiting Scholars
.. for Exempt Staff
.. for Part-Time Exempt Staff
.. for Non-Exempt Staff
.. for Part-Time Non-Exempt Staff
.. for Interns
Visa Services Provided by the University of Notre Dame

APPENDIX E: PROMOTION AND TENURE
Annual Promotion and Tenure Dates and Guidelines from Jean Ann Linney (to be released at a future date)
Evaluating a T&R Faculty Member's Teaching
Form R Checklists
Whom to Contact in the Provost's Office

APPENDIX F: LEAVES
Form L
Form L Checklists

APPENDIX G: GRANTS
ISLA Annual Report
Charts on Grants in the College of Arts and Letters

APPENDIX H: INTERNATIONAL STUDIES
Memo from Julia Douthwaite (to be released at a future date)
University of Notre Dame International Study Programs

APPENDIX I: BOYER REPORT
Colloquia on the Boyer Commission Report

APPENDIX J: EVALUATING TEACHING
Evaluating Teaching at Notre Dame
Team Teaching
Overall Measures of Teaching: Spring 2006

APPENDIX K: CENTERS
Document on Centers

APPENDIX L: STYLE SHEET

APPENDIX M: TRAVEL POLICIES

APPENDIX N: SALARY POLICY

APPENDIX O: WRITING-INTENSIVE COURSES

APPENDIX P: ADMINISTRATIVE COMPENSATION REPORT

APPENDIX Q. SAMPLE LETTERS

COLLEGE DEANS AND OFFICE STAFF

DEAN

MARK W. ROCHE

Rev. Edmund P. Joyce, C.S.C. Professor of German Language and Literature

I. A. O'Shaughnessy Dean

Mark focuses on eight areas of responsibility: the hiring of tenured faculty members, including external recruitment to full professorships and endowed chairs; tenure and promotion decisions, including renewal appointments; overall vision and strategic planning; major budgetary priorities and decisions; departmental reviews and evaluation; the appointment and review of associate deans and chairpersons; fund raising and external representation and advocacy; and leadership development within the College, including playing a broadly pastoral and community-building role.

- **DONALD L. STELLUTO,** Executive Assistant to the Dean
- **TBD**, Assistant to the Dean

EXECUTIVE ASSOCIATE DEAN

GREGORY E. STERLING

Professor of Theology

Executive Associate Dean

As Executive Associate Dean, Greg acts on behalf of the Dean in some situations. He is responsible for the policies of the College, including this *Reference Guide*. He works collaboratively with the other associate deans in either difficult situations or those that involve units larger than those directly under their supervision.

- **KATHY FISCHER,** Senior Administrative Assistant

Associate Deans

Stuart Greene

Associate Professor of English

Associate Dean for Undergraduate Studies

Stuart supervises the Office of Undergraduate Studies. He oversees all issues relating to curriculum and instruction in the College for undergraduates. This includes the supervision of supplementary majors and interdisciplinary minors housed in centers and institutes. He is responsible for enrollment management of all courses in the College. He serves as a spokesperson and advocate for the advancement of pedagogical excellence, working with the Kaneb Center to promote teaching in the College. He also oversees all programs and initiatives relating to student development and handles disciplinary cases for students.

- **Robin Hoeppner**, Senior Administrative Assistant

Dayle Seidenspinner-Núñez

Professor of Romance Languages and Literatures

Associate Dean for Strategic Planning, Advancement, Infrastructure, and Special Projects

Dayle is responsible for assisting the Dean in strategic planning; she helps to set the appropriate benchmarks for the College and to evaluate our performance. This includes reviewing departments, programs, and centers as well as maintaining current statistical analyses of critical aspects of the units in the College. She and the Director of Finance and Operations collaborate in the management and allocation of space and in the supervision of information technology. She is the central administrator for the Office of News and Publicity and the point person in the College for the Office of Development.

- **Laurie Echterling,** Senior Administrative Assistant
- **JoAnn Norris,** Senior Administrative Assistant

Gretchen Reydams-Schils

Associate Dean for Research, Graduate Studies, and Centers

Gretchen has three major areas of responsibility: (1) Promotes and oversees the development of research in the College, including the supervision of ISLA and journals; (2) Represents the College as the advocate and central administrator for graduate studies, and as such is responsible for the quality of existing programs, the allotment of resources to programs from the Graduate School, and the development of new programs; (3) Supervises all centers and programs in the College.

- **TEENA SEXTON,** Senior Administrative Assistant

DIRECTOR OF BUDGET AND OPERATIONS

ROBERT J. BECHT

Rob maintains the budget and provides budgetary analyses and recommendations. He is the central administrator for all staff in the College and handles all staff issues above the department or unit level. He supervises the business infrastructure of the College, including Faculty Services and the copy centers. He works in collaboration with the Associate Dean for Strategic Planning in the management and allocation of space and in the supervision of information technology.

- **T.D. BALL**, Staff Accountant
- **MO MARNOCHA**, Office Manager
- **LINDA BRADY,** Senior Staff Assistant

OFFICE OF NEWS AND PUBLICITY

TBD

Assistant Director of News and Information

This position is in charge of public relations for the College, assisting departments and the College with publicity, announcements, and advertising.

- **TED FOX,** Writer/Editor
- **CHANTELLE SNYDER**, Graphic Designer

OFFICE OF WEB COMMUNICATIONS AND SUPPORT

MATTHEW KLAWITTER

Director, The Web Group

Matt is in charge of web communications and support for the College. He oversees the College web pages.

- **ERIN FLYNN,** Web Editor
- **CHAS GRUNDY,** Web Developer

ASSOCIATE DIRECTOR FOR UNDERGRADUATE STUDIES

AVA PREACHER

Ava Preacher is the Associate Director for Undergraduate Studies. She advises undergraduate students at the sophomore, junior, and senior levels, is the director of pre-law advising and serves on the Collegiate Admissions Committee. Ava is also the Truman Scholarship faculty representative and serves as the University's Resource Person for Victims of Sexual Assault.

ASSISTANT DEANS

VICKY TOUMAYAN

Vicki Toumayan's areas of focus in advising are: students who are interested in going on to graduate school and Notre Dame students who wish to pursue an Education certificate through Saint Mary's College. She also assists Jennifer Nemecek with the international studies issues. She oversees the

Journal of Undergraduate Research and is faculty advisor for the College's *Gazette*.

JENNIFER NEMECEK

Jennifer Nemecek's main areas of specialty are international studies and premedical studies. Jennifer serves as the advisor to all Arts and Letters Preprofessional (ALPP) students; she also advises Arts and Letters students interested in non-Notre Dame study abroad programs. She serves with the other assistant deans on the Collegiate Admissions Committee. She is also a member of the selection committee for summer language grants for undergraduates, Health Sciences Committee..

JOSEPH STANFIEL

Joseph Stanfiel advises students at every level, including Arts & Letters Preprofessional (ALPP) students. He also oversees implementation of the Sophomore Intellectual Initiative. In addition, he is a member of the College Council, the Committee on Collegiate Procedures and serves with the other assistant deans on the Collegiate Admissions Committee.

STAFF FOR THE ASSISTANT DEANS

- **LISA SUHANOSKY**, Senior Administrative Assistant
- **THERESE SPANN**, Administrative Assistant

1. DEVELOPMENT AND OPPORTUNITIES

The position of department chairperson is one of the most important administrative posts in the University. The chairperson identifies both with faculty and with the upper administration; the chairperson is the contact point for both and serves as the bridge between the two. The chairperson is responsible for seeing that the vision and mission of the University and department become a reality. The best chairpersons are enthusiastic about, and supportive of, their department's mission and values. They have high and clear expectations of colleagues and help them to reach their greatest potential. They listen to and nurture the good ideas of faculty members, staff, and students. They are generous in thanking others, even for their daily contributions, and they take genuine joy in the success of others. They are ambitious and creative on behalf of the department, seeking a whole that is greater than its many parts. They are fair, diplomatic, and consistent toward every member of the department. Chairpersons must take a holistic interest in all three areas of the profession (scholarship, teaching, and service), and they must cultivate a climate that embraces common goals and a collective identity even as different perspectives are consistently weighed.

Several useful strategies exist for learning more about ways to become an effective chairperson. The best strategy of all may be to discuss ideas with other chairpersons at Notre Dame and with other chairpersons in your discipline at appropriate conferences. Please take advantage of these opportunities.

A second strategy is to take a brief seminar on chairing or leadership. These are sometimes offered by disciplinary organizations, such as the Modern Language Association. Several chairpersons and other departmental administrators have attended these workshops and profited from them in the past. Two organizations offering general workshops for chairpersons are the Council of Colleges of Arts and Sciences (see http://www.ccas.net/) and the American Council of Education (see http://www.acenet.edu/). Either the Office of the Provost or the College will cover the costs of such a workshop for any chairpersons who attend. Please contact the Dean or the Executive Associate Dean of the Faculty if you are interested in attending such a workshop. Other disciplinary organizations have workshops that are appropriate for directors of graduate studies. We encourage faculty to receive training as administrators.

A third option is to visit another university and department that has developed in exemplary ways. If you would like to visit another campus to meet with administrators and teacher-scholars of departments that have impressed you from afar with their innovations and strategies for excellence, funding should be available, although we may ask your department to share some of the costs. Please send your proposals directly to the Dean or the Executive Associate Dean of the Faculty.

Fourth, there are many classic works on leadership, including both questions of values and questions of strategy. There are also biographies of great leaders from which it is possible to learn how others handled leadership issues. A great deal of the wisdom contained in such works applies, *mutatis mutandis*, also to the moral and strategic dilemmas facing a chairperson.

Finally, there are numerous contemporary publications on topics such as making efficient use of your time or leadership in American higher education, which may be worth your skimming or reading. Of particular interest to you may be *The Department Chair as Academic Leader*, by Irene W. D. Hecht, Mary Lou Higgerson, Walter H. Gmelch, and Allan Tucker (Phoenix: Oryx, 1999). There are also journals devoted to the task of departmental leadership, e.g., *The Department Chair* by Anker Publishing.

2. Basic Responsibilities

One sometimes hears that Notre Dame has traditionally been a centralized institution that gives departments little autonomy. This is, in an increasing number of ways, a view from the past. Notre Dame *is* open to new ideas coming up from departments, and as this document makes clear there are ways in which departments have increased autonomy in recent years (for example, the College has increased departmental budgets by returning grant recovery funds and encouraged them to move funds around within their own budgets) and ways in which we invite good ideas from chairpersons and faculty alike (for example, target-of-opportunity hires or proposals for learning communities).

Chairpersons need to develop their faculty. Mentoring is a basic responsibility of serving as a chairperson. Chairpersons need to mentor faculty of all ranks. Encouragement of mid-career faculty is particularly important and delicate. To help long-term associate professors make the important shift toward promotion to full, chairpersons should consider nominating them for ISLA's program "Career Enhancement Grants for Tenured Faculty" or our special leave program for associate professors (see under leave policy).

Publicity is another important responsibility of chairpersons. We have an office devoted to news and an office devoted to the web in the College. We ask that chairpersons work with these offices to publicize the research achievements and activities of faculty in the College of Arts and Letters through a variety of strategies, many of which are outlined in the pages below. Besides providing publicity for your department, these offices can also assist with news releases that highlight noteworthy accomplishments of faculty.

One frequently neglected goal of a chairperson should be to prepare a successor, ideally several possible successors in order to give your colleagues and the University some choice. For this reason, chairpersons may want to delegate certain responsibilities in order to give others experience and to unburden themselves for larger issues of strategic planning. All administrators in the College should prepare and update a position manual that details the tasks of the position and the schedule of responsibilities or tickler file, a file or group of files that list all of the standard responsibilities by date. The manual may also prove helpful to you in your continuing years as chairperson. The preparation of this manual might be delegated to an administrative assistant for an initial draft, although the administrator will need to supplement some of the material.

Besides grooming a successor, every chairperson needs to appoint someone to serve as acting chairperson when you are either out of town and not easily reached or find yourself temporarily unable to perform your duties. There are several logical possibilities. In some cases the DGS can serve in this capacity. In other instances, an associate chairperson is already in place. By associate chairperson we do not mean a professional specialist but a T&R faculty member who serves this role. A third possibility is a former chairperson. The specific choice is yours. It is, however, imperative that you have someone in place to serve in the event of an emergency. Please notify the Executive Associate Dean of the Faculty of your choice by August 15th.

In the rare case that a chairperson needs to be away for an extended period of time, we will need to work out arrangements to compensate the acting chairperson. For example, if a chairperson is away for more than four consecutive weeks during the summer, it would be appropriate to redistribute some of the summer support from the chairperson to the acting chairperson. In most cases, this will not be necessary; however, we have had rare situations in the past in which chairpersons were simply unavailable and unofficially delegated all obligations to other persons without arranging for appropriate compensation. Please see the Dean of the College or the Executive Associate Dean of the Faculty to work out these arrangements in advance. If you do not work them out in advance and are gone for more than four consecutive weeks, we will award 1/9th of your scheduled supplemental salary to the acting chairperson as compensation.

Chairpersons serve as *ex officio* members of the College Council. Chairpersons have the obligation of keeping colleagues in their department informed of developments and discussions in the College Council and in the Meetings of Deans and Chairpersons. Chairpersons should also remind faculty that the minutes of all College Council meetings as well as all action items from the meetings of deans and chairpersons are posted on the

College web page. You may reach them by accessing the College page at http://al.nd.edu/resources-for/faculty-and-staff/meeting-minutes/college-council.

Another responsibility of a chairperson is the management of staff. Good management of staff makes every administrator's job easier. Just as chairpersons benefit from workshops, so, too, do staff. We encourage chairpersons to support their staff who want to take University-sponsored workshops in areas for which they have, or are developing, responsibilities. Reviews of staff persons should be fair, detailed, and constructive. If you are a new chairperson and have not reviewed a member of the staff, please contact the Director of Budget and Operations or Human Resources for advice. There are some practices that will help you include the following: obtain a copy of the position description, acquire copies of previous reviews, keep notes during the year, provide honest and candid evaluations, give specific examples of both excellent and substandard performances, and initiate a development plan for the staff person. Chairpersons depend heavily on the staff. It is imperative to help them to develop to their potential. This can only be done through a healthy relationship in which honest feedback is provided. The Director of Budget and Operations holds monthly operations meetings for all departmental staff. Because pertinent information regarding department issues is discussed, at least one staff member from each department is required to attend these meetings.

Finally, chairpersons will likely need to collect data this fall for the next National Research Council rankings. Because these rankings have a ten-year impact on many disciplines, it is important that you do all that you can to improve your department's quality and recognition.

3. MEETINGS OF DEANS AND CHAIRPERSONS

Meetings of deans and chairpersons are scheduled on a regular basis, once per month, like College Council meetings, although meetings are cancelled if the agenda appears to be insufficient. Meeting dates for the academic year 2007-2008 are September 14, October 9, November 8, December 4, January 28, February 18, March 17, and April 14. All meetings are in 119 O'Shaughnessy and will be held at various times to accommodate as many schedules as possible. Occasionally these meetings will have firm agendas. At other times, they will represent an opportunity for you to raise new issues that invite discussion. Both formats have worked well in the past. If there is an item you would like to put on the agenda, please contact the Executive Assistant to the Dean. On occasions where there are special concerns for one of the divisions, we will call a meeting of the chairpersons for that division; however, under normal circumstances these will not displace the regular meetings of the chairpersons.

In the past we have mentioned the best practices of departments somewhat sporadically. We would like to encourage department chairpersons to share your best practices with your colleagues in these meetings. Best practices can include any aspect of departmental business that would be of value to others. For example, Anthropology sent out a postcard alerting people to the URL address of the web version of the departmental newsletter. The Psychology Department regularly sends the self-presentation statement about teaching, research, and service of those who are up for promotion to external reviewers in addition to the standard materials. The statement is cast in the form of a letter to the Dean written for non-specialists in the field. Recently, Sociology began the publication of *Sociological Voices*, a journal devoted to the publication of undergraduate research. The chairperson of Theology regularly announces recent book publications by faculty at the beginning of each departmental meeting. These are but a few examples. If you have a practice that you would like to share, please discuss it in advance with the associate dean who is responsible for that area. They will adjudicate the suggestions and call on the respective chairperson to inform their colleagues at the meetings of chairpersons and deans. We will devote some time at each meeting to the sharing of best practices.

4. INTERACTION WITH THE DEAN'S OFFICE

The central staff of the College of Arts and Letters has grown in recent years, but remains comparatively modest, as we have tried to avoid the tendency toward bureaucratization that is widespread in the academy and have instead invested resources in faculty lines and other forms of direct support for our teaching and research missions.

Our current administrative structure came out of an external review of the Dean's Office. The impetus came from a member of the College's Advisory Council who thought that the Dean had too many direct reports. He had roughly the same number in his business and was forced to reduce them in order to help the business to function more efficiently. Through the generosity of this Council member, we conducted an external review of the administrative structure of the Dean's Office in the spring of 2004. In the summer of 2004 we implemented the basic recommendations made by the reviewers. The Dean restricted his areas of responsibility to those where he could make the greatest difference. The reviewers also suggested adding another associate dean, rearranging some of the duties of the four associate deans, elevating one of the associate deans to a senior associate dean, assigning the directorship of the Institute for Scholarship in the Liberal Arts to a faculty member who is not an associate dean, and hiring a fourth academic advisor/assistant dean for the Office of Undergraduate Studies. We have tried to incorporate these suggestions.

If we are to keep from growing the bureaucracy further, we will need to have excellent work by our chairpersons, where we have on average a larger number of administrators per faculty member than the rest of the University. Chairpersons need to send us quality documents: your correspondence needs to be clear and concise. Appointment forms and materials should be correct the first time. It is enormously time-consuming for everyone when materials must be resubmitted. You need to encourage your faculty members to explore issues with you before turning to the central staff, which, understandably, has difficulties responding to nearly 500 faculty members individually even as it engages in other activities. Nor should we have to contact you about missed deadlines. It is expected that chairpersons will familiarize themselves with this *Guide*. Since much of the information contained in this binder also pertains to the departmental staff, it should be made accessible to all pertinent members of your department.

The responsibilities of members of the Dean's Office are outlined at the beginning of this document. In addition, at the beginning of each academic year we will distribute a contact sheet that lists the person to contact for most faculty-related issues. If you have questions in the areas for which an associate dean or the Director of Budget and Operations have responsibility, please contact them first. They have been given a great deal of autonomy and will know which questions require consultation with the Dean. Also many simple queries may be directed to the College's administrative assistants. When you need strategic advice on a particular problem, you should feel free to seek advice and mentoring from the senior staff members who have a great deal of experience in a variety of areas of concern to chairpersons. They welcome such opportunities.

The Dean now has direct responsibility for eight major concerns of the College. Like the other modifications based on the external review, these are a direct result of the external review. These areas provide multiple opportunities to work together on major and sensitive areas. Please feel free to contact the Dean directly about any of these areas. You need not be formal in your correspondence. E-mail, for example, is fine.

If you do not like a policy, give us good arguments against it. Our goal is not to be rigid but to have high standards and efficient strategies for reaching them. If you think a policy lowers standards or is strategically unwise, do not hesitate to let us know. We are always open to good arguments and eager to hear your suggestions.

One of the advantages of a private institution like Notre Dame is the absence of excessive bureaucracy, forms, and red tape. Paperwork can be generated needlessly, a circumstance which we want to avoid. However, a certain amount of paperwork is inevitable as a result of four factors: the need for the College to have full and current information concerning its departments, so as to be able to plan for the future and to make meaningful and differential budgetary decisions; the desire to be democratic and to involve as many people as possible in decisions, including the development of new initiatives; the desire to present ourselves as favorably as possible to our donors and other external constituencies, which means preparing appropriate documents for the University, especially for the Provost and the Office of Development; and the desire to be clear about College policies, to be fair, and to encourage initiative by disseminating information. We shall try to find the proper balance and not steal inappropriately from time best devoted to teaching and research. The Dean's Office will expect the same of you.

The Dean is delighted to attend departmental meetings. This is a standing invitation. In some years, the Dean may arrange to place himself or herself on the agenda at selected departmental meetings for the simple reason that our increasing size makes such visits appropriate if an exchange of views is to be meaningful. Over time we should reach a situation in which each department receives a visit from the Dean at least every few years. The associate deans would also be delighted to meet with your department to discuss issues of concern to them and their areas of responsibility.

I have asked the Executive Associate Dean of the Faculty to serve as an informal liaison for department chairpersons. If you are weighing a decision and want to run it past someone other than a member of your department, another chairperson, or me, please contact the Executive Associate Dean of the Faculty. This will give you an opportunity for a confidential conversation with someone who has a College-wide perspective.

5. PERFORMANCE REVIEWS

Chairpersons should expect to receive informal feedback on their performance on an ongoing basis. To assist the Dean's Office in this process, several mechanisms have been introduced. First, each year chairpersons and other senior administrators are asked to fill out an annual activity report that makes visible your accomplishments and continuing challenges in teaching, scholarship, and leadership. A sample form is attached in Appendix B. Second, at each mid-point of a chairperson's term your faculty and staff colleagues will fill out an upward evaluation. A sample form is attached in Appendix B. The Executive Associate Dean of the Faculty will prepare a quantitative chart of the results as well as a summary of the major points in the narrative comments. The chairperson and the Dean will use the written results of this upward evaluation as a springboard for a more general discussion of performance to date and an opportunity to brainstorm about strategies for the future. Third, whenever a chairperson is renewed, the Dean will prepare a written summary of her or his performance to date and some of the major challenges on the horizon. At your request, the Dean is also very happy to provide at the end of your term, should you not be reappointed, a formal written review. Independently of the more formal mid-term and renewal meetings and summaries, chairpersons can expect feedback on performance on a regular basis. This may be quite informal, or, depending on diverse circumstances, may involve a more formal meeting or a written document. These meetings, whether informal or formal, should be viewed as a conversation. Just as your meetings with faculty members include your perspective on their performance and their response to the question, how can you better help them reach their ambitions, so do the Dean's meetings with department chairpersons offer you an opportunity to reflect on ways in which the Dean or the Dean's Office can better serve you and your department. We share the common goal of making Notre Dame a distinctive community that can compete in scholarship and teaching with the best universities in the world, and we need to collaborate continually on ways to realize this ambition.

6. DEPARTMENTAL MEETINGS AND MINUTES

Department chairpersons are responsible for conducting departmental meetings. Every department should have a scheduled monthly meeting to conduct business. Meetings should be cancelled if there is an insufficient agenda. It is vitally important to run an efficient and meaningful departmental meeting. This is the time when the business of the academic unit should occur. Here are some suggestions to assist you in running an efficient and effective meeting.

- Send out the announcements in advance. Do not waste the time of the faculty reading announcements or asking others to announce what could be communicated through an email announcement summary.
- Have a written agenda. Make sure that you have substantive issues on the agenda. You may want to combine some recurring topics, e.g,, a brief report from a different member of the faculty on pedagogical effectiveness. You should include all major issues (apart from personnel matters) confronting the department or College, e.g., curricular revisions, requests for faculty lines, or grade inflation.
- Assign major tasks to committees that can discuss the issues and bring proposals to the department for discussion and a decision.
- Follow Robert's Rules of Order or a system that promotes exchanges by different faculty and does not permit a handful of faculty to dominate the discussion.
- Create an atmosphere in which faculty feel free to air their views, including junior faculty.
- Reach decisions. Do not leave issues open indefinitely. Faculty need to have the sense that something has been accomplished.

The department chairpersons are responsible for providing minutes of departmental meetings to those on the following list. The minutes are to be sent electronically. Please note that this list is not applicable for Committee on Appointments and Promotions (CAP) minutes.

1. Rev. John I. Jenkins, C.S.C., President
2. Thomas G. Burish, Provost
3. Christine M. Maziar, Vice President and Associate Provost

4. Donald Pope-Davis, Vice President and Associate Provost
5. Dennis C. Jacobs, Vice President and Associate Provost
6. TBA, Vice President, Graduate School
7. Julia Douthwaite, Assistant Provost for International Affairs
8. Mark W. Roche, I. A. O'Shaughnessy Dean
9. Gregory E. Sterling, Executive Associate Dean
10. Stuart Greene, Associate Dean
11. Gretchen Reydams-Schils, Associate Dean
12. Dayle Seidenspinner-Núñez, Associate Dean
13. Robert J. Becht, Director of Budget and Operations
14. Donald Stelluto, Executive Assistant to the Dean
15. Shannon Chapla, Interim Director of the Office of News and Publicity
16. Your Department Faculty

Departmental minutes are important records. It is important to have minutes that reflect the issues, the arguments, and the conclusions that the faculty reach. This will give the faculty the sense that the meeting was meaningful and provide other administrators and later faculty with an account of the department's thinking. Please make sure that the departmental minutes do not contain inappropriate material. For example, some departments have included minutes of the discussion of various candidates for a faculty position. These should not be in the minutes. It would be very unfortunate if we hired someone who later read negative evaluations of their scholarship or performance by their colleagues. It is enough to indicate the basic decision, e.g., after a lively discussion of the three finalists the department voted to endorse the candidacy of x.

Part One:

Faculty

7. FACULTY LINES

Faculty lines are housed in the College and not in individual departments. When a member of a department leaves the University, the line automatically returns to the College and not to the department. This enables the Dean to distribute resources appropriately as the College develops.

There are some exceptions to this policy. These include: endowed chairs that are legally tied to a specific department, lines that are not filled in a given year because the department was unable to find an outstanding candidate in a search (otherwise this could lead to mediocre hires), and lines vacated by assistant professors who have been denied renewal or tenure (otherwise this could lead to an inflation of positive recommendations).

When faculty retire or leave for reasons other than the exceptions outlined above, departments will, undoubtedly, want in most instances to make a case to retain the line. In many cases, the arguments will be compelling. However, this is a decanal decision made on a case-by-case basis and in the light of a diverse array of complex factors, e.g., a donor’s request that a split endowed professorship be moved to a different area, pressures on the budget that force the elimination of lines, mushrooming student enrollments in other units of the College, the capacity of a department to hire for quality, mission, and diversity, etc.

The decision to release a line for a search is made by the Dean after review by a decanal committee. At the beginning of the summer, the Dean and associate deans meet to discuss searches. The deans collectively work through each department’s situation and discuss the number of lines, the ranks of the authorized searches, and possible options, e.g., an upgrade in rank for diversity or mission. The decisions are based on requests made by department chairpersons in the annual reports and a set of complex factors, such as those listed in the paragraph above. The Dean sends a letter to the chairperson authorizing the search(es) and the specific terms of the search(es). The authorizations may provide options in an effort to encourage hires for diversity and mission. For example, the letter may authorize a junior search that could be upgraded if the candidate adds to the diversity of the faculty or contributes to the mission of the University. It is important to remember that all upgrades invoke a high bar. The same is also true for searches that are pre-retirement searches.

Unless exceptional circumstances warrant, all vacancies will be replaced at the assistant professor level. In proposing to hire an individual at a senior rank, with or without tenure, departments must demonstrate that the individual will have a signal impact on the quality of our academic programs and reputation. Prior achievement of the requested rank in a peer or better department in a peer or better institution constitutes one line of supporting argumentation; however, it is insufficient in and of itself. Whether the candidate is from a peer or better department or institution, the case must still be made that this individual will elevate the program at Notre Dame markedly.

8. ADS

All advertisements should be reviewed at the College level before being released. Please forward draft announcements to the Executive Associate Dean of Faculty independently of which dean will be responsible for interviewing finalist candidates. The language used in an ad is often a very sensitive matter, as anyone who has written one for a department can attest. It is important to tailor the ad to meet the greatest needs that we have in the hire. For example, if a department has a strong Catholic identity and needs to diversify, the ad should emphasize our openness to diversity. If, on the other hand, a department has a poor track record in hiring for mission, it should use language that welcomes Catholics to apply. The first two ads below are intended to emphasize the need to attract faculty from under-represented groups; the third and fourth are intended to highlight our identity as a Catholic university. Departments could select from these depending on their track records and needs. The Dean will highlight these in the letter that you receive authorizing the search.

Models for Ads

> The University of Notre Dame, an international Catholic research university, is an equal opportunity educator and employer with strong institutional and academic commitments to racial, cultural, and gender diversity. The University particularly seeks candidates who demonstrate excellence in both teaching and scholarship. Information about Notre Dame is available at http://www.nd.edu.
>
> The University of Notre Dame, located 90 miles from Chicago, is an international Catholic research university. The University is an equal opportunity educator and employer that actively works to promote an intercultural learning community and seeks outstanding applicants from women and persons of diverse backgrounds. Information about Notre Dame is available at http://www.nd.edu.
>
> The University of Notre Dame is an affirmative action employer with a strong commitment to fostering a culturally diverse atmosphere for faculty, staff, and students. Women, minorities, and those attracted to a university with a Catholic identity are encouraged to apply. Information about Notre Dame, including our mission statement, is available at http://www.nd.edu.
>
> The preferred candidate will be sympathetic to the mission of the University of Notre Dame, which seeks a distinctive educational and scholarly excellence founded on its Catholic identity. The University is an affirmative action, equal opportunity employer that welcomes applications from women and members of under-represented groups.

It would be a good idea to include toward the end of the ad a statement about the specific discipline or division. For example, the conclusion of an ad from the Department of Political Science might begin with something like: “The Department of Political Science is part of a thriving Social Science Division at the University of Notre Dame. In the last decade externally supported research has increased more than 1,300%.” The ad should then contain one of the tag lines. Please also consider adding a reference to diversity and mission early in the ad.

It is important to advertise widely in both general and disciplinary publications. Please submit final ads to the Web Editor for the College of Arts and Letters who will see that it is posted on the College Website**.** This will permit those who scan our Website to have a glimpse of the dynamic nature of the College. It may also assist in attracting spouses of candidates who have applied for a different position in the College.

9. Funding for Searches

The College will allocate $3,500 per open search to departments to defray the cost of recruitment. The funds will be transferred to the department at the time that the search is authorized. If there are special circumstances that require additional funds, please make a request to the Executive Associate Dean. In the case of a targeted senior search that requires courting a specific candidate, the department should keep a record of expenses. The College will reimburse the department for these expenses after an itemized report is submitted. As in the case of an open search, the costs should be reasonable. If a department wants to court someone before they have an authorized search, the department must receive authorization from the Executive Associate Dean in advance. If you have questions, please contact the Executive Associate Dean or the Director of Budget and Operations.

10. Search Committees

Faculty hires are one of the most important and sensitive tasks that departments undertake. It is critical to think through and plan each hire carefully, beginning with the search committee. Experience indicates that an ideal arrangement arises when the chairperson consults the faculty concerning membership on a search committee, then appoints a search committee with appropriate representation of specialists and non-specialists. Search committees may include assistant professors and graduate students and, depending on departmental CAP documents, need not be identical with your Committee on Appointments and Promotions (CAP).

The functions of search committees vary throughout the College. The College does not have a normative set of guidelines for search committees, but requires departments to follow procedures consistent with their CAP documents and College practices. Normally, the search committee will make recommendations for a preliminary round of interviews at a major conference. The members of the search committee who are in attendance, along with the chairperson of the department, will interview the candidates. The purpose of this round of interviews is to determine the finalists who will come for campus interviews. The search committee then recommends its selections to the department and through the chairperson to the Dean's Office. In some cases, especially with senior searches, it may be advantageous to have faculty members from other departments as members of the search committee. Such committees offer the advantage of a broader perspective and enable faculty to determine whether a candidate can speak to a wider intellectual audience. Often such members assist in the eventual recruitment process.

In a number of departments the search committee's job ends when it makes the recommendations to bring candidates to campus. In other departments, the search committee may continue to function until a final recommendation is made by the CAP and the chairperson of the department to the Dean or Executive Associate Dean. In such instances, the vote of the search committee is taken into account by the CAP and chairperson.

11. CONDUCTING A SEARCH

In the past, searches were conducted by posting positions and then sifting candidates. It is no longer feasible to conduct searches in such a passive way. We must be proactive and aggressive in our searches. This will require us to look for potential candidates and not depend on them to come to us. This is true for junior as well as senior searches. The policy of searching, rather than sifting, represents the single greatest change in the nature of how we should conduct searches.

The key is to identify the best possible candidates and interest them in applying. This can be done in a number of ways. The following are some suggestions that will help departments and search committees, especially with junior searches.

- Develop an advertisement that is as broad as possible. Overly narrow searches tend not to bring us a wider pool of applicants; such restrictions affect quality, mission, and diversity.
- It is a good idea to track exceptional undergraduates who go on to graduate school. They often identify with Notre Dame and may be anxious to return.
- Departments that are now competing for graduate students with the best universities in the country are encouraged to keep very good records of graduate students who were admitted to Notre Dame but who decided to enroll elsewhere. After four or more years, these students will be entering the job market, and many of them may be attracted to Notre Dame as faculty members for the same reasons that they considered Notre Dame for graduate school. Such candidates might become outstanding hires, and we encourage departments to track them closely.
- When faculty attend conferences, they should make it a point to look for and meet talented graduate students. Develop a network to help identify who the very best students in the field are.
- Write to the Directors of Graduate Studies of the leading programs in the respective field and ask them to nominate their very best students. A follow-up letter to the graduate students letting them know that they have been nominated and inviting them to apply may attract some applicants that would not otherwise apply. There is a copy of a recent recruitment letter in Appendix C.
- Write to senior scholars in the field and ask them to identify the best doctoral students or junior faculty whom they know. In the letter, identify the strengths of the University of Notre Dame and your department.

There are some additional steps that may help departments expand the pool of applicants among candidates from under-represented groups.

- The Office of Institutional Equity is available to help departments expand the applicant pool. The office is pro-active and will help in any way that it can. The services include, for example, expanding recruitment pools, coordinating meetings with minority groups on campus so that a candidate will gain some awareness of the extent of diversity on campus (see immediately below), and discussing recruitment strategies. It is important to contact the Office before beginning a search.

- Advertise in places that may be of special interest to minority candidates. For example, it would be prudent to advertise in *The Hispanic Outlook in Higher Education.* They may be reached at outlook@sprintmail.com or (201) 587-8800 ext. 102 or 106 or by fax at (201) 587-9105. The Website is www.HispanicOutlook.com.
- Search committees should explore minority locator services to identify potential candidates. For example, *The Minority and Women Doctoral Directory* is available in the Office of Institutional Equity. Many professional organizations also have minority locator services. While the value of these services varies, it is worth the time to explore who is in doctoral programs.
- Some of the most aggressive chairpersons make it a point to attend conferences and sessions within conferences to meet potential minority candidates. The College will fund visits to conferences by chairpersons or their designated representative for the purpose of identifying stellar minority candidates. If you would like assistance in locating potential candidates, please contact the Office of Institutional Equity.
- There is a small pool of exceptionally talented minority candidates on campus every year. The Erskine A. Peters Dissertation Year Fellowship Program has become one of the nation’s leading fellowship programs for African-American doctoral students who are looking for a residential dissertation fellowship. There are two ways in which departments can benefit from this program. First, the Department of Africana Studies has files for all of the applicants for the last six years. It would be worth asking a member of the Search Committee to take a look

at these files to determine whether any past candidate might be worth a closer look. Second, the Erskine Peters Fellows go through a rigorous screening process before they are selected. Departments should become familiar with the Fellows in their respective disciplines. Please consider the Fellows for open positions in your department. Several departments have sponsored Fellows for a second year from their recovery money or through a cooperative agreement with the College. These second-year Fellows typically teach a course a semester and are candidates for a position in the department. The year in the department gives the faculty an opportunity to get to know the Fellows and enables the Fellows to become acquainted with the department.

- Occasionally a minority candidate who has great promise will surface during your search, but will not be far enough along in her or his dissertation to be a serious candidate. The College will consider hiring them for a year or two to enable the department to watch them develop provided that there is enough funding available and that the department is seriously interested in exploring the possibility of hiring them into a regular line once the dissertation is complete. Normally such individuals teach a 1:1 load and devote the remainder of their time to their dissertation.

The College has redoubled its efforts to identify candidates who will support our mission as a University. This is in keeping with larger University priorities. It is important to identify faculty who will support the mission. Hiring for mission is one of our greatest challenges. It adds a layer of complexity to our searches that most other institutions do not face.

Notre Dame's academic mission is ambitious and distinctive. The University seeks to be "a forum where through free inquiry and open discussion the various lines of Catholic thought may intersect with all the forms of knowledge found in the arts, sciences, professions, and every other area of human scholarship and creativity." Notre Dame has been that forum because of numerous faculty members of differing religious convictions whose excellence as scholars and teachers enables them to participate in and to encourage such a free and open conversation. But Notre Dame will only remain that forum if it sustains faculty members who are able to preserve and renew the rich Catholic intellectual and cultural inheritance. The combination of impending faculty retirements and predominant recent hiring trends in many departments threatens Notre Dame's capacity to realize its mission. In a decade, fewer faculty members will either do their work as intelligent and serious Catholics or devote their scholarship, regardless of their own convictions, to the preservation and renewal of the Catholic inheritance. Without more such Catholic academics at Notre Dame, the University will be unable to fulfill its religious responsibility to its students, above all to its undergraduates. Without more such scholars of Catholicism at Notre Dame, the Catholic inheritance will shrink here and beyond. Notre Dame is the only university with the resources to preserve and renew the Catholic intellectual and cultural inheritance in its fullness. If the University fails to fulfill its mission, that inheritance will likely continue to fragment and to diminish throughout the academy.

The University now has an office to assist search committees. It is led by Fr. Robert Sullivan. Bob is overseeing an effort to identify Catholics at the leading universities and colleges in the country and the leading departments in each of our disciplines. Appropriate results of the searches will be shared with departments throughout the College. By recruiting in every department greater numbers of outstanding Catholic scholars and scholars of the Catholic intellectual and cultural inheritance, we shall strengthen ourselves as a college and advance Notre Dame's mission. In some cases, we are uncovering faculty members who may or may not be Catholic but who would, because of their scholarly focus, enhance our mission. We must seek to fulfill two goals, which will occasionally, but not always, overlap: ensuring a critical mass of Catholics, so that our students encounter models of lived Catholicism, and ensuring a critical mass of scholars who devote their scholarship, regardless of their religious convictions, to the preservation and renewal of the Catholic inheritance. With Bob's assistance, we should be better able to recruit outstanding Catholic scholars into departments across the entire College as well as scholars who, independently of religious conviction, will enhance our broader mission. Indeed, by focusing on those scholars who are already at outstanding programs and departments, we should simultaneously be in a stronger position to continue to improve the quality of our faculty.

12. NOTIFICATION TO APPLICANTS

Please send an acknowledgment to every applicant for a position. Chairpersons or chairs of searches may write a form letter or print a postcard and have the administrative assistant send out the letter when an application is received. It is a good idea to include some promotional material in the mailing, e.g., a departmental newsletter or brochure, Website information, etc. Also at the end of the search process, every applicant should receive an additional letter closing the search. Such a letter may or may not include information about the candidate hired.

13. RECRUITMENT

Hiring is a two-way street: candidates need to sell themselves to us, and we need to sell ourselves to them. Since we are interested in hiring only the very best candidates, most of the candidates to whom we make offers will also have offers from other institutions. Search committees, CAP committees, chairpersons, and faculty in general, need to keep this in mind when recruiting potential colleagues. There are at least two sensitive areas that require some reflection on the part of faculty who are involved in recruitment.

The first deals with our identity. In persuading candidates of Notre Dame’s strengths, we should not hide our distinctive nature. Colleagues looking for a university that has a clear, focused, and admirable mission and a thoroughly international framework may be attracted to Notre Dame. We may appeal to Ivy League faculty who are eager to be among students who are unusually committed to community service. Our community of learning and our bureaucratic flexibility may allow us to draw faculty away from large state universities. Our research aspirations and excellent graduate students may attract faculty otherwise tempted to settle down at first-tier liberal arts colleges.

We do not always draw sufficiently on our Catholicism as an advantage in hiring. Institutions that have distinct profiles often have a greater impact on American higher education than those that are more generic in their identity. If the University of Notre Dame had no meaningful or deep connection to Catholicism, it would surely be less prominent than it is now. A majority of our students, faculty, administrators, and donors have chosen Notre Dame because of our distinctive identity. Faculty candidates whose best gloss on our distinctive identity is something like, “I don’t have anything against Catholicism,” have to be viewed as uncompetitive candidates. Those who lack an appropriate level of sympathy with the ideals of the institution should not be forwarded as finalists. Those finalists who know little about Notre Dame have been very poorly prepared by departments.

Instead of being defensive, cautious, or silent about our distinctive identity, we should suggest to prospective colleagues – with great confidence and excitement – that our Catholicism gives us a distinctive identity that has great intrinsic value and offers us an enduring competitive advantage. We are an international institution with a strong sense of community. Many of our disciplines study social justice issues, and our students are unusually committed to community service and the welfare of others. The University places great emphasis on the humanities, an emphasis that promotes the discussion and debate of some topics that are virtually ignored on other campuses. Our students take a great interest in the spiritual implications of their studies, and we view scholarship as having an existential component and a higher purpose. We see learning not as an idle exercise of wits but as related to the development of character; we are interested in the cultivation of students who embrace high ethical values when they enter the workforce. We value the unity of knowledge across disciplines and seek to give our students an integrative experience that includes aspects of all of human knowledge and experience.

Such a description should attract and energize Catholics as well as persons of other faiths and none.

The second sensitive area is our geographical location. We struggle, at times, to present our community in the best possible light. We are not located in a large urban area and should not measure ourselves against large metropolitan areas. There are advantages to living in the Michiana area, advantages that should be accentuated. The Datamasters Cost of Living Index measures differences between areas in the cost of consumer goods and services for professional households in the top income brackets. This year, we launched a Webpage designed specifically for prospective faculty: http://al.nd.edu/resources-for/faculty-and-staff/prospective-faculty-faq/ that includes information on Notre Dame, benefits and professional support, and the local community. Prospective faculty should be alerted to this page. Some important notes to remember about cost of living in South Bend:

1. South Bend is about 94% of the composite national average. In comparison, Boston is at 139%. (Source: Saint Joseph County Chamber of Commerce; 3rd Quarter, 2005)
2. In terms of housing, South Bend is only 38% of the national average, whereas Boston is 180%. The average price for single family homes in the United States is $218,000, in Boston $390,000, in Chicago $263,000 and in South Bend only $82,000. (Source: National Association of Realtors; 1st Quarter, 2006)

Informative Websites to visit to compare cost of living include:

1. www.homefair.com
2. www.monstermoving.com
3. www.NewsEngin.com/neFreeTools.nsf/
4. www.bestplaces.net/col/

The quality of life, in addition to financial considerations, is often a topic of conversation.

There are several sites that present the local community well.

1. www.livethelegends.org
2. www.ci.south-bend.in.us

Another Website that you may wish to share with selected candidates, depending on the way in which it presents South Bend or related towns against the candidate's current location, is: http://www.bestplaces.net.

You may also draw on individuals from the community. For example, if you are discussing local school systems and a candidate with young children asks you about private schools, the Head of the Montessori Academy at Edison Lakes (http://www.tma-el.org), Ms. Mary McIntosh (574-256-5313 or mmcintosh@tma-el.org), and the Assistant Headmaster at Stanley Clark School (http://www.stanleyclark.org), Ms. Jane Frucci (574-291-4200 or jfrucci@stanleyclark.org) have volunteered to discuss their schools with prospective faculty. If prospective faculty members want to know about the South Bend School Corporation, Mark Schurr, Chairperson of Anthropology, is a good and reliable source of information.

There are individuals who are willing to open their homes to prospective faculty. Almost every department has a faculty member with a particularly nice home who will open it to a prospective faculty member. There are also friends of the College who would be delighted to host particularly outstanding or high-profile senior candidates at their homes that are quite stunning. Contact the Dean if you are interested in this option.

On rare occasions there have been reports of faculty members who have criticized the Michiana area to prospective faculty members. While it is inappropriate to misrepresent our area, it is important to present it in its best possible light. People appreciate candor; however, hyper-criticism is out of place. Chairpersons should use some discretion when drawing up a list of faculty as table companions for prospective faculty.

14. THE CAMPUS VISIT

Since the fall of 2004, the College has required a pre-approval for campus visits. Chairpersons should send the Dean or the Executive Associate Dean, a ranked list of candidates whom the department would like to bring to campus for an interview. The memo or e-mail should include the following: a brief description of the position, the time-frame for the proposed visits, a description of the process used to develop the applicant pool, a paragraph on each of the proposed finalists, a paragraph providing an assessment on the success or failure to identify viable candidates to promote diversity and mission, and any other relevant information. If the final list of three candidates does not include a woman, a member of an under-represented group, or a Catholic, a detailed statement explaining why the list of finalists does not include a member of one of these groups must be included. The College reserves the right to cancel a search before campus interviews if the pool is unjustifiably narrow.

Departments are responsible for arranging the campus interviews. It is imperative to provide each interviewing office with a copy of the candidate's CV and full campus schedule several days in advance of the interviews. The letter authorizing the search will indicate which dean will interview candidates for specific positions. At a later date, the Dean's Office will inform you which provost will handle your senior search(es). It is important to provide each dean who interviews candidates with a confidential sheet that lists the finalists and has a brief narrative about them, outlining any important issues. It is also important to indicate whether the candidate is Catholic or a minority. The Dean or the Executive Associate Dean of Faculty will interview all candidates for a position. If the candidate is tenured, please schedule an interview with the Dean, even if the candidate is also interviewing with the Executive Associate Dean. It is sometimes possible for the Dean to join an interview with the Executive Associate Dean. If the candidate is a woman, it is also important to ensure that the candidate meets other women during her visit. Some candidates in the past have remarked that all of their interviews involved only male administrators, giving them the false impression that women do not hold positions in upper administration at Notre Dame. Please also make sure to avoid bringing in candidates for on-campus interviews during the days in which PAC meetings are in session and many faculty and administrators are not available (February 13 and 14 and March 11, 2007). The following represents a default schedule.

Associate or Full Professor Level:

- Schedule 45 minutes with the Dean. You can schedule appointments through the Assistant to the Dean. If the Dean is unavailable, please schedule the meeting with the Executive Associate Dean.
- Schedule 30 minutes with the Associate Dean for Research, Graduate Studies, and Centers. If he or she is unavailable, please schedule the candidate with the Director of ISLA.
- When appropriate, schedule 30 minutes with the provost or an associate provost: Christine Maziar, Dennis Jacobs, or Don Pope-Davis. The person in the Provost’s Office with whom the candidate is meeting should be prepared in advance of the interview. Chairpersons should contact the Dean or the Executive Associate Dean for guidance and approval about whom the candidate should meet and if there are specific issues that should be addressed during the interview. For example, if a particular candidate is in the social sciences and has questions about research funding, s/he might meet with Chris Maziar; if s/he is highly invested in teaching, s/he could meet with Dennis Jacobs; or if a candidate is concerned about diversity issues, s/he might meet with Don Pope-Davis.
- It is advisable to schedule a brief interview with the Vice President for Research or the Dean of Graduate Studies when you have a senior candidate who will have special research needs or who will work with graduate students. This is mandatory if you anticipate that the hiring of a senior scholar may require additional support from the Office of Research or the Graduate School. It is imperative that we arrange funding for graduate students in advance.

Assistant Professor Candidates:

- Schedule 45 minutes with the Executive Associate Dean (unless the Dean is the liaison for your particular search). If he or she is unavailable, please schedule the meeting with the Associate Dean for Strategic Planning or the Associate Dean for Undergraduate Studies.
- Schedule 45 minutes with the Associate Dean for Research, Graduate Studies, and Centers. If he or she is unavailable, please schedule the candidate with the Director of ISLA.

Visiting Positions and Professional Specialists:

- For visiting positions at the junior level and for professional specialists, please schedule 30 minutes with the Executive Associate Dean, who is the only College administrator who needs to meet with candidates for these positions. If the Executive Associate Dean is unavailable, please schedule the candidate with another associate dean.

Because meetings may not take the entire time, you should ensure that your candidates can find their next appointment.

When candidates are brought to campus, the College recommends that you include visits with strong scholars from beyond your own department. One of our advantages in hiring is size. Being larger than most liberal arts colleges, we have more scholars with whom candidates will want to speak. Being smaller than many research universities, we are of a size that is conducive to intellectual dialogue across the disciplines.

All candidates should be reviewed with regard to their teaching potential. Submission of student reports on teaching should be routine at the finalist stage. In several cases in recent years appointments were delayed because departments did not do a thorough review of teaching before making their recommendations. During campus visits candidates should meet with students. They should also be asked to take over a class session in disciplines where this is practical and advisable. Where this is not the case, the question-and-answer period after a talk should be viewed as a partial window onto teaching ability. Chairpersons and CAP committees should synthesize in the packet their understanding of the candidate's teaching potential and the TCEs from his or her current institution. It is not appropriate to include large amounts of quantitative data for each candidate; however, departments are expected to review and sift these materials for the purposes of their evaluations.

Departments must provide opportunities for prospective faculty to interact with students and the faculty of the department. Make sure that you provide opportunities for undergraduate and graduate students to have exchanges with prospective faculty members.

15. THE DECISION TO HIRE

Notre Dame should be making only internationally competitive hires, and we should evaluate candidates with four criteria in mind: teaching, research, citizenship, and potential contribution to the distinctive mission of Notre Dame. Below are the qualities we are seeking.

First, the candidate should be an excellent teacher who is attentive to the liberal arts ideal, existentially engaged in his or her subject, and able to communicate to a broader audience. The person should thoroughly enjoy discussions with students.

Second, the ideal candidate must be an excellent scholar who exhibits great promise and a broad range of interests. At the assistant professor level, we are more interested in the quality of the person's mind than in the quantity of publications to date, although the promise of a certain quantity should be present. ABDs may be as interesting to us as recent Ph.D.s or experienced assistant professors. At a more senior level, it is imperative that the individual have an excellent publication record and enjoy a superior reputation in her or his discipline. A question that should be asked is whether this hire would advance the department academically.

Third, the candidate ought to demonstrate the potential to be an excellent academic citizen. This is an area that is undervalued in the profession, but important because new ideas and innovative programs make a great difference in the life of a university. When colleagues do not carry their weight, others are unfairly overburdened and unable to devote sufficient time to their primary goals of teaching and research.

Fourth, the candidate should identify with the unique mission of Notre Dame. This includes Catholics and persons of other faiths and none who can contribute to Notre Dame's broader mission, including, for example, the infusion of the liberal arts ideal with a spiritual dimension; the goal of educating the whole person; the development of interconnections among the disciplines; the interrelation of learning and morality and of reason and faith; and the ideal of service to the world. Certain concerns and principles have traditionally been associated with the Catholic intellectual tradition, to which candidates might contribute; for example, the dignity of the human person and a sacramental vision that finds divine presence in the world, the unity of knowledge and an openness to the mystery of transcendence, universal human rights and international social justice, and respect for intellectual community and for the wisdom of the ages. At the same time, we should look for candidates who could make substantial contributions to areas in which Notre Dame, primarily through its Catholic identity, has developed or should be developing strengths; for example, in medieval studies, literature and religion, sacred music, the ethical aspects of the various disciplines and professions, or the study of the family. Just as a department benefits from having a distinct identity, so does a university. We have a niche that we should not lose. If in the name of diversity Notre Dame surrenders its distinctiveness, the diversity of American higher education will on a meta-level be reduced. Notre Dame can best compete with the top secular universities not by imitating them but by drawing attention to its uniqueness as a strength (see further below under 17. Hiring for Mission).

One of the aspects that sets Notre Dame apart from many other universities is the emphasis that we place on *both* teaching and research. Teaching is valued at Notre Dame more than at many research universities, which is partly the result of our having made the transition from a residential liberal arts college to a research university fairly late. We should view this as a hidden advantage, as great teaching not only enlivens the intellectual community generally, it brings us better students and leads to graduates who are eager to support the University; students were not by chance at the center of our most recent capital campaign. At the same time, research is valued more at Notre Dame than at many liberal arts colleges that focus on teaching. Thus, we must patiently look for candidates who excel in both realms. A very good interview question in this context is: "How will your research help you as a teacher?" It is ideal to have as teachers, researchers who can bring to the classroom the most recent knowledge in their fields and the critical skills and passions of active researchers. Often such candidates will have an existential relationship with their subject and a view of service not as a perfunctory obligation but as a means of making their institution a stronger community of learning. We expect faculty not only to enable their students to learn a discipline or subject, but to advance a discipline through discovery. This model requires the teacher to be a researcher. Notre Dame will benefit in every respect if we hire excellent teacher-scholars who can contribute to the life of the University and its higher mission, candidates who are interested not only in their own personal development but in contributing to the greater whole.

Candidates who cannot satisfy these conditions should not be hired. No department will lose a position if it decides not to extend an offer. We need to be patient. We have the resources to compete for the very best candidates in the world. We should be ambitious, seeking candidates from whom we can learn, candidates who are better than we are. At the same time we must endeavor to be creative in finding and attracting the best people so that we don't spin our wheels needlessly.

16. AFFIRMATIVE ACTION

Notre Dame is strongly committed to affirmative action in the form of its support for women and minorities. The rationale is at least three-fold: to address injustices, in which case affirmative action should be recognized as a temporary transition effort; to increase the diversity of the University in both personnel and curricula (the value of an idea is determined by its validity, not its genesis, but different life experiences may give one a lens for new and interesting ideas; in addition, studies clearly show that diversity adds to the quality of an educational environment, including the fostering of curiosity and dialogue); and to give our female and minority students models in the faculty ranks.

The most basic principles of affirmative action are as follows.

1. Make sure that you have representation from under-represented groups in your applicant pool.
2. Weigh the positive rationale for affirmative action (the possibility of modeling and potential contributions to diversity) as part of the complex equation that results in a final ranking.

Notre Dame does not lower standards to accept affirmative action candidates. Affirmative action plays a role in hiring decisions but plays no role in tenure and promotion decisions. The only exceptions to affirmative action hiring strategies should be for target-of-opportunity hires, which will be judged on an individual basis, and selected senior searches, which have been approved by the College as targeted searches.

When a department chairperson appoints a search committee, he or she should see to it that the committee has at least one person whose partial task is to attend to affirmative action and mission issues. This does not free others from thinking about these issues, but it does guarantee that at least one member of the search committee is especially attentive to affirmative action and mission hiring. Please note the identity of this individual or individuals in the minutes of your CAP meeting.

Departments should have affirmative action policies, outlining strategies and goals, whether as part of their CAP guidelines or as independent documents. Not all departments responded to an initiative in this regard that was begun in the early 1990s, and those departments that do have policies may want to revisit them over time.

Faculty members who are from underrepresented groups often consider, when weighing whether to join a university, the extent to which minorities populate the student body. We need to be aggressive in building graduate and undergraduate populations of under-represented groups on campus. The Graduate School offers fellowships for minority students. Dan Saracino sponsors a luncheon for potential minority undergraduate students. We need to participate in all such activities when invited to do so. Expansion in our minority student population is directly related to our ability to attract the best minority faculty candidates.

In terms of the number of women and minorities, especially at advanced ranks, Notre Dame is behind the national norm, although the College's efforts in recent years have been reasonably good. As we seek to become an institution that can compete with the best secular institutions, we must be able to compete on affirmative action as well, and we need to do even better. Ethnic diversity is an area with which Notre Dame students have been less than content. Faculty hiring decisions play as great a role here as do admissions decisions for students. See the charts in Appendix C for details.

Finally, departments have, on average, been relatively complacent about issues of accountability in affirmative action. If an offer is not being proposed for a minority or a woman, at the stage in the process in which the most qualified woman or minority was released from consideration, there should be considerable reflection as to the person's strengths and weaknesses and the reasons for the person not making it to the next stage of the process. A department that is unable to answer coherently a question such as, "Who was your best female candidate, and why did she not become your first choice?" will in most cases not be permitted to make a final offer.

17. Hiring for Mission

Notre Dame is also committed to hiring faculty who will support the mission of the University. This commitment includes several dimensions. First, it requires that we make a serious effort to hire individuals who embody the institution's own identity. The University's mission statement says that "the Catholic identity of the university depends upon, and is nurtured by, the continuing presence of a predominant number of Catholic intellectuals." As with affirmative action, we want to give our students models; in this case we are looking for models of lived Catholicism. In contrast to affirmative action that accentuates diversity, the emphasis in mission-driven hiring is on the unity of the University, the idea that our identity as a Catholic institution depends on our having a strong representation of Catholics on our faculty. The chart in Appendix C on Catholic hiring indicates why this issue is of increasing concern at the present.

The Dean's Office strongly recommends several strategies to aid in the recruitment of Catholics. A statement may be integrated into the initial job announcement (see above under 8. Ads). If you do not have an adequate representation of Catholics or have a poor track record of hiring Catholics, your ad should target them. At the initial off-campus interviews, one should ask questions about teaching, research, service, and the candidates' potential contribution to the Catholic mission of the University. The latter question should be open and diplomatic. Several examples might be: "How might being at a Catholic university animate your teaching and research?" Or, "Notre Dame is at one and the same time a residential liberal arts college, a dynamic research university, and a Catholic institution of international standing. We have discussed your teaching and research. What contribution might you be able to make to the Catholic mission of the University, broadly defined?" Or, "Would you be comfortable in an environment where most people take seriously their religious beliefs?" Or, "What attracts you about Notre Dame's distinctive identity?" Or, "In what way would you view being at a Catholic university as an asset?" Or, "What do you know about the Catholic tradition?" Or, "How would your work be enriched by being on the campus of a Catholic university?" Or, you could briefly contrast Notre Dame with the institution where they are at present (assuming that they are at a different type of institution) and then ask how they would envision themselves in an environment where 85% of the undergraduate students are Roman Catholic. For example, you might say: "The experience of teaching at Notre Dame is different than the experience of teaching at a state institution or even many private institutions. One of the defining characteristics is the open tie with Catholicism. Have you thought about how you would relate to students who have been socialized within Roman Catholicism?" We offer these questions as suggestions for ways to open the conversation. It is considered a best practice to make mission-oriented materials available to prospective candidates and faculty in advance of interviews, which encourages more nuanced conversations regarding mission.

Some disciplinary organizations discourage universities from asking candidates questions about religion. A religious institution has the moral and legal right, indeed the responsibility, to explore such questions with candidates. In a case like ours, it would be irresponsible to ignore the distinctive character of the University in a job interview. Candidates should have some idea of the nature of this institution. After a person is hired, the religious question no longer plays a role, for example, in promotion and tenure decisions. Everyone who is a member of the Notre Dame community is to be integrated into the full life of the University. We need to help those who are here to flourish, and in hiring, we want to combine an eye for excellence with an eye toward both reinforcing our current identity and letting it be enriched by new and diverse perspectives. The Church is a dynamic institution that moves forward when it receives excellent criticism, which may derive in part from the recognition of alternative perspectives.

You may want to offer a prospective faculty member about whom the department is serious some material to reflect on the Catholic identity. The College will provide a short booklet written by Mark Roche with a foreword from President Emeritus Theodore M. Hesburgh, C.S.C., entitled *The Intellectual Appeal of Catholicism and the Idea of a Catholic University* to any who request it. If you would like copies (for purposes of recruitment or related matters), simply contact the Assistant to the Dean, and she can provide you with additional copies. Other materials might include the University Mission Statement or departmental documents, which exist in some cases, outlining their special aspirations as part of a Catholic university.

Second, in addition to attracting faculty members who offer models of lived Catholicism, particularly to undergraduates, we need to attract other scholar-teachers who fully support Notre Dame's distinctive mission as a Catholic university and whose scholarship clearly advances that mission.

Not everyone will be a mission hire. We understand this, just as we understand that not everyone will be an affirmative action hire. The purpose of mission hiring is not to marginalize persons of other faiths and none. We need to make sure that all faculty members feel that they have a place and a stake in the University. We can not be a university in the true sense of the word if we do not have a wide range of perspectives represented by the faculty. The purpose of hiring for mission is to maintain the character of the University as a distinctive institution.

18. PRESENCE PROVISION

In the fall of 1998, the Board of Trustees adopted a resolution specifying that the concept of affirmative action should not be used with reference to the hiring of members of the Congregation of Holy Cross. Consideration of qualified Holy Cross is required – not just recommended – by the statutes of the University. Appointment of qualified members of the Congregation of Holy Cross to positions at the University should be considered as action consistent with–and in furtherance of–Notre Dame's mission and identity as a Catholic university, one that has a unique and continuing relationship to the Indiana Province of the Congregation of Holy Cross. Affirmative action is neither the appropriate term to be used with regard to Holy Cross colleagues nor should the appointments of priests from the Congregation of Holy Cross be viewed as one of several categories within our commitment to affirmative action. The appropriate term is "presence provision," which refers to the important presence of the Holy Cross in fostering Notre Dame's distinctive mission.

In order to encourage departments to consider hiring priests from the Congregation of Holy Cross, the University has altered the funding of presence-provision priests. The funding of C.S.C. faculty members now comes from a centralized budget in the University rather than from the College budget. This means that if a department wants to hire a C.S.C., it will not cost them a line that they might otherwise have to use. Moreover, when the priest retires, the line becomes a permanent addition to the number of lines in the College. If a priest leaves the faculty post before receiving tenure, the funding does not enter the College. Hiring candidates from Holy Cross when a qualified priest is available helps the University maintain our connection with the Congregation while helping departments and the College build the number of faculty lines.

19. Target-of-Opportunity Hires

In an effort to help build the faculty, the University and College developed what we call target-of-opportunity hires (sometimes called TOP hires). Prior to Fall 2002, the University offered these as permanent add-on positions. From Fall 2002 onward, the College has offered to cover the salary of a new faculty member with temporary funding or cash until the department has a departure or retirement. In this way, target-of-opportunity hires need not compete with other new initiatives, but they are no longer permanent add-on positions. If a department has identified a target-of-opportunity hire but anticipates no retirements or departures in the coming years, the chairperson should let the Dean of the College know. He or she will explore options with individual departments.

The possible criteria for target-of-opportunity hires include:

1. extraordinary quality;
2. diversity;
3. potential contribution to the Catholic character of Notre Dame.

If there is an impending retirement within the faculty ranks or a potential retirement and a department can identify a candidate who meets one or more of the three criteria above, ideally more than one, the department may have a good case for a target-of-opportunity hire. Pre-hires do depend on the availability of resources and on the quality of the proposed pre-hire in relation to other pre-hires we are considering elsewhere in the College. The bar for a pre-hire is exceptionally high; the candidates must be outstanding in every way.

The College also sets aside temporary funding to support departments that have identified potential target-of-opportunity hires, though the department is not yet prepared to forward a formal proposal for the potential hire. If a department would like to request funds in order to bring a potential candidate to campus, please send the Executive Associate Dean a description of the candidate's qualifications and an explanation of why the candidate might be a good fit for Notre Dame, including considerations as to how we could attract the candidate to Notre Dame. A sum not exceeding $1,000 will be contributed toward the cost of such visits. Departments will be expected to share costs and cover any expenses beyond the allotted amount.

20. Spousal Hires

Another area of difficulty is posed by spousal hires. These have become a significant factor at colleges and universities throughout the country. It is ideal to know as early in the process as possible if a spousal hire is a deal-breaker. However, search committees, CAPs, and chairpersons are not permitted to ask about marital status, so craft any questions carefully. These are always difficult situations at best. We deal with these on a case-by-case basis. The rule of thumb is that we make greater efforts for those at a higher rank than we do for those at a lower rank. We make a serious effort to provide adjunct teaching for spouses of junior faculty (typically for a specified number of years), and for those at a higher rank we have sometimes managed to create regular positions. There are, however, no guarantees even for full or endowed professors. Add-on positions have become increasingly difficult, partly because of budgetary restrictions and competing demands and partly because of a systematic restriction, as a result of hidden costs, on the addition of new lines.

There are two serious challenges posed by spousal hires. The first challenge is the maintenance of faculty quality. It is rare to find a couple of two faculty members whom we would like to hire individually. Normally, we are interested in one, but not the other. If we are to excel as a college and university, we can only afford to hire the very best faculty. If we follow this principle, it also means that when we hire couples, both will know that they belong fully to our intellectual community. A second and more practical challenge is the budgetary complication. It is simply not possible to hire two people for one position without quickly creating a budgetary crisis.

We should also be realistic about our situation as a university. We operate at a disadvantage from institutions that are situated in large urban areas and have a significant number of potential employers–both academic and business–on which they can draw. There are other institutions of higher education in the area, and we have occasionally found a position for a spouse at one of these institutions. It is a good idea for faculty to form ties with faculty at local institutions for many reasons, including the possibility of knowing about possible openings. We are the largest employer in Saint Joseph County. There are, however, opportunities in the local job market for spouses. Chairpersons, faculty, and administrators need to work together to explore every option.

This past Spring, a new position within the University was created to help with spousal hiring for new faculty, for those whose spouses are seeking employment either at Notre Dame or in the community. This position, Manager of Spousal Support and Placement, is jointly placed in the Office of the Provost and Office of Human Resources. Dorothy Mincy is the new Manager and she will oversee the Dual Career Assistance Program. A brochure outlining this program is forthcoming from the Provost's Office. In essence, Dorothy will be available to provide pre-offer spousal consultation services during the interview process; and job search assistance, resume, CV, and cover letter critique, etc., after the candidate has accepted the offer. Referrals can be made by a chairperson, a member of the Dean's Office, or a member of the Provost's Office. Dorothy's contact information is: 631-1858 or mincy.1@nd.edu.

21. MAKING AN OFFER

When the chairperson and CAP have settled on a candidate, the chairperson should discuss the recommendation with either the Dean or the Executive Associate Dean, depending on which of them served as the point person for the search. All offers require decanal approval. The chairperson and the designated dean will work out the terms of the offer. The chairperson will prepare a department offer based on the model letters that are provided online as Sample Departmental Letters for New Hires. All letters must be approved by the Executive Associate Dean before they are sent. This provides a second set of eyes for a very important document and ensures that both the chairperson and the Dean's Office know the specific terms. Please note that some of the potential conditions, including, for example, extra library support, are normally reserved for special cases. We ask that faculty not use these letters as checklists for possible support when discussing terms with candidates. The College makes an effort to make every offer attractive; however, not all terms are appropriate for all candidates.

It is critical to remember that all official offers come from the Provost's Office, and the Provost will not necessarily approve every packet that is forwarded. This means that all offers below the level of the Provost are conditional. For this reason it is imperative that you use the language of the departmental offer letter that contains a conditional clause.

All offers to faculty at other institutions must be made prior to May 1 according to recommended national guidelines. Any offer extended after that date requires the negotiation of a release by the dean of the college where the candidate is employed. The Executive Associate Dean normally handles such negotiations.

The following forms are required for each packet to be complete (these are listed on the back page of Form R):

- Form R (dated 1984/1990): All information must be completed, including the appropriate effective year of appointment (standard starting dates are listed below)

- The Position Funding Verification Form. Copies of this form can be printed from the following address: http://www.nd.edu/~hr/forms/PFVForm.pdf

- Letter from the Chairperson/Director. An important element of the packet is the letter from the chairperson. Your letter should address at least four topics:
  - the candidate's credentials as a teacher;
  - her or his credentials as a researcher;
  - her or his promise as an academic citizen; and

- her or his potential contribution to the unique mission of Notre Dame, broadly understood.

- Departmental Offer Letter (formerly called the Supplemental Letter). Chairpersons must use the language of the departmental offer letter (see Appendix C for four examples, one for each rank) and have the approval of the Executive Associate Dean. Any deviations on matters of substance or procedure require decanal approval.

- CAP minutes. The minutes of the CAP should include the membership of the committee, an accurate and thorough record of the discussion, and a record of any vote. They should be signed and dated by all members of the committee. The minutes should not include references to any other cases pending before the department.

- The most current version of the Faculty Questionnaire Form (Form Q - dated January 2003).
  To be accepted, the Form Q must meet the following stipulations (See Appendix C):
  1. It must be completed in its entirety, even if "n/a" or "none" are given as responses (packets with no response to the question on religion, for example, are unacceptable in the Office of the Provost). While typewritten is preferred, legible handwriting is acceptable.
  2. It must include a copy of a current visa or passport (where applicable). If a visa is required, please contact the General Counsel's Office after the candidate has accepted the letter of offer. If the chairperson believes a non-resident alien will likely accept the offer, he or she should contact the General Counsel's Office to ensure there is a likelihood that the candidate will be able to secure

the proper visa. Note: The General Counsel's Office will require several months to process a new visa. In the event that the University where the candidate's degree was earned has more than one location, the campus location should also be included.

3. It must include the candidate's signature and the chairperson's signature on the back of the form.

- Updated Curriculum Vitae (not older than two years)

- Additional correspondence with the candidate (when applicable). All relevant correspondence with the candidate, including the letter of application should be included.

- At least three letters of recommendation

- Statement concerning Catholics and C.S.C.s**.** NOTE: There has been a change in the information solicited for this document. In the past, the document asked for the number of Catholics and C.S.C.s on the roster of the department. We would now like to see the number of Catholics and C.S.C.s in the different pools: the total applicant pool, the initial interview pool, the campus interview pool, and the number of offers.

- Applicant and Appointment Review Form (Affirmative Action Statement for Women and Minorities)
  NOTE: This is an important form. Please take it seriously; we do.

*Effective Period of Appointment***:** Although special circumstances may exist, most contracts are offered with the following standard periods. Standard academic year dates are August 22 through May 21 for T & R faculty. Other dates are:

	Starting Date	Ending Date
T&R with a Fall Semester	August 22	January 6
T&R with a Spring Semester	January 7	May 21
Professional Specialists	August 22	May 21 or
	July 1	June 30
Research	August 22	May 21 or
	July 1	June 30
Fellows of an Institute	August 22	August 21

Please note that SPFs and Research faculty will have one of two different contracts lengths. Instructional SPFs have nine-month contracts. Administrative SPFs have twelve-month contracts. Research faculty may have either a nine-month or a twelve-month contract depending on their responsibilities. If you have a question about the length of a contract for a specific SPF, please contact the Executive Associate Dean.

It is important to remember that there is a difference between the contract period and the pay schedule. All new hires will have a twelve-month pay schedule that runs from July through June, mirroring the fiscal year. This means that faculty will receive their first paycheck prior to the beginning date of their contract. This is not true for non-regular faculty who are on a different pay schedule.

> *Packets are to be submitted to the Dean's Office. All documents in the completed packet must be submitted in duplicate and unstapled.*
> *Incomplete or incorrectly prepared packets hinder the smooth processing of Your candidate's appointment.*

Appointment folders outlining the materials that must be included are available from the Dean's Office.

Please let the Dean's Office know if there is a need to expedite the processing of a packet. There are occasions when a prospective faculty member has multiple offers and wants the official letter from the Provost before making a decision. The Dean's Office and Provost's Office can generally turn around a completed packet quickly. It is a good idea for a department chairperson to begin assembling the packet and to submit it as soon as possible after sending a departmental offer. If the department chairperson knows that the candidate will need the Provost's letter soon, it is imperative that he or she submit the packet quickly. In the past, some department chairpersons have held packets for prolonged periods and then asked the Dean's Office and Provost's Office to rush the packet through the process; this is unacceptable unless there are extenuating circumstances.

Summary**:**

1. All tenure-track or tenured faculty appointment packets are to be directed to the attention of the Dean or the Executive Associate Dean.
2. All professional specialist appointment packets should be directed to the Executive Associate Dean.
3. Visiting and adjunct appointments should be directed to the Director of Budget and Operations, who will check the budgetary dimensions of the offer and then route the packet on to the Executive Associate Dean for review and signature. For the most part, we trust you to provide quality control for all visiting and adjunct appointments.
4. It is the department's responsibility to ensure that an I-9 is completed for all new appointments. The I-9 and other tax information are sent by the Provost's Office along with the welcome letter and should be completed and returned prior to arrival at Notre Dame. No new employee will receive a paycheck without a completed I-9 on file. Send all completed I-9s, with required documentation, directly to the Department of Human Resources. Human Resources must also be contacted to arrange an orientation meeting.
5. Packets must be forwarded to the Provost at least 12 weeks prior to the start

of the fall semester and six weeks prior to the start of the spring semester. This allows adequate time for the Provost to review the packet and initiate the offer letter and for the candidate to accept the offer. It is illegal to have an individual teaching without a contract. Please allow adequate time for the offer and acceptance.

6. The new pay schedule has accelerated the dates by which all paperwork must be completed in order for a faculty member to be paid on July 31. We recommend that all paperwork, including the paperwork that the new hire must complete in order to become an employee be finished by July 1 in order for a new faculty member to be paid July 31. If the paperwork is tardy, the new faculty member will receive the July salary in August.
7. Please present all offers to established faculty prior to May 1.
8. The department's CAP document should be given to job candidates at the time a written offer is made**.**

22. MOVING EXPENSES

The College makes an effort to cover the full amount of "reasonable costs" for moving, although we only guarantee full costs for endowed chairholders. The College includes a specific amount in the departmental offer letter. The amount is an estimate based on a number of factors including distance, van line estimates based on average weights of households, faculty rank, and some miscellaneous expenses. The amount is not intended to cover all miscellaneous expenses. If a faculty member can move for less than the amount specified, he or she may use the remainder of the amount to help defray relocation expenses unless the offer specifies that the College will pay up to a specific amount in which case, we will pay the costs of the van line.

The College pays the employee, not the van line, for moving expenses. We send the new faculty member a check for the amount specified in the departmental offer from the chairperson after we receive notification that the Provost's Office has received a signed contract. In instances where we have agreed to pay “reasonable moving expenses” (e.g., endowed chairs), we ask that the employee solicit at least two estimates from the preferred vendors listed below. Employees are free to solicit estimates from other vendors as well. We will issue the employee a check for the amount of the lowest bid. Whether we pay based on a predetermined amount or based on an estimate, it is the employee’s responsibility to pay the van line or rental company directly.

The IRS considers this payment taxable income unless the faculty member submits original receipts to the University to substantiate deductible expenses. The College needs these receipts no later than October 1 or the University will be required to report this payment on that year’s W-2. The IRS has policies that determine what may and what may not be considered a qualified moving expense. The College follows this code in all cases and makes no exceptions.

In addition, the University has established a set of guidelines to explicate “reasonable moving expenses.” These guidelines apply if the departmental offer indicates that the College will pay for all reasonable expenses rather than specifying an amount. We will pay for the moving of household goods, but not the following:

- special handling charges for works of art or antiques;
- transportation of automobiles;
- transportation of watercraft;
- the costs of moving utility sheds or other structures;
- storage costs on either end of the move;
- moves to or from storage units.

It is a good idea for the department chairperson to send the new hire a copy of the moving policy along with the departmental offer letter. You will find a copy of the policy on the College Website under “Resources for Faculty and Staff” <http://al.nd.edu/resources-

for/faculty-and-staff/> along with the samples of the departmental offer letters and this *Guide*.

The University has contracted with four different van lines to provide discounted rates. All new employees of Notre Dame are eligible to receive the discounts offered by these van lines. In instances where we are paying for "reasonable moving expenses," we must receive estimates from at least two of these companies.

The companies are:

Wiltfong Moving & Storage, Inc.
United Van Lines
2612 N. Home St.
Mishawaka, IN 46545
Contact: Jerry Pelletier
Phone: 574-259-8554

Graebel American Movers, Inc.
1011 Asbury Drive
Buffalo Grove, IL 60089
Contact: Tom Carey
Phone: 847-808-8400 ext. 3299 or 847-808-3299

Crown Moving & Storage
Wheaton Van Lines
8040 Castleton Road
Indianapolis, IN 46250
Contact: Phil Beanblossom
Phone: 317-842-8111
Toll-Free (U S Wide) 800-248-7960

Michiana North American
North American Van Lines
903 S. Main St.
South Bend, IN 46601
Contact: Ed Sikora
Phone: 574-288-1229

House-hunting visits are not considered allowable moving expenses by the IRS. The

College does not normally pay for a house-hunting trip. Departments may elect to do so; however, specific amounts or limits should be discussed in advance. In rare cases where the College has agreed to cover the expenses of a trip (e.g., for an endowed chair), this should be stated in the departmental offer letter. In all cases, it is important to inform faculty that any amount supplied will be declared as taxable income.

23. VISA AND GREEN CARD EXPENSES

There are some special costs associated with hiring faculty from abroad. Deborah Gabaree, Employment Immigration Manager in the Office of General Counsel, provides faculty with legal assistance in the procurement of a H-1B Visa and in the initial phases of applying for a green card.

The College covers the following costs for international scholars whom we hire as full-time members of our faculty. The College will pay the basic costs for a H-1B petition ($320) and the anti-fraud fee ($500). If we make an offer after April 1st and a $1,000 fee for expediting the processing of the visa is required, the College will cover the costs. If the offer is made before April 1st and the individual delays applying for the visa, the individual is expected to cover the $1,000 fee for expediting the application. The College expects faculty to be prompt in filing for their visas. It typically takes three to six months to process a visa.

Applications for Green Cards are complex and of a different nature since they provide faculty with permanent status and give them the right to work anywhere in the U.S. and not only at the University of Notre Dame. The College will pay up to $1500 to assist faculty procure a Green Card. Faculty are expected to pay the remaining costs. Faculty should be aware that the $1500 will typically be considered as income and reported on their W-2 since it is considered a personal expense rather than a business expense. For this reason, it is not possible to pay for the fees out of a research account.

We offer this assistance to incoming faculty as a means of helping them with the transition. We value the contributions that faculty from abroad make to our community.

24. Incoming Faculty Database

In Spring 2001, a new tool was created to clarify and improve the process of office space and computer allotments for new incoming faculty to the College. The Incoming Faculty Database is a FilemakerPro database housed on the Arts and Letters Computing Office (ALCO) server. The database was designed to be utilized by all Arts and Letters departments and programs to keep ALCO and Space Management constantly informed of incoming faculty. As soon as an offer is made to an incoming faculty member, the department administrative assistant should enter the information into this database. With this tool, the information can be gathered long before the faculty member arrives; orders can be placed and offices can be made ready for occupancy, with computers configured and installed. If this information is not entered, the incoming faculty member may experience significant difficulties.

In addition, the Executive Associate Dean sends a letter of welcome to newly hired faculty that answers most of the frequently asked questions (see Appendix C). It explains how to establish contact in Human Resources, set up a NetID, request a computer, order textbooks, and find help with a visa. It also provides information about their office and requests a brief faculty bio. In addition, there is a new College Website specifically targeted for new faculty that includes much of this information: http://al.nd.edu/resources-for/faculty-and-staff/new-faculty-faq/.

25. Computer Needs

ALCO checks the faculty database on a weekly basis. Faculty members noted as having accepted the University’s offer are contacted, via e-mail, regarding their computer needs. This e-mail explains the various types of machines available through the Campus Workstation Program (CWP), describes several basic computer packages, and provides references to the Solution Center for additional information. The faculty members are advised to reply to ALCO regarding their computer choice. All orders for the fall must be placed by April 30. Please note that we do not purchase new computers for visiting faculty or adjuncts. We make an effort to provide visiting faculty with recent machines, but cannot purchase new ones for them.

ALCO operates with a budget based on allocations for a specific number of faculty. It does not have a budget that permits for computer upgrades. If a new member of the faculty has special computing needs, he or she should contact ALCO. The funding for the amount over the normal allocation must come from the faculty member's research account. It is important for the faculty to go through ALCO in order to have ALCO support.

26. Office Space and Campus Arrival

Departments and new faculty should contact Arts and Letters Space Management for office assignments. All new faculty are guaranteed an office by August 15, if notification of their need for computer and office space was received by April 30. The College attempts to have offices ready for new faculty by July 1, but cannot guarantee all faculty an office at this date because summer school faculty are using selected offices. For new faculty in the spring semester, the deadline for a request is October 31. We will provide an office by January 10 and make an effort to provide one earlier, if possible. For visiting incoming faculty, the deadlines are May 31 for Fall 2006 and November 30 for Spring 2007.

27. Concerns of New Faculty and Suggestions from New Faculty

Each fall the Executive Associate Dean meets with the new faculty to inquire how we have done in respect to recruitment and transition. We have included the summaries of these meetings for the last couple of years, since they include a rich array of suggestions for departments. Also included in Appendix C is the “New Faculty Checklist,” written by the Executive Assistant to the Provost. It includes some concrete advice on how to make the faculty member’s transition to Notre Dame smooth and trouble-free.

28. WELCOMING NEW FACULTY MEMBERS

It is vitally important that we extend a warm welcome to new faculty members. One of the most important functions that chairpersons, and indeed all established faculty, have in the early fall is welcoming new faculty into your department. We have occasionally lost exceptional faculty who were not integrated into their respective departments. While some faculty members naturally integrate into their departments, others are more tentative. Please make a special effort to welcome new faculty, include them in social events, and get to know them as colleagues.

There are a number of ways that department chairpersons and faculty can help. It is a good idea to post photos of all new faculty (and perhaps all new graduate students) in the lounge or mail area, so that others will quickly recognize them. This is especially important in large departments. Chairpersons should set up specific social occasions for new faculty. The chairperson should take the person to lunch for an informal visit. It is also a good idea to facilitate a lunch or two with other faculty who might serve as mentors or as important colleagues, even from other departments. Compile, together with your administrative assistant, a departmental orientation booklet for all new faculty that orients them to the procedures and policies of the department. Chairpersons should think carefully about the courses that they assign to new faculty and provide them with opportunities to build a clientele among the majors or graduate students. It is also important to offer an orientation to the department, including a systematic overview and issues that new faculty members are likely to confront.

29. DEPARTMENTAL ORIENTATION

There should be a formal orientation to the department for new faculty. This may be given by the chairperson or by others or by a combination of the chairperson and others. A department orientation should include:

1. a description of the undergraduate and graduate curricula, with sample syllabi for selected courses, especially for those that the new faculty member might offer;
2. a description of the various duties of the office staff and other resource persons;
3. introductions to colleagues in other departments who have related research interests;
4. an open discussion about short-term and long-term research goals as well as tenure expectations and the tenure process for junior faculty;
5. an offer to help in facilitating access to non-academic resources, such as child care, medical care, or housing;
6. and an offer to assist with grant applications.

It would also be useful for new faculty if the chairperson or a designee reviewed a sample TCE form to explain the various categories on which they will be rated at the end of the semester and the weight that Notre Dame places on these and other indicators of teaching quality. It is important for the chairperson to make sure that all hiring promises have been met, including start-up packages of any kind. This is especially important in cases where there has been a transition between chairpersons.

Mentoring has been identified by recent University committees as the single issue that most affects faculty productivity as well as faculty retention, particularly for women and minorities. Faculty members seek guidance about professional matters, including preparing for the tenure process, publishing, participating in conferences, teaching, and so forth. In some cases formal mentoring systems would be welcomed by untenured faculty members. The committees reporting to the Provost on this issue–the University Cultural Diversity Committee, the Academic Affirmative Action Committee, and the

University Committee on Women Faculty and Students–recommended, in language that is repeated here partially verbatim (see *Notre Dame Report*, December 3, 1999), that all department chairpersons ask entering faculty about the type of mentoring they would like and that they discuss the new faculty's concerns about publishing, teaching, and so forth. The chairperson may also want to ask incoming faculty whether they have a preference or suggestion regarding who might serve as a mentor. The chairperson should then suggest a one-year pairing that could be renewed if it is useful. It may be appropriate to suggest one mentor for research advice and another for teaching advice. In small departments, it may even be useful to ask for mentors outside the department and even, when necessary, outside the University. In interdisciplinary units, it may be important to ask someone in the discipline who is housed in another department in the College to serve as a research mentor. Department chairpersons should provide small incentives–for example, reimbursements for breakfasts and lunches–and count mentoring as a service contribution. At the end of the first year, chairpersons might meet individually with new faculty to assess the effectiveness of the mentoring. The first-year faculty member should be encouraged to suggest other kinds of mentoring that would be useful, and the chairperson should provide assistance in making any necessary contacts. Please also refer to Section 62 for more specific suggestions about mentoring junior faculty members.

30. WELCOMING RECEPTION

The Dean's Office hosts a fall reception for all faculty. A list of all new regular faculty, visitors, and post-doctoral fellows will be distributed at the meeting. This year's reception will be on Wednesday, September 5, 2007 from 4:00 p.m. to 6:00 p.m., in the atrium of McKenna Hall. The introductions will begin at 4:00 p.m. In advance of the reception, from 3:00 p.m. to 4:00 p.m., a faculty meeting will be held in the McKenna Hall Auditorium.

For the purposes of our completing the list of new faculty members, department chairpersons should make sure that the Administrative Assistant to the Executive

Associate Dean has all of the relevant information for the bio of their new faculty members.

31. ORIENTATION MANUAL

The Office of Undergraduate Studies provides a valuable orientation session for teaching in the College. The Office distributes a helpful *Guide to Undergraduate Teaching* to all new faculty at this session. Department chairpersons should become familiar with this booklet. It is important to supplement it with specialized information at the departmental orientation.

32. JANUARY ORIENTATION

The College will host a brief orientation session in January for faculty who begin in mid-year. Details will be announced at the beginning of the academic year. Visitors who arrive in January have sometimes felt isolated, as fewer formal events are held at that time of the year. Departments should take great care when they host a visitor, especially a senior visitor, to ensure that introductions are made to other faculty, that a small reception is held for the visitor and graduate students, and that other ways of making visitors (and future ambassadors of Notre Dame) welcome during their time at Notre Dame are realized.

33. INSTRUCTOR APPOINTMENTS

An Instructor is an ABD on a tenure-track line. The appointment is for one year. The assumption is that the candidate will complete the dissertation during the year. It is possible to retain someone for a second year, but they are ineligible for a salary increase. If the instructor receives his or her Ph.D. during the summer after the first year, the appointment should be changed to an assistant professor rank and an appropriate adjustment in the salary should be made. If the instructor completes the doctorate before the end of the second year, the rank and salary should be adjusted at the beginning of the third year. In this case, the salary will be calculated as if he or she had received a standard pay raise for the second year. In this way the instructor will not suffer any permanent loss to his or her base salary. If, on the other hand, the instructor has not completed his or her doctorate by the end of the second year, the department will undertake an open search to fill that faculty line. The instructor is eligible to apply, but will be at a distinct disadvantage since he or she will have a negative track record at Notre Dame.

Department chairpersons and assigned mentors should monitor the progress of all instructors carefully. The Executive Associate Dean will canvass department chairpersons for progress reports twice a year: at the end of the fall semester and at the end of the summer semester.

Hiring Procedures Non-Regular Faculty And Miscellaneous Appointment Matters

34. Adjunct Appointments

A hallmark of a great private university is the opportunity for students to interact directly with noted members of the faculty. The College makes a sustained effort to ensure this experience.

At the same time, we will always have a need for adjuncts. The need arises from multiple factors: faculty who win research grants and are on leave, the need to make competitive offers to academics whose spouses are likewise academics and want some teaching opportunities, the flexibility of such appointments in fields where enrollments fluctuate, and the distinctive character of certain fields, e.g., in Music Performance, in CAPP, and in Journalism, where we benefit from experiential knowledge. Opportune appointments also frequently arise in the case of qualified persons who have other positions at the University. For these reasons we value highly talented adjuncts.

There are a few policies that govern the appointments of adjuncts that are important to keep in mind. An adjunct may only teach two courses in a semester. Any exception to this policy requires approval in both the Dean's Office and the Provost's Office. Please contact the Executive Associate Dean of Faculty if you have any questions. All adjunct appointments are subject to enrollments. If a class is cancelled as a result of low enrollment, the contract for that course becomes null and void. Finally, it is important for chairpersons to follow the established pay scale for adjuncts. In the past, there have been wildly divergent pay scales that have undermined a sense of equity. The College has a fixed scale that should be followed. Any exceptions must be approved by the Executive Associate Dean.

New adjunct appointments require an R form and a Q form and a College Request for Appointment and Reappointment. For continuing adjuncts, the Reappointment Form will suffice.

We need to make greater efforts to integrate adjunct faculty members into our intellectual community. Those who teach two courses per semester are eligible for office space in one of the areas that we have reserved for non-regular faculty. Adjuncts should be given an orientation to the department, much like regular faculty, and chairpersons may want to recommend to them resource materials on teaching or on the discipline. A publication of potential interest to adjuncts is *The Adjunct Professor's Guide to Success: Surviving and Thriving in the College Classroom*, by Richard E. Lyons, Marcella L. Kysilka, and George E. Pawlas (Boston: Allyn, 1999).

Departments should have an updated curriculum vitae on file for each adjunct, review their teaching periodically, and make quality decisions concerning such appointments and reappointments. The College will become involved only if the stipends are unusual, if problems should arise, or if we are seeking further strategies to reduce the number of adjunct appointments.

35. VISITING FACULTY

We hire visiting faculty for multiple reasons. We prefer to hire a visitor, rather than several adjuncts, when the need is sufficient to warrant a full-time appointment. We do so because the quality of the pedagogy is typically higher. Similarly, in some areas, such as language instruction, it is often desirable to hire individuals who are completing their dissertations to teach language courses for one or two years and to keep a stream of fresh and new faculty flowing into the department than it is to hire permanently someone with less training. We occasionally hire one of our own recent Ph.D. graduates in an effort to cover our courses and to give them extended teaching experience. Sometimes we hire visitors in order to replace faculty who are on leave. Department chairpersons should understand that this is not automatic. It is assumed that the courses of a faculty member on leave can be covered by other faculty in the department. There are times when this is not the case either as a result of specialization or student demand. In such instances we hire a visitor.

Visiting appointments apply to all ranks. It is helpful to think of "visiting" as an adjective that qualifies specific ranks. Visitors are appointed for one year and can be reappointed for a second year. In rare circumstances, a third year may be approved; however, this requires the consent of both the Dean's Office and the Provost's Office. If you have any questions, please contact the Executive Associate Dean.

36. Edward Sorin Postdoctoral Fellowship Program

The College and the Graduate School jointly sponsor the Edward Sorin Postdoctoral Fellowship Program (see also the section in Part Six). This program provides Ph.D. graduates with a two-year fellowship in the College. Fellows teach three courses per year. The program is intended to provide our best graduating doctoral students with the opportunity to wait for an appropriate position to open up in a major research university or an elite private liberal arts college. This added time enables them to receive additional teaching and research opportunities and helps them to be more competitive when they go on the job market again. There is funding (salary and $2,000 research account) for up to six new fellows each year or a total of 12 fellows. Directors of graduate studies should encourage their best doctoral students to apply to this program.

Departments that are fortunate enough to house an Edward Sorin Postdoctoral Fellow must complete the Request for Postdoctoral Scholar Appointment form supplied by the Graduate School. Once the packet is complete, please submit it to the Director of Finance and Operations, who will send it on to the Executive Associate Dean, who will, in turn, forward it to the Graduate School.

37. Visiting Scholars

The College has a generous policy in the appointment of visiting scholars. We welcome the presence of scholars from other institutions that come either to work with a specific member of our faculty or to conduct their own research. The appointment of a visiting scholar requires the completion of the forms provided by the Graduate School. These must be completed with the accompanying documents and submitted to the Executive Associate Dean. He or she will forward the packet on to the Graduate School.

Visiting scholars typically do not receive any compensation from Notre Dame. We can not guarantee space or computer resources for them. We make an effort to do so, but can only provide them with resources after we have met the needs of our own faculty and our non-regular instructional faculty. The appointment cannot exceed one year. It may be renewed, but the term is limited to a year. This permits us to be generous in welcoming people, but also provides a polite exit for those who pose difficulties.

38. International Visitors

Individuals who are visiting the University as professors or research scholars from outside of the United States should be issued Form DS-2019 by the Office of the General Counsel at Notre Dame, which will allow them to participate in the J-1 exchange program. Prior to entering the United States, the visitor must present Form DS-2019 to a U.S. Embassy/Consulate abroad along with a visa application and other required documentation to obtain a J-1 visa. This will allow for entry to the United State to participate in the J-1 exchange program at Notre Dame as a professor or research scholar.

If visitors have questions about extending their stay in the United States, traveling outside of the US, or the rules and responsibilities for maintaining lawful immigration status, they should contact the Office of General Counsel at 631-6411.

A helpful source for international visitors is the *Handbook for International Students and*

Scholars at the University of Notre Dame. Copies of this handbook can be obtained from either the Dean's Office or from the International Student Services and Activities Office in 204 LaFortune Student Center.

39. CONCURRENT APPOINTMENTS

A concurrent appointment permits a member of the faculty or staff who is housed in one unit to participate in a second unit. The specific privileges and responsibilities should be specified by the unit that recommends the concurrent appointment. The appointments range from honorific appointments to functional appointments. The default scenario is that a concurrent appointment gives a faculty member or staff person the right to offer a course in the unit where they hold the concurrent appointment. Similarly, they may participate in graduate committees. A concurrent appointment does not give the concurrent appointee voting rights in the department unless this is specified in the appointment. In this way, a concurrent appointment is different than a joint appointment that assumes full rights in both units.

Concurrent appointments are valid only if they are approved by the Provost's Office. Appointments made by CAPs and deans are not valid unless the paperwork has been processed centrally. The Provost's Office will arrange that such appointments are also reflected in the *Bulletin* and in other documents. If appointments have not been reflected in the *Bulletin*, please contact the Executive Associate Dean, and the Dean's Office will arrange to resubmit the paperwork.

At present all concurrent appointments are annual unless there is a contractual arrangement stating otherwise. This means that departments must process the Request for Appointment and Reappointment form every year. There are proposals under consideration that would change this to appointments that terminate in years that end in either 0 or 5. The maximum appointment would be for five years. Until the present system is changed it is important to discuss the length of appointment in a CAP meeting.

If the CAP has either already signed off on a long-term appointment or agrees to do so, department chairpersons do not need to run the renewals past the CAP on an annual basis. However, if a department chairperson or the CAP has reservations about the appointment, the credentials of the candidate should be revisited.

Concurrent appointments should retain the rank of the primary appointment. For example, an assistant professor in department x cannot be a concurrent associate professor in department y. Similarly, a special professional faculty member should have the same status in a second unit where he or she has a concurrent appointment. For example, an associate special professional faculty member in department x cannot be a concurrent *associate professor* in department y; he or she should be a concurrent associate professional specialist. Staff who have concurrent status in order to teach a course should have concurrent status as special professional faculty, not as T&R faculty.

40. REAPPOINTMENTS

There are a number of positions that have limited appointments and require annual reappointments. These include: all adjuncts, all concurrent faculty, all visitors with annual contracts, and all special professional faculty or research faculty who have one-year contracts. The reappointment only requires a Request for Appointment/Reappointment Form.

41. RETENTION OF FACULTY

There are occasions when faculty receive offers from other institutions. The College no longer routinely makes counter-offers. Each case must be weighed individually against a variety of concerns. In those instances where we make a counter-offer, the chairperson prepares a letter with the terms as agreed upon by the Dean or the Executive Associate Dean. The letter must contain the following stipulation. *The terms and conditions of this offer are contingent upon the rejection of any offer from another institution during the current academic year*. The letter must have the signature of either the Dean of the

College or the Executive Associate Dean as well as the department chairperson. (See Appendix Q for a sample letter)

In the case in which a faculty member decides to leave the University, s/he will be contacted by the Dean's Office as well as possibly the Provost's Office for an exit interview. Faculty who are departing should be encouraged to participate in exit interviews because the reasons faculty give for leaving can help us learn more about the areas in which we might strive to improve. This past Spring, the Provost's Office also discussed a possible on-line exit interview that could supplement personal interviews.

RENEWALS, TENURE, AND PROMOTIONS FOR TEACHING-AND-RESEARCH FACULTY

The two most sensitive and important tasks that departments undertake are hires and promotions. The following sub-sections are intended to address basic procedures and some of the problem areas that are typically encountered with renewals and promotions.

42. RENEWALS

Renewals are important decisions. They are a barometer for the candidate's progress toward tenure. If it is clear that a member of the faculty will not be tenurable, he or she should not be renewed. If, on the other hand, his or her tenure prospects are still uncertain, some latitude is possible.

If a department is uncertain as to whether the range of its faculty expertise suffices to judge the merits of a particular renewal case, the chairperson should consult with the Dean. In such a case we may have to consult beyond Notre Dame, that is, to obtain some expert opinions in the field to ensure that we are judging the case with sufficient expertise.

43. TENURE DECISIONS

The College attempts to hire people whom it is prepared to tenure; at the same time, it cannot afford to give tenure to anyone who is not excellent. On the one hand, we want to avoid the revolving-door policy at certain Ivy League schools that destroys a sense of community among assistant professors and within departments. On the other hand, we must all recognize that Notre Dame–with its superior aspirations and strong support of faculty members–should have very high standards for tenure. Excellence in all three areas of the profession is expected. The basic principle should be that if a case is in doubt, it should not be supported.

Granting tenure to an individual is the most important decision a university makes, more important in a sense than hiring, since bad hires can be terminated if they are not tenured. Poor tenure decisions last many years and have long-range implications. Indeed, the consequences of mediocre tenure decisions last beyond the careers of those tenured, for such persons have a say in future hiring and tenure decisions. Mediocrity attracts and is attracted to mediocrity.

Please remember that at tenure time, you are judging not a person, but a file. This attitude should help foster the objectivity appropriate for such decisions.

When evaluating candidates for tenure, we should ask not only what the candidate has done to date, but also what the track record suggests concerning the future: Has the candidate marginally met our standards, or is the candidate someone who in five or ten years we would expect to promote and would be very eager to retain? Is the candidate likely to attract students? Is the candidate likely to be a leader in the profession? Departments should think about strategies that can help them gain a better sense of likely future success.

It is important for chairpersons to communicate the standards clearly to the faculty. You also need to take the lead in making sure that the appropriate standards are met. Judge fairly, but judge.

44. FULL PROFESSOR

The standard in research for promotion to professor, according to the *Academic Articles*, is “widespread recognition as a scholar.” The Provost’s Advisory Committee (PAC) has had a standard practice that in those disciplines that expect a second book publication for promotion to professor, the book would ideally be out and reviewed. Recently, however, the issue of when precisely a non-obligatory case should come forward in relationship to the book publication was raised within the Dean's Advisory Committee. The committee recognized several problems with the standard that the book should be out and reviewed. First, in some disciplines, reviews can take two or three years. As a result, we are holding candidates back in potentially needless ways. Second, because of the uncertainty of the time-line of reviews, candidates are not always certain when they should come forward. When is a set of reviews clear or complete? Third, it is relatively uncommon for published reviews to make or break a case independently of the letters. Fourth, some candidates have come forward after the book has been accepted but before the book has been out, and in some cases they have made it through the process (although in some cases they have not), which suggests a potential lack of clarity about current practice.

The suggestion was that we should set a clearer time-line standard and be much more rigorous about that standard. The proposal was that the book should be in hand as a published book before the materials are sent to reviewers. If the book is not out by that date, the case should wait. The only exception would be for a case that is superior in every other way. In such a case, one could go forward with the book being simply accepted, but the bar would be very high for compensating factors. Routine cases, without superior achievement in teaching, in leadership, and in articles, lectures, grants, and other indicators of research would need to wait for the book to be between covers. The new standard is in one sense more modest (the book does not need to be reviewed), but it is more ambitious in the sense that it makes firmer what is expected and in the sense that it involves not only a clear but also a high standard for exceptions.

PAC recently discussed this issue since PAC had previously endorsed the earlier standard that the book be out and reviewed. In one sense, it was argued, the standard is a surrogate for a national and international reputation. It was also persuasively argued that we are looking for evidence of quantity, quality, and continuing activity. Having the book out and between covers is one piece of evidence in building a case for quantity. The reviewers can comment on the quality of the book. Further, there should be clear evidence of a further project. This third expectation has not always been well-documented in promotion cases. It should become more prominent in the presentation of future cases as well as in the mentoring of associate professors.

We also expect consistent activity in terms of journal articles, lectures, or reviews. Quality of journal placement is especially important in the social sciences, but it is also important in the humanities, as it is a sign of peer review. Similar signs of peer review arise from external grants, and most cases for promotion to professor should include a post-tenure external grant.

Teaching is evaluated as seriously as is research at all levels of promotion. For promotion to professor the *Articles* speak of “excellence in teaching.” The integration of teaching into this review level has apparently not always been the case at Notre Dame, but it has been the consistent norm in recent years. One expects to see not only excellent teaching, but also a range of courses and, where appropriate, curricular development. In cases where peer visitations form part of the review, it is ideal for such peer visitations to take place across a range of semesters and types of courses and well in advance of the semester of review for promotion. Departments have been encouraged for some time now to look not only at the students’ perception of teaching but also at the quality of the materials and instruction and the extent to which students have learned. When these are not documented in the packets that are forwarded from the department, the result is heavier reliance on the TCEs. In departments with graduate programs, one normally expects considerable activity in graduate programs, including work on dissertation committees and ideally the advising of students.

Service is normally expected both within and beyond the department–on the one hand, at either the College or the University level and, on the other hand, in the profession. Faculty should understand that roles or participation in professional societies is considered service and not research.

45. ENDOWED CHAIRS

Departments should develop procedures, eventually integrating them into their CAP documents, so that if an opportunity arises to review an internal candidate for an endowed chair, procedures are already in place. If a department chair believes that someone in the department should be considered for an endowed chair (pending funding), he or she should contact the Dean. Not all such cases can be reviewed, as one of the primary purposes of endowed chairs is to recruit new scholars to the University, and many donors give funds for chairs with that explicit intention. Nonetheless, we should be prepared for situations in which an internal candidate can be considered. Issues to consider in CAP documents include nomination procedures, criteria for nomination, and the process of evaluation, including designation of the body that will cast a vote. If your department has a sufficient number of endowed chairs, this would seem in most cases to be the ideal body for such deliberations. Otherwise, the Full Professors' Committee may be the most reasonable choice.

Endowed chair packets should be prepared in such a way that the College's endowed chair review committee, which by definition consists of persons outside the field, can fully grasp the candidate's contributions and make an unbiased judgment. The chairperson should solicit detailed letters from experts in the field, whose status is fully defined for the committee, and should explain in his or her letter the candidate's contributions in a way that is accessible to an audience of non-specialists. There should be at least six letters just as there are for other promotion cases. Letters should come from eminent scholars who hold the rank of professor or endowed professor, ideally the latter. As with other promotion reviews, the letter writers should be persons who are independent and at arm's length from the candidate. Unless there are compelling reasons to consider other evaluators, they should also be from persons at the leading universities in your discipline. Again, as with other promotion cases, a full set of published book reviews of the candidate's work should be included. For both internal and external candidates, a detailed account of the candidate's capacities as a teacher is expected.

Some department chairpersons have for various reasons requested that the review of endowed chair candidates take place completely outside the department. The *Academic Code* permits this possibility, and there are several precedents for this practice, although it is normally preferable, especially in departments with multiple endowed chairholders, to have an initial review within the department.

Following the submission of a completed packet, the Executive Associate Dean convenes a College-wide committee of three endowed chairs to review the case. The three typically come from all three divisions of the College and are all outside the candidate's department. The Executive Associate Dean functions as the *ex officio* chair of the committee. The minutes of this meeting and a letter from the Executive Associate Dean are added to the packet and then given to the Dean of the College for his or her recommendation. The packet then goes to the Provost and the President.

46. REQUIRED MATERIALS FOR RENEWAL AND PROMOTION PACKETS

The Dean's Office has prepared check sheets that list all required materials for renewals and promotions (see Appendix E). The latter are broken down according to rank. Please check these carefully. There are some differences in requirements. For example, the major difference between a renewal packet and a promotion-to-associate-professor-with-tenure packet is the presence of external letters. The distinguishing feature of a promotion to an endowed chair is a College-wide committee of endowed chairholders who adjudicate the case.

It is important to adopt a standard form for the collection of materials from candidates. The Executive Associate Dean has a sample from for you to consider as a model. You should adopt a format that can be used both for external evaluators (the research material) and for your own CAP committee deliberations (research, teaching, and service materials). It is impressive to receive a neatly packaged portfolio rather than a loose stack of papers if you are the external reviewer. It is also useful for the sake of clarity for the members of the CAP.

There are some materials that require commentary. Chairpersons should familiarize themselves with these principles and communicate them to their faculty. It is important to follow proper guidelines and give faculty the fairest possible hearing.

47. THE C.V.

The curriculum vitae (C.V.) is of critical importance. Unfortunately, a significant number of faculty do not present their material clearly or properly. Chairpersons should return C.V.s to faculty for revision that do not meet appropriate guidelines. Candidates should list their publications in the opening sections of the C.V. The publications should be grouped into categories, such as books, edited books, articles in refereed journals, chapters in books, translations, book reviews, etc. Frequently, candidates group together books and edited books; these should always be separate. All works should have basic bibliographical information, including page numbers. In the case of books, the total page number should be noted. Depending on standards in your discipline, it may be essential to separate out refereed journal articles from book chapters; indeed, if it is standard for your discipline and you fail to separate out the two, your C.V. will not only be viewed as inappropriate in its form; questions may also arise about your knowledge of your own discipline's evaluative methods. It is also important to separate out academic and popular works by different headings. Any co-authored works should list the names of the authors in the same order which they appear in publication. Work in progress, that is, work that has been submitted but has not yet been accepted, should be placed under a section on Work in Progress. It should not fall under Publications. It is also important to clarify the role of the candidates in dissertation committees. The C.V. should list dissertations the candidate has directed or co-directed and the placement of the student. Another part of the C.V. should present the lectures and public presentations that the candidate has made. The C.V. should include the title, date, and place of all such presentations. Again, it is important to distinguish between academic presentations and popular presentations. The C.V. should list the awards and grants that the candidate has received, including, depending on disciplinary expectations, the amounts of the grants. Candidates should avoid padding a C.V. This will only raise eyebrows and is counter-productive. Chairpersons should go over the C.V. carefully and make sure that the candidate represents him- or herself as ably as possible.

48. External Letters

Outside evaluations of candidates for promotion and tenure should normally be solicited from persons at institutions equal or superior to Notre Dame. More specifically, they should come from faculty in leading or peer programs, or justification for their selection is necessary. The Dean may make a rare exception if a strong argument can be made concerning the need for specialized knowledge; however, even in such cases, the University is interested in the candidate’s broader impact on the field. In addition, there should not be multiple letters from the same institution unless the chairperson and CAP can provide a specific explanation of why this is necessary. Departments should avoid letters from the institution that awarded the candidate’s terminal degree. If they cannot, they need to provide justification. The candidate’s dissertation advisor may not be one of the evaluators, as he or she has a vested interest in the candidate’s career. Only full professors should be used in tenure and promotion cases, although there may be rare and justified circumstances for asking an associate professor to serve.

Packets must contain a minimum of six letters; at least four of these must be from the list of reviewers drawn up by the CAP. The candidate may suggest up to three names of potential reviewers. The CAP may solicit two letters from this list if it chooses to do so, but is not obligated to select any reviewers from the candidate’s list. The candidate may submit up to two names of scholars whom the CAP may not select as external reviewers. It is important to provide a clear account of the letter writers at the appropriate point in the packet, i.e., just prior to the letters. If the department chairperson has contact with an external reviewer beyond issuing the approved invitation, then the additional correspondence must also be included in the packet.

The College recommends that unless disciplinary conventions suggest otherwise, departments consider paying a modest honorarium, say, $200, to the reviewers, which will help give them a positive impression of Notre Dame and which corresponds to recommendations from various national disciplinary organizations, such as the American Historical Association and the Modern Language Association. The College will fund 50% of any honoraria at $200 or below. If a departmental budget is so over-committed that the department cannot afford this expense, please contact the Director of Finance and Operations, who will consider covering the full amount. Here is a sample statement that you may include in a letter: "We are pleased to offer you an honorarium of $200 which, while not commensurate with the time and expertise that you will invest in your evaluation, symbolically acknowledges the valuable service you are providing."

Chairpersons must use the standard letter presented annually by the Office of the Provost to external evaluators. Except for routine matters, such as the question of honoraria, any changes from the standard letter must be approved by the Dean. Please remember to count only the full years that the candidate has completed in his or her current rank when describing the candidate in the letter.

If an external letter is composed in a language other than English, the department should provide a signed English translation along with the original letter of recommendation. This is not necessary for new appointments.

It is a good practice to send the external evaluators a note following the President's dinner at the end of the spring semester informing them of a positive decision. Chairpersons should not report negative decisions.

49. THE CANDIDATE'S STATEMENT

The candidate's statement may not exceed five pages in length. The font size should be no smaller than twelve-point, so that the print is easily readable. It is permissible to use single spacing. If a candidate wants to submit a second and longer statement to the CAP committee, or if the CAP desires a fuller statement, he or she may do so. However, the statement that becomes part of the file may only be five pages**.** Most will divide these pages into two pages on research, two on teaching, and one on service. Candidates are free to select the breakdown of the pages in the report.

The statement provides the candidate with an opportunity to present the broad areas of their research interests that connect various publications, to explain unusual features of their career or profile, or to address special concerns or areas where they have made significant advances. The statement should not be a narrative form of the C.V., but an interpretative statement that contextualizes the C.V. Candidates should remember that the audience for this statement is the PAC, i.e., sophisticated readers who are non-specialists in the area of the candidate's expertise. The statement should therefore avoid an exclusive insider's perspective. It is an opportunity to speak as an intellectual to fellow intellectuals.

50. CAP EVALUATIONS

For each promotion and tenure evaluation, Committees on Appointments and Promotions (CAPs) are asked to prepare independent and discrete statements on teaching, research, and service. These three reports should each be six pages or less. They should be evaluative in nature, setting out the strengths and weaknesses of the candidate. Reports that recommend rather than evaluate are virtually worthless. CAPs should remember that the credibility of a department in the eyes of the University is tied to the quality of its evaluations. The same faculty member may not be the author of multiple reports.

The Provost's Advisory Committee (PAC) is very interested in narrative evaluations of teaching that address broader issues, such as the quality of the learning goals for each course and the appropriateness of the methods to achieve the learning goals; the extent to which the faculty member fosters genuine student learning; the evaluation of faculty members and students through peer visitations; and the candidate's record in curricular development. This year, the Provost's Office created a document that describes the specific areas of teaching that should be addressed in a candidate's evaluation (see Appendix J). Some recent evaluations of teaching have been substandard, which hurts both the candidate and the department. Issues such as low TCE scores, or low scores in student time, especially when low scores in student time align with high overall ratings, should be addressed. Excessive grade inflation should also be noted. It is important to note whether high TCEs correlate with high grades. The quality of the evaluation of teaching should not be left solely to the energy and quality control of the person writing the report. This is unfair to the various candidates. Articulate in the CAP document what is expected in any CAP evaluation of teaching. The Office of the Provost is preparing a document on the evaluation of teaching, which invites reflection on central issues beyond the student evaluation of teaching; chairpersons have received draft versions of this report.

It is very useful to solicit on a random basis current and former students who can provide narrative comments that give richer texture to a candidate's distinguishing characteristics as a teacher, both strengths and weaknesses. The CAP can make good use of such comments in the teaching report. It is important to make selections of students with care. In some departments undergraduates are solicited by a computer-generated program, and all graduate students are solicited. In other departments all of the students in different classes are asked. The solicitation may occur in multiple ways. The solicitation must, however, be random. It is not appropriate to ask the faculty member under consideration for a list of names of students to contact. This will give the impression of a "stacked deck." Please do not attach the actual evaluations as separate documents but refer to them in the overall evaluation of teaching and, where appropriate, quote from them. This is true for TCEs as well. You will need to order a TCE history for the packet, which will provide the quantitative material that the Dean, the PAC, the Provost, and the President will review.

One of the most important goals of peer evaluation is to offer constructive suggestions for the improvement of teaching. After each class visit, accordingly, the visitor and the candidate should confer, as soon as is mutually convenient, about the candidate’s teaching.

In addition to the three reports, the CAP will also submit a summary of its deliberations and vote. This report should include: the membership of the Committee, an accurate and thorough record of the discussion, and a record of any vote. The report or minutes should be signed by all members of the Committee. The report forwarded for one packet should not include references to any other cases pending before the department. It is inappropriate in reappointments, promotion, and tenure cases to list the faculty member’s salary on the cover of the packet.

51. CHAIRPERSON’S LETTER

The chairperson’s letter is a vital component of any file. The letter must both set out the chairperson’s decision and serve as a commentary on all critical aspects of the case. The letter should contain the following: an explanation of expectations for promotion within the discipline, an explanation of the candidate’s strengths and weaknesses that is accessible to non-experts, and a defense of the chairperson’s own judgment of the case. The assessment of strengths and weaknesses should make clear, in the case of tenure decisions, the candidate’s likely trajectory to full professor.

It is a mistake to assume that everyone knows the appropriate standards for a specific discipline. Disciplinary standards vary appreciably, sometimes even in the subdisciplines within a single department. The standards should be stated clearly, explicitly, and in some detail. The letter should clarify the nature of the candidate's publications. For example, it is important to explain the relative importance of a journal in the field. What is its acceptance rate? Are there citation indices that indicate the relative importance of various journals in the discipline, i.e., are there different tiers of journals? If monographs are included, provide some analysis of the nature of the press. In the case of a promotion to professor, the letter should include a clear articulation of what has been accomplished since the candidate's last promotion. Where views vary, please provide some commentary that gives insight into the reasons for mixed sentiments about the candidate, either from external reviewers or from members of the CAP. If a chairperson supports the quality of the candidate's work, he or she should do so with sufficient clarity for those outside the discipline who will be reading your letter. At the same time it is important to have the courage to say when quality is absent. The administration and PAC are not looking for chairpersons to make a case as much as they are looking for an honest and a nuanced sense of the candidate's strengths and weaknesses. These letters are of immense importance to the Dean and to the PAC. Chairpersons should devote the energy and reflection to these letters that they deserve.

52. BOOK REVIEWS

Book reviews of a candidate's works should be included with each promotion packet. It is the candidate's obligation to provide these materials to the chairperson or the departmental CAP. Please note that this folder is separate from the materials requested (in definite sequence) from the Provost's Office for all promotion and tenure cases. The reviews provide an external window into the reception of the candidate's work apart from the letters.

53. NON-OBLIGATORY PROMOTIONS

In Spring 2003, the College set into place a new practice for non-obligatory promotion cases. The motive for the creation of the committee was to provide a broader base of feedback for faculty than was currently in place. In the past, chairpersons met with the

Dean to discuss individual cases. The Dean's Advisory Committee for Non-Obligatory Promotion Cases (DAC rather than PAC) serves as an advisory group to the Dean to provide independent assessments from others who are involved in these deliberations and decisions. The role of the DAC was discussed at a College Council meeting in Spring 2005. The reactions to the experiment were mixed. Some worried that it created an extra hurdle, while others thought that it provided a service to the faculty by offering a level of feedback that they had not previously enjoyed. A brief follow-up discussion took place in Fall 2005.

The structure of the DAC and its role is as follows. For non-obligatory cases, that is, early tenure cases and all promotions to full professor, candidates are strongly encouraged (but not required) to submit materials to the Dean's Office—through their chairpersons—for an airing before the DAC. This committee consists of five individuals: the Dean of the College, the Associate Dean of the Faculty, and three elected members of the Provost's Advisory Committee from the College of Arts and Letters. The Committee serves as an advisory group to the Dean, who provides feedback to the chairperson who, in turn, informs the prospective candidate. The feedback may take various forms, for example, it might be an exhortation to proceed, it might attempt to dissuade the candidate from proceeding, or it might indicate that the Committee was split and that a candidate should take this into account when deciding whether to proceed. In cases where the feedback is not an endorsement to proceed, the Committee assists the Dean in formulating recommendations for the candidate's development, so that the candidate may build a stronger case. There are occasionally cases when the incomplete nature of the packet at this stage makes a recommendation from the Committee difficult. In such cases, the Committee may note that the case will stand or fall with the external letters. In all cases, the recommendations are advisory. Faculty retain the right to proceed no matter what the recommendation is from the Committee provided that they proceed within the guidelines set out by the Provost's Advisory Committee and incorporated into departmental CAP documents.

Faculty members who are interested in airing their cases before DAC should speak to their chairpersons by mid-spring. The Dean will send out a notice at this time requesting applications and provide a deadline date. The chairperson assembles the material and submits it to the Dean. A submission to the Committee consists of three pieces of material: a current C.V., a TCE history (ordered from the Provost's Office), and a letter from the chairperson. The letter from the chairperson should be a preliminary draft of the letter that will eventually become part of a candidate's file. It should therefore follow the format of an official chairperson's letter for a promotion case discussed above. There will be limits on what a chairperson can say since he or she will not have the evaluations from external reviewers. Chairpersons are encouraged to be as candid and as full as they can be given the limitations built into the system. This is a non-binding evaluation that is intended to help faculty assess their current standing. All parties involved in this preliminary screening begin their evaluations anew when the full case comes before them.

Promotion and tenure cases that are not mandated may be withdrawn at any point in the process, but only with the candidate's approval. If you are considering withdrawing a case and do not have experience in such matters, please contact the Dean.

54. CAP DOCUMENTS

Every department is required to have an approved Committee on Appointments and Promotions (CAP) policy document. At minimum, this document should address the procedures for the election of a Committee on Appointment and Promotions (CAP), a Full Professor Committee (FPC), and specify the committee membership that will recommend candidates for endowed professorships.

It must also contain the basic procedures stipulated by the Provost's Advisory Committee (PAC) for the promotion process. This year departments are required to provide a statement that includes disciplinary criteria for promotion in the CAP document. These statements should sketch in broad strokes the expectations that we have for promotion to a specified rank at Notre Dame. The statements may be viewed as interpretations of the official standards in the *Academic Articles* in specific and disciplinary terms. They should be for the sake of both the external reviewers and the members of PAC and will become part of the official packet for promotion cases. The statements should also explain how departments evaluate interdisciplinary research.

In addition, each department has been provided with *Evaluating a T&R Faculty Member's Teaching Guidelines for Preparing a Case for Renwal/Tenure/Promotion* and the *Timetable for Phased Implementation of the Guidelines*. Each department will need to amend its CAP document to reflect the unit's specific procedures for evaluating teaching, congruent with the *Guidelines*. The deadline for these revisions is the end of fall semester, 2007.

Departmental statements should also integrate language on less conventional scholarly contributions. An example of such language follows: Textbooks, anthologies of texts, and computer software publications (including CDROMs) intended as tools for instruction will be judged as scholarly works to the extent that they present new ideas or incorporate scholarly research. Translations and creative work will be evaluated by such criteria as originality, depth, and pertinence to the candidate's scholarly development and the academic goals of the department. The same concern applies to faculty involvement with the media. In recent years we have encouraged faculty to speak to wider audiences. While these efforts are not a surrogate for scholarly publications, they can establish credibility in one of the audiences that academics should address.

All CAP documents should first be submitted to the Associate Dean for Strategic Planning. After preliminary approval, the Dean will consider them for final approval. Documents do not become legally binding until they have the signatures of the chairperson and the Dean.

It is important to provide faculty with known procedures and to have uniform and equitable policies throughout the University. Please make sure that probationary faculty members understand the requirements for tenure, relevant time tables and deadlines, and the process of evaluation. You should provide each new faculty member with a copy of your CAP document. It is a good idea to send them a copy when you send them the departmental offer.

Each chairperson should review his or her department's CAP document by the end of the third semester of his or her term either to confirm the current document or to propose revisions in accordance with its rules for amendment. This policy of regular review should help the College overcome antiquated standards and inefficient procedures. It is also important to revise the CAP document when the University PAC policies change. PAC typically reviews policies at the end of each year. Changes are generally minor, but in some years significant shifts occur. It is imperative to maintain a document that coheres with current University policies. It would be a good practice for the chairperson to revisit the department's CAP document at the end of each year as he or she reflects on the cases in the department.

Ideally, the CAP document integrates and quotes the *Academic Articles*, so that these University regulations are clearly visible both to probationary faculty members and the members of CAP. The CAP document should also integrate policies from this *Reference Guide*, insofar as they enhance clarity and remind the department, both CAP members and candidates, of important practices, such as the following:

- It is imperative to use the model letter for external evaluations unless changes are approved by the Dean.

- Chairpersons should keep the Dean informed of any significant developments in pending cases, e.g., the awarding of external grants or the acceptance of important publications between the time that a case is forwarded to the Dean and the time the President makes a final decision in the late spring.

- Should a case be withdrawn after the solicitation of external letters and revisited the following year, departments must use exactly the same slate of reviewers as the previous year, or they must select an entirely different set of reviewers. They may not pick and choose from the previous year's list.

- If a candidate for renewal, tenure, or promotion has a substantial appointment in a center, institute, or program or has been expected to contribute to another unit of the University as part of his or her duties, the chairperson should solicit from the director of that unit a letter explaining the faculty member's contributions. The letter should be weighed in the internal CAP deliberations concerning service.

CAP documents might explicitly address the need to make negative recommendations when warranted to maintain and improve the quality of the faculty. You may also wish to consider requiring a 2/3 or 3/4 vote for a positive recommendation, as is common at many other universities.

55. CAP MEETINGS

It is imperative that CAP meetings follow University and departmental procedures. You may wish to consider the election in each CAP of a Procedures Oversight Designee, nominated by the chairperson. The position could also be performed by a chairperson, but the chairperson has to tend to many other matters as well during CAP meetings. One of our peer institutions describes the position this way: Even though a single committee member is assigned oversight responsibility, all members of the committee must accept personal responsibility for assuring that reviews are procedurally correct, fair, and free of bias for all faculty members. The designee should assure that the CAP follows written procedures governing its reviews, that the proceedings are carried out in a thoroughly professional manner, and, in particular, that the procedures are free of inappropriate comments or assumptions about members of under-represented groups that could bias their review. Any procedural difficulties or other concerns about the review should first be brought to the attention of the relevant review body. If they cannot be resolved to the satisfaction of the designee, they should be brought to the attention of the chairperson of the department. The chairperson (who is ultimately accountable for the appropriate conduct of departmental promotion and tenure reviews) must look into the matter and provide a response to the designee explaining what action was taken or why action was judged not to be warranted. If you are uncertain about a procedure, please contact either the Executive Associate Dean or the Dean before proceeding. It is vitally important to maintain clear and equitable procedures. Irregularities may create enormous difficulties in cases where the decision is negative, even when all of the evidence supports the negative decision.

CAP meetings are confidential. However strong the temptation may be to inform colleagues or others of CAP deliberations, such action represents a violation of the *Academic Code*. If a faculty member does not support this policy, he or she can work with appropriate legislative bodies, such as the Academic Council, to work for change. If a faculty member is unable or unwilling to act according to this policy, he or she should withdraw from all CAP deliberations. If a faculty member openly states that he or she will continue to violate the *Academic Code* and nonetheless wants to remain a member of CAP, please contact the Dean of the College. If you have unambiguous information concerning a violation, you should write a letter of reprimand to the person and place that letter in the person's file. You may elect to rate the person's service activity as substandard and figure that rating into your next annual salary recommendation. Whether you chose to do this or not, you should inform the Dean immediately of the violation and declaration. Faculty members who violate confidentiality forfeit the privilege of serving on a CAP committee, expose the University to the charge of procedural error, and undermine esprit de corps in the department. All faculty should exercise professional standards and recognize that a breach of confidentiality is a serious violation of professional ethics.

If there are questions about a case that have not been resolved in advance of a meeting, such as to what extent a book integrates material from a dissertation, the vote should be delayed until all questions are answered.

56. EMERITUS

Emeritus status is not automatically given to retiring faculty members. A formal request must be made through the department chairperson or as part of the discussions with the Executive Associate Dean concerning retirement.

It is possible for someone who retires at the rank of Associate Professor to receive the rank of Professor Emerita/us. At present, this must be done on a case-by-case basis. If a chairperson thinks that a member of the faculty deserves this recognition, please make a case to the Executive Associate Dean upon receipt of a request to approve the terms of retirement from that dean.

57. FEEDBACK TO FACULTY

Chairpersons should provide feedback to candidates after renewal, tenure, and promotion decisions whenever such feedback might aid the candidate in his or her development as a scholar, teacher, or citizen of the academy. Consultation with the Dean after the promotion and tenure decisions are finalized should give chairpersons the kind of feedback that might seem appropriate. Moreover, all junior faculty need to receive annual evaluation letters from the chairperson. The evaluation should cover research, teaching, and service. Prior to sending the letter to the junior faculty, chairpersons need to submit a draft to the Executive Associate Dean for review. Once the letter has been approved and sent to the junior faculty, a copy needs to be sent to the Provost's Office.

RENEWALS AND PROMOTIONS FOR SPECIAL PROFESSIONAL AND RESEARCH FACULTY

Special Professional Faculty (SPF) and Research Faculty (RF) are regular faculty members in the College of Arts and Letters. They make vital contributions to the College in a wide range of areas. Their functions include instructional duties, administrative responsibilities, technical or creative obligations, research, and various combinations of these specific tasks. In addition, many make important contributions in service. Since the position of SPF is unique to the University of Notre Dame, we will set out the basic guidelines for SPFs within the College of Arts and Letters. The policies for RF are the same. The following presents the conclusions reached by a committee of eight faculty members and the Executive Associate Dean in Spring 2003. The guidelines were aired before an open forum of special professional faculty in late spring and approved by the College Council in Fall 2004. They have been slightly modified to reflect the requests of the Provost's Office and subsequent developments.

58. THE RANKS

The assistant professional specialist (i.e., assistant SPF) ordinarily should possess at least the master's degree or its equivalent or, in certain fields, the appropriate professional degree or license. The contract period is for one year and is renewable on mutually agreeable terms. Salary is reviewed annually. If the University chooses to terminate the services of the assistant professional specialist at the end of the contract period, the University will give six months' notice of such termination. If the assistant professional specialist elects to terminate services, the University should be given three months' notice.

The associate professional specialist (i.e., associate SPF) should ordinarily possess the qualifications required for appointment as an assistant professional specialist. A minimum of six years of qualifying professional experience, of which at least three are at the rank of assistant professional specialist, will ordinarily be required. The associate professional specialist should have demonstrated outstanding professional ability, growth and maturity, standing among colleagues, and where applicable, salutary influence on students. Those who are promoted normally receive three-year contracts. Individuals who are hired from outside the University of Notre Dame at this rank ordinarily will receive a one-year appointment that is renewable. At the conclusion of their third one-year appointment, they are eligible for a three-year contract. Salary is reviewed annually. If the University should choose to terminate the services of the associate professional specialist at the end of the contract period, the University will give notice no later than October 15 of the third and final year. The position review of the candidate takes place in the second year. If the associate professional specialist elects to terminate services, the University should be given three months' notice, and the end of the notice period should coincide with the end of the contractual period.

The professional specialist (i.e., full SPF) should possess the qualifications required for appointment as an associate professional specialist and ordinarily possess a terminal degree in the discipline or its equivalent, and beyond these should have gained widespread recognition for excellence in the field. Those who are promoted normally receive five-year contracts. Individuals who are hired from outside the University of Notre Dame at this rank normally will receive a one-year appointment that is renewable. At the conclusion of five years of service at Notre Dame, they are eligible for a five-year contract. Salary is reviewed annually. If the University should choose to terminate the services of a professional specialist at the end of the contract period, the University will give notice no later than November 21 of the fifth and final year. The position review of the candidate takes place during the fourth year. If the professional specialist elects to terminate services, the University should be given three months' notice and the end of the notice period should coincide with the end of the contractual period.

SPF may have either a nine-month or a twelve-month contract. The length of the contract depends entirely on their functions. Instructional SPFs, or those whose primary obligation is to teach, have nine-month contracts. All other SPFs have twelve-month contracts. So, for example, SPFs who serve as Directors of Undergraduate Studies or Assistant/Associate Directors of program units are regularly given twelve-month contracts because they are expected to continue their administrative functions during the summer months.

59. RESPONSIBILITIES

The assignment of responsibilities varies widely and is determined on an individual basis. These duties often change over a period of time. Responsibilities should be addressed annually at the time that the department chairperson or unit director evaluates the previous year's performance for a salary recommendation. It is important that there be a mutual understanding about responsibilities. It is assumed that a major part of a SPF's responsibilities will lie in the area of teaching or research. Employees whose responsibilities are exclusively administrative should be staff.

The standard load for those who are principally hired as instructors is the equivalent of a 4:4 course load. The load is calculated on the basis of the workload of teaching-and-research (T&R) faculty who are required to carry a 2:2 load and devote as much time to research as they do to teaching. The 4:4 load may be reduced when administrative or other obligations are assigned. The reduction should be commensurate with the same level of course reduction for T&R faculty who serve in similar capacities.

There are a number of special professional faculty members who have administrative functions. In some instances their principal obligations are administrative; in other cases their responsibilities are more evenly divided between administration and teaching or research. All SPF are expected to teach as part of their position. As noted above, the specific load may vary appreciably; however, SPF are part of the College faculty and are expected to contribute to the instructional mission of the College.

Similarly, all faculty are expected to contribute service to the University. Service is our contribution to the continual growth of the intellectual community we know as a university. It is important for SPFs to participate in the development and governance of their respective departments, the College, and the University.

60. RENEWALS

In the past, there were several different deadlines for submitting reviews for SPF and RF up for contract renewal. We have tried to simplify the process by making one deadline. Packets or reappointment forms for any SPF or RF whose contracts are up for renewal are due October 1, 2007**.** One of the challenging issues with SPF and RF that we don't have to face with T&R faculty is that SPF and RF must be notified six months before their contract expires. This used to be February 21 (when contracts expired August 21). With the shift in contract dates in the 2006-2007 academic year, the deadline moved up to either May 21 or June 30 depending on whether the specific faculty member has a nine-month or a twelve-month contract. If it is the former, the deadline is November 21. If it is the latter, the deadline for notification is December 30. Unlike T&R faculty, they do not have a grace year. The earlier notification date also gives the assistant SPF who is not renewed the opportunity to enter the job market during the academic year. The College strongly encourages departments to conduct reviews of SPF and RF during the Spring semester, well in advance of the Fall deadline because often, departments are also working on T&R renewal and tenure cases in the fall semesters. Departments are welcome to submit their packets to the Dean's Office in the spring or summer so that there is ample time for the College's review of the packets.

The nature of the reviews is also involved. There are two levels of review for SPF and RF: annual reviews and position reviews. An annual review is intended to provide SPF and RF with an indicator of their performance during the year; it is not intended to assess whether they should be offered another contract, although annual reviews will be an important factor in position reviews. Every member of the faculty should receive an annual review by a chairperson or director prior to the setting of the salaries for the following year. This review does not require a packet, but does require a process of evaluation. The process may be informal, although the College strongly urges chairpersons and directors to formalize the process. In the case of SPFs or RFs who have one-year contracts (all assistants and some associates and fulls), a one-page reappointment form is required in order to reappoint the faculty member. Annual reviews are conducted by chairpersons or directors of units. The chairperson or director may consult with a CAP or advisory committee, but is not required to do so.

The position review is intended to determine whether a member of the faculty should be awarded another contract or not and under what terms. It may also serve as an annual review, but is far more comprehensive. It requires consultation and a packet with documentation. This is roughly equivalent to a renewal review for T&R faculty. The Dean's Office has provided a check list to indicate what must be included in the packet (see Appendix E). There are several occasions when a position review is mandatory. The timing varies depending on rank. Assistant SPFs or assistant RFs must have a position review every third year or in any year that there are serious reservations about the performance of the faculty member. If you wonder whether you should renew a SPF or a member of the RF, you must conduct a position review. Associate and full SPFs and Associate or full RFs must have a position review when they are eligible for a long-term contract or when their contract is up for renewal, e.g., in the second year for an associate SPF who has a three-year contract or in the fourth year of a full SPF who has a five-year contract. If a SPF or a member of the RF is housed in a department, the chairperson and the CAP process the renewal. If a SPF or a member of the RF is housed in a unit other than a department, the Director works with the College Committee on Promotions for Associate SPF or Full SPF. Faculty who are receiving a review should be notified in writing. Please refer to Appendix Q for a sample letter of notification.

The rationale for the two levels of review is to avoid requiring departments and other units to conduct full-scale reviews of faculty on one-year contracts every year. This would not serve the SPF or RF well and wastes the time of those who are charged with the review. It should also be noted that reviews for clearly high-performing SPFs and RFs do not need to be overly long. The intention of the review is not to overburden the faculty member or the department but to provide objective information and a fair evaluation. For example, if an instructional SPF has been receiving high TCE scores, has had positive reviews during classroom visits, works with students well on a formal and informal basis, the faculty member does not need to provide the department with a dense teaching portfolio. Rather s/he can be encouraged to submit a sample of materials. Moreover, the letter from the chairperson that is included in the packet can be relatively brief in these straight-forward cases. If, however, an SPF or RF appears to be struggling with his or her responsibilities or there are questions about performance, a more extensive review would be warranted.

The following is a summary of what is required.

Assistant SPF or RF

Contracts

All contracts are one-year contracts.

Renewal/Reappointment

One-page Request for Appointment/Reappointment form every year
Full packet every third year or any time that renewal is in question

Associate SPF or RF

Contracts

Contracts may be one or three years in length (the three-year contract is optional)

Renewal/Reappointment

One-year contracts:

One-page Request for Appointment/Reappointment form every year

Full packet every three years

Three-year contracts (full packet produced in the spring of the second year).

Full SPF or RF

Contracts

Contracts may be one, three, or five years in length (the three and five-year contracts are optional)

Renewal/Reappointment

One-year contracts

One-page Request for Appointment/Reappointment form every year

Full packet every five years

Three-year contracts (full packet produced in the spring of the second year

Five-year contracts (full packet produced in the spring of the fourth year)

61. PROMOTION STANDARDS

The promotion of SPF faculty is based on excellence in performance. Unlike teaching-and-research (T&R) faculty who have fixed time allotments for their probationary period, SPF faculty have no time restrictions on their respective ranks. A denial of promotion does not automatically limit the term of service for an assistant SPF or RF. While there are some minimum service time requirements that are ordinarily required before a SPF or RF is eligible for promotion to the rank of associate SPF or RF, there are no maximum time limits for that rank just as there are not for associate professors in the T&R category.

Evaluations of SPF are often complex since they involve unusual combinations of responsibilities. The following represent general standards based on the areas of responsibility. It is understood that most SPF will need to address several of these areas.

Standards for the Evaluation of Teaching. SPF who have instructional obligations are required to demonstrate pedagogical excellence. This must be evident in the supportive material that the candidate submits, the student evaluations, and the peer evaluations. We recommend that candidates for promotion submit a teaching portfolio to the CAP for their evaluation. We expect a level of pedagogical excellence to emerge from all of these materials in three areas: evidence that the learning objectives of the course are being met, current and relevant course materials, and student satisfaction with the quality of instruction. It is also imperative that a candidate for promotion demonstrate professional development since the date of hire or the last promotion.

If a SPF's principal responsibility is instruction, it is important to realize that the demonstration of excellence cannot be ambiguous since teaching effectiveness will be the basis for the promotion. Teaching at average levels is not a basis for promotion; the quality must be excellent. Substandard teaching in a position that is devoted to teaching will not qualify an individual for renewal.

Standards for the Evaluation of Administration. SPF who have administrative responsibilities are routinely evaluated by the heads of their units. Promotion requires demonstrated excellence of service to the constituencies served, whether students, staff, faculty, or administrators. This should be demonstrable in levels of efficiency and responsiveness, the evaluation and revision of current procedures and policies, and the expansion of responsibilities.

Standards for the Evaluation of Research and Creative Accomplishments. The evaluation of research and creative accomplishment for SPF or RF who have this as part of their obligation is the same as it is for T&R faculty. The evaluation is determined by the standards of the relevant discipline. SPF or RF who apply for promotion to full SPF must demonstrate widespread recognition for excellence in the field through publications, performances, gallery showings, or designs. The venues of publication include scholarly monographs, articles in refereed journals, edited volumes, book chapters, translations, and other publications. The venues for creative work include exhibitions, performances, and screenings in regional, national, or international galleries, festivals, or theatres. The criteria are the same for both research and creative work: the work must represent an advancement of the discipline and the advance must be recognized in the discipline as a whole, not simply at the University of Notre Dame or the region.

Standards for the Evaluation of Technical Work. SPF or RF who provide technical support in scientific or creative areas are routinely evaluated by the director of their unit or chairperson. Promotion requires superior not satisfactory performance. Excellence must be demonstrable through the increased efficiency of the unit, in the expansion of services provided by the unit, in a series of evaluations that document exceptional quality of work, or in advances in technology made by the faculty member. In creative areas, superior performance must be demonstrable through a series of evaluations that document the exceptional quality of the work or in advances in the technology of the field made by the faculty member.

Standards for the Evaluation of Service. All faculty are expected to contribute to the development of their unit, the College, and the University. This contribution may include a wide range of services from departmental committee work to community-focused projects for students. It is important that specific contributions are identifiable and advance the unit the faculty member serves.

62. PROMOTION PROCEDURES

Those who are eligible for promotion should speak with the chairperson of their department, the director of their unit or program, or the administrator to whom they report about potential promotions. It is the right of a member of the faculty to request consideration for promotion and to go through the promotion evaluation when they have met the criteria; however, it is only advisable to do so when the immediate supervisor concurs. If someone requests consideration and a negative decision is reached, the chairperson/director/administrator and relevant CAP may deny a request in the subsequent year unless the candidate can present evidence of significant development.

SPF faculty have appointments in two different types of academic units: departments that have chairpersons and CAP committees, and other units that have directors but do not have a CAP committee. The process of promotion depends on which of these two types of units the faculty member under consideration has an appointment.

Special professional faculty or research faculty who are members of a department are considered for reappointment and promotion by the CAP committee and chairperson of their department. They are subject to the promotion policies of their departments that are outlined in the department's CAP Policy. We strongly recommend that in departments where there are associate or full SPF or RF, the CAP committee invite one of the senior SPF or RF to serve as a consultant when the promotion case of a SPF or RF is under consideration. While the SPF or RF consultant will not have voting rights on the CAP committee, it is important to include someone from a peer rank during the deliberations.

SPF or RF who have appointments in units that do not have CAP committees will be evaluated for reappointment by the director of the unit. They are subject to the policies of their unit and the special policies of the College for SPF. Promotion cases from assistant to associate SPF or associate RF and renewals of associate SPF or RF with three-year contracts will be handled by the College of Arts and Letters Committee on Promotions for Associate Special Professional Faculty. This committee consists of five elected members: one special professional faculty member from each of the three divisions in the College (the Arts, the Humanities, and the Social Sciences) and two at-large T&R faculty. Only associate and full professional specialists and tenured T&R faculty are eligible to serve. The director/head of the faculty member's unit under consideration serves as an *ex officio* member of the Committee. The Committee is elected by the SPF faculty of the College to serve three-year terms. The election will be held at the same time of the year that other elections in the College are conducted. The terms will be staggered so that there is a degree of continuity. Faculty are eligible to be re-elected once before rotating off of the Committee. The Committee members will elect a chair at their first meeting of each year.

Promotion cases from associate to full SPF or RF will be handled by the College of Arts and Letters Committee on Promotions for Full Special Professional Faculty. This committee consists of three members: two full special professional faculty members and one T&R professor. These are to be drawn from the Committee on Promotions for Associate Special Professional Faculty when possible. In instances where there are not two full professional specialists and one full professor from the T&R ranks, the Associate Dean of the Faculty, in consultation with the Committee on Promotions for Associate Special Professional Faculty, will appoint the required number of full professors. The director/head of the faculty member's unit under consideration serves as an *ex officio* member of the Committee, which is convened on an *ad hoc* basis. It will elect its own chair at the first meeting of its deliberations on a case or cases.

The CAP or College committee is responsible for writing the relevant evaluations required of a promotion case. In the event that research/creativity is one of the areas of responsibility, it may be necessary to ask another member of the faculty who has expertise in the same field to write a report.

In all review cases, the recommendations of the chairperson and CAP committee or the relevant College promotion committee are forwarded to the Dean's Office. The Executive Associate Dean of Faculty (or the Dean) makes an independent recommendation. When the Executive Associate Dean of Faculty (or Dean) anticipates a disagreement with the department or the College committee's recommendation, the Executive Associate Dean of Faculty or the Dean will meet with the relevant unit to discuss the case. The case then proceeds to the Provost's Office. The Provost forwards the packet to a subcommittee of the Provost's Advisory Committee (PAC) that considers SPF promotions. This subcommittee weighs the case in much the same way that PAC weighs T&R cases. The case proceeds from the Provost's Office to the President who makes the final decision. There is thus an analogy between the procedure for SPF faculty and T&R faculty.

63. MENTORING

Notre Dame is in an unusual position: our overall institutional ranking is higher than our ranking for academic reputation. Here we must continue to strengthen the support system for research and make differential decisions that recognize progress in scholarship. Further, we must make outstanding hires and reward our strongest teacher-scholars. The Institute for Scholarship in the Liberal Arts (ISLA) has been and continues to be a splendid resource for faculty development; however, the most important mentoring comes from within departments.

There are a number of definitions of a mentor. Most definitions of a mentor state that a mentor should "provide support, information, background, and encouragement, and (be) available to discuss any aspect" of the job requirements. Some also include an element of psychosocial support in their definition. At least two specific types of mentoring can also be identified**:** instructional mentoring involves helping faculty gain information, for example, on the quality of journals and academic presses and on appropriate grant agencies for a given project; facilitative mentoring is more hands-on and involves giving detailed feedback. A facilitative mentor asks such questions as, "What can I do to help you move your book along?" or "Let's brainstorm on what might make your tenure case stronger two years from now, and then we can focus on what is most realistic?" Facilitative mentoring can also be evident in teaching, when visits are done over a series of semesters and a series of types of courses and not crowded into the fall of years three and six.

Full professors are generally in less need of mentoring than assistant and associate professors, although every faculty member, including every administrator, benefits from constructive feedback on issues both large and small. Chairpersons should not underestimate the importance of mentoring for senior faculty, especially those who have not received any feedback in a number of years. Junior faculty members are in most departments being given support and advice, although this could be improved in some cases and should be a major concern of chairpersons and their designates.

There are a variety of opinions about who should serve as a mentor. For example, many feel that the mentor-mentee pair should be in the same area of specialty so that the mentor is knowledgeable about the specific disciplinary standards and current work in the field. Others, however, have argued that the pair should not be in the same area of specialty, particularly if there are concerns about possible rivalries, competition for resources, or other issues that could interfere with providing a supportive mentoring relationship. There is also some debate about whether mentors should be assigned to mentees in a more formalized manner. A formalized system not only ensures that all new faculty members will have a mentor and not "fall through the cracks," but ensures that the person who is assigning a mentor to a mentee would likely have some specific criteria for creating the right match. Some argue, however, that mentors should not be assigned mentees but that they should "find each other" based on mutual and perhaps more natural criteria. Others have also argued that one mentor may not be able to meet all of the mentee's needs (e.g., knowledge in a particular scholarly area versus pedagogical expertise). Thus, it might be beneficial to involve more than one mentor for any given new faculty member. And in some cases, mentors might be found outside of one's department, particularly if departments are small.

In many ways, all senior faculty should naturally serve as mentors in varying degrees. This is one way in which faculty can measure whether they have an impact on their discipline and their junior colleagues. Mentoring is, however, one of a chairperson's most significant responsibilities. If granting tenure is one of our most important decisions, mentoring is one of our most important obligations. Even though much of mentoring is informal, it would nonetheless be wise to formalize the practice. Aspects of this are policy. Chairpersons are required to send annual letters of review to probationary faculty. This requirement began in the 2005-2006 academic year. Chairpersons are now also required to run a draft of their letter past the Executive Associate Dean for comments and suggestions and send final copies to the Provost's Office for the faculty personnel files. The letters should be encouraging in tone, but provide clear advice. It is important to remember that these are not letters of evaluation, but letters that are intended to help faculty move successfully toward tenure. Chairpersons should also take a leading role in the promotion of teaching within their department. The chairperson need not, and probably should not, conduct all of the teaching reviews. The chairperson should, however, facilitate this. Peer review of teaching should take place at regular interviews and be undertaken for a variety of courses of differing levels; it should not be concentrated into a few weeks during years three and six. In sum, chairpersons should make mentoring one of their priorities.

For mentoring to be successful, it is crucial that mentor-mentee pairs are able to communicate easily and develop a rapport so that the new faculty member can ask candid questions from his or her mentor. It is also important that the senior faculty member who is serving as the mentor is knowledgeable about the discipline, the needs of the faculty member, and the expectations of the university. It is also important to consider gender and race when selecting a mentor; some studies show that women and minorities sometimes feel excluded from informal and interpersonal means of professional development (Sands, Parson, & Duane, 1991). Some have also argued, however, that gender and race should not be primary characteristics for selecting a mentor, though gender and race can influence the rapport between the mentor and the mentee. In some cases, it may be helpful to select an additional mentor from outside the department or even the University if junior colleagues, particularly women and those of color, feel that diversity is more limited in their own department. Thus senior faculty members might be better suited as mentors than others for a variety of reasons.

In some departments in Arts and Letters, the chairperson serves as the designated mentor. In these cases, the chairpersons feel that because they are responsible for evaluating and providing feedback to faculty, they are best suited to provide suggestions, guidance, and overall mentoring to their junior colleagues. They can also ensure that the mentoring is consistent across faculty in the department. One challenge with this arrangement, however, is that the line between mentoring and evaluating can be blurred. A new faculty member may feel less comfortable asking candid questions from someone who is also evaluating them.

One way to expand the role of mentoring is to involve the CAP. It is a good idea for CAPs to meet at regular intervals (besides the third and sixth year) to review candidates' materials and offer advice. Ideally, each CAP would conduct reviews of non-tenured faculty members annually (see below under Communicating the Review). The challenge described above for chairpersons can be analogously present if a member of CAP, who is also involved in the evaluation process, is serving as a mentor. Thus, if possible, the mentor might be a senior colleague who is not heavily involved in the evaluation of their junior colleague.

Regardless of who serves as the mentor (e.g., chairperson, an assigned senior colleague, someone the new faculty member finds him or herself, or several faculty members), mentors should engage in a number of initiatives described below.

Establish an effective relationship from the beginning. The mentor should facilitate a relationship by meeting with the new faculty member. One study, for example, showed that mentoring was perceived to be more successful when the mentor initiated the relationship. Ideally, mentors should be assigned prior to the arrival of new faculty members so that they have a designated person to whom they can ask questions prior to coming to campus. Initially, it makes sense for meetings between the mentor and mentee to take place more frequently (e.g., once a month) when the faculty member is just starting. As the mentee matures, the need for as many interactions will probably decrease, though meetings should still occur several times throughout the year.

Explain the criteria for achieving tenure and promotion. Information should be available in written form that comes from the department's CAP document. But the mentor can also help explain the information in more detail and tailor it to the new faculty member's circumstances. There should be some discussion about teaching expectations (formal and informal), research productivity (publication venues, publication rate, grants and fellowships, etc.), service, and the allocation of time to all three of these areas. Sometimes new faculty members benefit from receiving help with creating timelines for completing specific projects. It is important that the mentor also have accurate information about expectations for tenure and promotion because standards can change over time Thus, mentors, chairpersons, and members of CAP should make sure that the expectations for and information about tenure and promotion are consistently presented to new faculty.

Advise the mentee about documents and materials s/he should gather that will eventually be presented to the departmental CAP for evaluation at the time of renewal and promotion. The mentor can review CVs, syllabi, teaching portfolios, and other materials. They may also make classroom visits and provide the mentee with feedback about teaching. Moreover, the mentor should review materials on a regular basis, and not wait until the time of renewal or tenure.

Help the faculty member find resources such as the Kaneb Center for guidance with teaching; the Institute for Scholarship in the Liberal Arts for help with identifying potential external funding sources and writing grant proposals; and the Dean's Office (i.e., the Executive Associate Dean) for issues related to policies, procedures, or simply as a source of additional mentoring. The mentor can also serve as a source of information regarding University and College policies. The mentor may also help the mentee identify colleagues who could review manuscripts prior to submission for publication review, particularly if the mentor is not in the same field as the mentee. The mentor can also serve as a sounding board if there are any problems. The mentor can help think through problems with the new faculty member and serve as an advocate if necessary.

Help the faculty member network with colleagues inside and outside the department. If they are in the same field, the mentor can also help the mentee meet colleagues in the discipline outside of the University.

Mentor and Chairperson/CAP should have consistent communication. The mentor should be made aware of any concerns that the department has for the mentee so that the mentor is better able to advise the mentee about professional issues. The mentor should also review mentoring activities with the chairperson. If for some reason the mentoring relationship is not going as smoothly as desired, a change should be made.

Special attention should be given to associate professors of long standing. They fall into different groups. Some associate professors will want to move forward toward promotion, and we need to assist them in their development in this direction. Ideally, people should move through the associate professor rank almost as quickly as they move through the assistant professor rank. The Executive Associate Dean has made a point of meeting with associate professors individually to encourage them to make progress towards promotion to full. Please do not hesitate to confer with the Executive Associate Dean to help your associate professors. Another group will remain associate professors for a long period of time, but will continue to provide valuable contributions. We need to see, first, that they are being sufficiently utilized now that we are becoming more of a research university, and second, that they are being rewarded for extra expectations we may place upon them in teaching or service (see below).

Ideally, we should continue to mentor faculty who have just been promoted from assistant to the associate level. Interestingly, tenure not only brings positive feelings of satisfaction and relief, it can also bring some unanticipated negative feelings. The *Chronicle of Higher Education* has published several articles on newly tenured faculty, identifying issues such as "Post-Tenure Depression," in which faculty can temporarily lose sight of their recent accomplishments and feel a loss of drive. This is an important time, however, for faculty to evaluate the next phase of their professional life and to set goals and time-lines for future projects. Newly tenured faculty might also feel a sense of satisfaction in mentoring new junior colleagues, but at the same time, they can continue to benefit from support, advice, and encouragement from senior colleagues.

The College has some practices in place to assist associate professors, including a dinner celebrating new associates, biennial fora on promotion from associate to professor, and a special leave for faculty in rank over multiple years. In addition, ISLA offers "Career Enhancement Grants for Tenured Faculty" designed to enable faculty to attend formal workshops or seminars that will help them retool or reinvigorate their research (see: http://isla.nd.edu/internal/awards/cegtf). Departments are encouraged to think of other ways in which to mentor and support associate professors.

As we attempt to create greater diversity in our shared governance, we must also be mindful of overburdening women faculty members and faculty members from traditionally under-represented groups. This problem will lessen as we add more diversity to our faculty. For the present, all in leadership positions need to make sure that we do not unfairly burden a few with too many committee assignments.

64. ANNUAL FACULTY PERFORMANCE EVALUATIONS

Each chairperson should have procedures for the collection of materials and guidelines for annual reviews of faculty that will permit them to mentor faculty members for the future, help them to reach their fullest potential, and ensure accountability with regard to salary recommendations based on performance to date. A chairperson may do this alone or in consultation with the CAP or a designated *ad hoc* committee. In the latter cases, the CAP or the *ad hoc* committee may assist the chairperson in the development of evaluation policies and procedures and provide a ranking of the performance of the faculty member; however, the CAP or *ad hoc* committee may not make salary recommendations. This is the sole responsibility of the chairperson.

65. PRINCIPLES FOR THE REVIEW

The chairperson should inform candidates in a timely fashion when the annual review will take place and give them a list of materials that they should submit. Because the annual budgetary procedures, which include submissions of salary adjustments, occur at Notre Dame in the early months of the new calendar year, it makes sense to evaluate faculty members based on the previous calendar year rather than the current academic year. This means that chairpersons will need to review their faculty in January for the last calendar year.

It is vitally important to be transparent about what materials are important and what materials will be reviewed for purposes of faculty development and evaluation. Faculty will form independent assessments of their performance based on the principles that the chairperson outlines. The principles need to be clear, communicated unambiguously, and followed scrupulously.

The College recommends that the chairperson solicit an annual activity report that includes information on faculty activity in teaching, research, and service. An activity report, as opposed to an updated C.V., which may serve several other and independent purposes, gives insight into recent accomplishments and concerns. Chairpersons should review supporting documents, such as course syllabi, student evaluations of teaching, peer reviews of teaching, publications, and published reviews; additional materials might include information concerning curricular development and enhancement, the formal record of advising and placement of students, and the informal record of mentoring.

Chairpersons should also, of course, require an updated C.V. annually. Every member of the faculty is required to submit one to the Dean's Office by January 17. Please keep a current copy in the departmental file as well.

All three areas of the profession (teaching, research, and service) should be considered in annual reviews, with appropriate weights assigned to each area. These weights should be determined by departments or department chairpersons and will differ for individual faculty members depending on their teaching responsibilities and service obligations. A generic recommendation for tenured faculty might be 40% for teaching, 40% for research, and 20% for service. However, a chairperson or the department may want to make different choices. Psychology currently sets its default formula at 30% teaching, 50% research, and 20% service but permits faculty members to adjust each category by up to 10%. For example, one faculty member might choose weights of 30% teaching, 40% research, and 30% service; another might opt for 20% teaching, 60% research, and 20% service. As long as a faculty member is teaching four courses annually, it is not advisable to let teaching count for less than 30%. A generic recommendation for non-tenured faculty might be 45% for teaching, 45% for research, and 10% for service. Service could go as low as 5%, but it should always be a factor. It is important to take the specific circumstances of a faculty member into account when weighing responsibilities. For example, if a faculty member was on leave during the spring semester and then taught two courses in the fall, the weights for a tenured faculty member should be something like 20% for teaching, 70% for research, and 10% for service. This adjusts the diminished teaching and service obligations and places them in research where the faculty member spent his or her time. Similarly, individuals who receive course reductions for administrative service should transfer the percentage of time for the course reduction to service, e.g., a DGS with a two-course reduction for a large program should have percentages that run something like this: 20% teaching, 40% research, and 40% service.

In the case of professional specialists (SPFs) whose primary obligation is teaching, the ratios will differ dramatically. Teaching should receive the greatest weight, up to 80% or more, with the remainder usually assigned to service or professional development. In the case of other SPFs who have multiple obligations, the ratios must be worked out at the time of hire or in the preceding year's annual evaluation.

Regarding the teaching component, chairpersons may want to review quantitative TCEs, peer visitation reports, and materials submitted by the instructor (syllabi, narrative TCEs, student work, etc.), or they may choose to look at only a selection of these materials.

When evaluating research, chairpersons may want to review both published work and work in progress, or they may choose to review only published work. Reader reports, when submitted, and published book reviews, when available, may also be consulted. It is important to devise strategies to take account of long-term, multi-year projects and to avoid encouraging faculty members to publish work annually simply in order to meet expectations. Chairpersons can employ at least two strategies to recognize such work. First, a chairperson can invite faculty members to submit work in progress. Such submissions can be noted in the chairperson's annual record of evaluation or letters to faculty members. One expects to see progress and eventually completion of such projects, but each year the work in progress can be part of the overall evaluation of the faculty member's research. Second, a chairperson can recognize the publication of books and other long-term projects over more than a one-year period, i.e., he or she can formally recognize the publication of a book or monograph over a two-year period (the year of publication and the previous year) as well as in the following years insofar as book reviews of the faculty member's work continue to play a role in evaluations of scholarly merit. Obviously, appropriate adjustments would also need to be made for the arts and for the social sciences, where longitudinal studies occur. As in all other areas, quality is more important than quantity, though without a certain quantity one cannot judge quality.

The review of service should normally include department, College, University, and professional service as well as, where appropriate, outreach to the community. The College Guidelines should play a role in a chairperson's evaluation of a faculty member's contributions to service. If faculty fail to reflect professional standards or to support the department, this must play a role in salary recommendations. Service does count and should be a factor in salary recommendations.

Faculty on leave, for part or all of an academic year, should be judged without prejudice for being on leave. However, faculty members on leave who wish to be considered for a merit increase must submit the same materials requested of other faculty members. As noted above, service and teaching percentages should be appropriately reduced and percentages and expectations for research raised.

66. Communicating the Review

Chairpersons need to establish a set schedule when they meet with the faculty or communicate the review to them. While this is a significant challenge for chairpersons of the largest departments, it is an important task, and in some cases it can be partially delegated or shared among an executive committee or among CAP members. Chairpersons may wish to communicate with faculty members either before making salary recommendations or after the salary budgets have been set. There are pros and cons to each time schedule. In the case of the former, the faculty have an opportunity to respond before decisions are final. A conversation between a chairperson and a faculty person may clarify some aspects of a faculty person's performance. In the case of the latter, it might be wise to wait until salary notifications have been mailed. This permits the chairperson to explain the rationale for the salary adjustment. If a chairperson elects to use the latter system, it is imperative to have the final figures for the letter to the faculty member. Whichever system a chairperson decides to use, feedback to faculty members about their performance along with principles of accountability and candid assessment of development are more important than salary recommendations themselves.

It is unacceptable to fail to provide regular feedback to faculty; this is an egregious violation of expectations and undermines the capacity of the chairperson to advance the faculty.

Ideally, these meeting should take place annually. This may not be possible in large departments. In such cases, it is important to set up a review system. Junior faculty, however, must now be reviewed annually and receive a formal letter from the chairperson. Draft letters should be submitted to the Executive Associate Dean in the Spring for review prior to sending the letter to the junior faculty members. Beginning in 2006-2007, the Provost's Office also requires copies of these letters for inclusion in the faculty personnel files, although it should be noted that the annual evaluation letters will not be part of reappointment, tenure, or promotion files.

Tenured faculty should be reviewed at least every three years. Certainly this is the case for associate professors. It might be possible to lengthen the cycle for full professors and endowed chairpersons, but even mature faculty with standing in their disciplines can profit from careful and thoughtful reviews. The exception to this is the case of a faculty member who has performed below standards. In such cases a chairperson should provide a written evaluation. It is not adequate to draw attention to deficiencies, the chairperson should also try to articulate strategies for improvement and offer whatever assistance possible.

The issue of oral versus written feedback is complex. On the one hand, oral communication may offer a chairperson the opportunity to think out loud together with a colleague and may permit the chairperson to be a greater mentor and problem-solver. It may also seem less formal, which could be appealing to some colleagues. In a conversation, you need not worry about precise, written formulations for every issue that invites reciprocal dialogue. Oral communication may also allow the chairperson to interpret a colleague's reactions and adjust the rhetoric accordingly. In addition, it is more conducive to a welcome give-and-take. On the other hand, oral feedback may not be as precise as a well-considered written evaluation, which has the further advantage of allowing a chairperson to offer supporting evidence. Written feedback also provides the faculty with more time to reflect on the comments. In addition, written communication gives a better record of performance over the years, especially when problems have surfaced. It also permits a chairperson to say things that might be more difficult to say in person, but can be formulated precisely with appropriate nuances on paper. Another possibility is a combination of the two. The chairperson might draft a letter based on the review that he or she can use as a basis for the opening comments. Following the discussion with the faculty member, the chairperson can revise the letter.

The spirit of all reviews should be constructive and candid. They should address areas that need improvement if the candidate is to make acceptable progress. These discussions should also be reciprocal and not just one-way. Beyond providing guidance to faculty members, such reviews also afford faculty members the opportunity to express concerns about their progress to date and to suggest ways in which the chairperson, colleagues, and the University can assist probationary faculty members in achieving departmental goals and University standards. The conversations can also be used as collective efforts at thinking through areas of concern.

The review could be by the chairperson or a committee, just as the principles could be formulated by the chairperson or a committee. There are advantages to each process. A collective review benefits from a range of perspectives, and it unburdens the chairperson slightly (although even when the CAP or a special *ad hoc* committee assigns ratings, the chairperson still makes the salary recommendations). A collective review also has disadvantages, as it can, in some cases, become political, and it increases the collective departmental workload. It may also be important to consider contingent factors, such as the rank and scholarly position of the chairperson, the size of the department, and its traditions. In cases where the CAP is not involved in the review of all faculty members, the CAP should nonetheless contribute to the chairperson's annual evaluation of junior faculty**.**

The most important point here is that all of us are reviewed, so that we can guide one another toward improvement. The performance review also allows the chairperson to recognize extraordinary performance. We owe one another an honest assessment of our contributions, recommendations about how we can improve, and congratulations for the many contributions made during the course of the academic year.

67. SALARY RECOMMENDATIONS

The issue of merit-based increases has been a point of lively discussion in the College. In Fall 2002, the Dean appointed a committee to study salary policies and make recommendations. The committee's work lasted through the 2002-2003 and 2003-2004 academic years. A copy of the report is attached in Appendix N. The College has followed the recommended procedures beginning the year before the report was released.

Chairpersons should base their recommendations on evaluations of faculty members. Even if a committee or the CAP is involved in the annual review, only a chairperson may make salary recommendations. Chairpersons need to have a rational system in place that will allow them to make recommendations based on the reviews. Below are some suggestions for such a system, and at a meeting of chairpersons and deans this year we will discuss, perhaps with a panel of chairpersons, some issues related to this model and other strategies for assessing faculty contributions.

One sample strategy would be to assign to each area–teaching, research, and service–an appropriate percentage (e.g., 40%, 40%, and 20%, respectively) and then to develop for each area an appropriate rating on a scale, which might include such categories as superior, excellent, very good, standard (good), substandard, and unacceptable. These, too, might be given corresponding numbers. It is useful to develop a system that provides a check on general impressions. Prepare a list of the faculty with columns for each of the three areas of responsibility: teaching, research, and service. You might ask your administrative assistant to put together an excel chart with each faculty member's name and columns as outlined below, which will allow you to make automatic calculations. Upon request, the Assistant to the Dean could send a model to your administrative assistant. One column would have a place for the appropriate percentages for teaching, research, and service, another would have the specific score, and the third would have the result or the weighted score. The chart can be set up, so that you can not only automatically multiply the percentage by the rating, but also add the different weighted scores for a final figure. Once you have established the final figures, you will find that faculty cluster at various points along a scale. Those numerical clusters will help you offer to the deans a more disciplined overall evaluation instead of simply eye-balling faculty work by glancing at a C.V. and the TCEs.

To go into slightly more detail, you would begin by listing the assigned weights for all faculty, e.g., teaching, research, and service at 40%, 40%, 20% or 45%, 45%, 10%. Make sure that the percentages are correct. For example, a DUS with a two-course reduction might be evaluated by 20%, 40%, 40%. A tenured faculty member on leave for one of the semesters under consideration might be evaluated on a 20%, 70%, 10% basis. A long-term associate professor who teaches an extra course in lieu of research might have be evaluated by 60%, 20%, 20%. Assign a numerical value to each of the six categories above for the performance of each faculty in the three areas (superior=5, excellent=4, very good=3, standard=2, substandard=1, and unacceptable=0). You may wish to work through each area separately rather than to work through the list by faculty. This will give the chairperson a clearer lens for making comparative judgments about performance in each area. Multiply the number of the score by the percentage of the weight of that area for each individual faculty member. The factor that you use to multiply is the percentage that you have assigned: 40%=.4, 20%=.2, etc. Remember that the total of the factors by which you multiply must add up to 1, e.g., .4 + .4 + .2=1, .45 + .45 + .1=1, .4 + .2 + .4=1, or .7 + .2 + .1=1. Once you have multiplied the numbers, add the total for all three and list the faculty in a descending order on a scale of 5 to 0. It is a good idea to do this solely by the numbers at first. Once you have established your list, work through it carefully and ask if there are any surprises. Work through any surprises to make sure that the evaluation has been fair and impartial.

Here is an example of the exercise. If we take the four scenarios above, we would have the following. Remember %=percentage of the weight in the evaluation, S=score, and WS=weighted score. For the sake of the evaluation, we will use different scores since faculty will likely score differently.

Faculty	Research			Teaching			Service			Total
	%	S	WS	%	S	WS	%	S	WS	
Full Prof	40%	3	1.2	40%	2	.8	20%	4	.8	2.8
Assist Prof	45%	4	1.8	45%	3	1.35	10%	2	.2	4.2
DUS	40%	4	1.6	20%	5	1	40%	5	2	4.6
Faculty on leave	70%	5	3.5	20%	2	.4	10%	2	.2	4.1
Long-term Assoc	20%	1	.2	60%	4	2.4	20%	3	.6	3.2

This simple exercise permits chairpersons to check their general evaluations.

Some faculty might object that this is too mathematical and does not permit the chairperson to use enough judgment. However, qualitative aspects come into play in several areas. First, the CAP and/or the chairperson must give a qualitative judgment for each score. It is not possible to calculate research, teaching, or service on a strictly quantitative basis. There must be clear criteria, but ultimately value judgments must be made. This is where the importance of a chairperson's judgment becomes critical**.** It is very important, for example, that the evaluation of research take into account not simply the number of publications, but the venue, the quality, and the impact of the work. Similarly, a teaching evaluation should include, but should not be restricted to, TCEs; other factors should be assessed, such as willingness to teach a variety of courses, quality of learning goals, evidence of student learning, curricular innovation, level of mentoring, and so forth. In service, too, the quality of a faculty member's contributions may be more important than the number of committees. Second, once the faculty are ranked in a final tally, the chairperson should work back through the list and ask whether the quantitative scores align with her or his intuitive assessments of the performances of the faculty for a given year.

Without any rigor, chairpersons have run into two difficulties: first, they have been unable to articulate or defend sufficiently well their differential judgments to the deans, and yet they have been making differential judgments; second, they tend, depending on their own personal preferences, to overweight teaching, research, or service. As a result, one area tends to receive a disproportionate share of the evaluation. Service, for example, sometimes drops out of sight, and the faculty member who is strong in all three areas becomes eclipsed by a stronger teacher and a weak researcher and citizen or by a stronger researcher who is a weak teacher and citizen. The quantitative scores are intended to serve as a check for the often unfocused judgments that chairpersons form in general. It is important to guard against imprecise thinking as well as against personal bias that is either favorable or negative. It is also important to evaluate faculty individually and to take into account their specific circumstances for the year. This will help a chairperson to make equitable evaluations and to provide the chairperson with a rational basis for explaining to a faculty member why he or she has received a given raise.

A further check on any numerical dimensions of the evaluation is that while a more focused review helps differentiate faculty for their annual contributions, we also ask chairpersons to assess overall contributions against current salary. While this also requires evaluation, it tends to be more intuitive than numerical.

In keeping with the recommendations of the Committee on Salary Policy, apply the standard increase to faculty members meeting the high expectations appropriate to Notre Dame as an international teaching-and-research university. Apply no increase or a less-than-standard increase to any faculty member who is not meeting expectations. Prepare for the Dean and the Executive Associate Dean a ranked list of faculty members who have earned consideration for additional adjustments. Additional funding is reserved at the decanal level for three purposes: first, for promotions; second, for persons who have performed in truly distinctive ways during the past year (adjustments for extraordinary performance); and third, for persons whose salaries over time have not kept pace with their performance (equity/excellence adjustments). Chairpersons should ask the question: Are there faculty members in the department who, independently of their performance in the most recent year, have performed over time in ways that have outstripped where they are in terms of salary equity? In recent years some chairpersons have either made no requests or formulated relatively *ad hoc* and unconvincing requests. The Dean, the Executive Associate Dean, and the Provost depend heavily on the material submitted by chairpersons. It is critical that chairpersons present clear and convincing recommendations.

In addition to these recommendations, ideally a chairperson will submit a ranked list of her or his faculty. The list can be absolute, as above, or it may contain groupings.

68. THE PROCESS

Once a chairperson has submitted the salary recommendations, a meeting will be scheduled with the Dean and Associate Dean of the Faculty. If a chairperson fails to submit salary recommendations, the meeting will be cancelled. It is not possible to have a meaningful exchange about salaries without adequate information that all parties have in advance. The Executive Associate Dean will review all faculty C.V.s independently prior to the meeting. The meeting will afford the deans the opportunity to ask questions, and it gives chairpersons the opportunity to contextualize some of the recommendations.

Following the meetings with department chairpersons, the Dean will work through the budget and set the salaries. The Dean then asks the Executive Associate Dean to go through the salaries and to make recommendations. At a final meeting, the two deans go through the full list of salaries twice: once to consider the recommendations of the Executive Associate Dean and once to compare the salaries to a series of charts that measure equity concerns along gender lines and across salaries within units.

The budget is then submitted to the Provost. The Dean meets with the Provost and goes through the salary list again. When it is approved and finalized by the Provost, it is returned. The Director of Finance and Operations contacts department chairpersons when the department budget is ready for their signatures.

69. Salary Appeals

If faculty members are unhappy with the raise that they receive, they may appeal to the department chairperson. In the case of formal salary appeals rather than informal inquiries, the faculty member should present the case to the chairperson in writing. If the chairperson finds the complaint well-grounded, he or she should forward the original request to the Executive Associate Dean along with his or her own comments in writing. If the chairperson finds the complaint ungrounded, he or she should respond to the faculty member in writing (it may be a good idea to review the salary appeal letter and the written response in advance with the Executive Associate Dean). The evaluation of any appeal should take into account all three areas of the profession: teaching, research/scholarship, and service. Please inform the faculty member that the next avenue of appeal is the Executive Associate Dean. If the chairperson knows that an appeal will be made, please send copies of the original appeal and your response to the Dean’s Office. The Executive Associate Dean will consider an appeal only if the chairperson has responded first. All appeals that reach the Executive Associate Dean will be reviewed by the Dean as well.

Appeals in the past have most commonly resulted in one of two kinds of decisions. In many cases no salary adjustment has been made, but the appeal and the subsequent conversations have resulted in greater clarity. The evaluation of the faculty member's performance has become clearer, and the faculty member has better understood the ways in which performance is recognized. In addition, expectations for the future typically become clearer. Another common result is the willingness of the chairperson and the Dean to continue to review the faculty member's performance over time and to weigh the possibility of excellence/equity adjustments in the future. It is quite uncommon to make an immediate adjustment in salary.

Because individual salaries are not public, any faculty review of an appeal can be complicated, whereas the chairperson has access to all departmental salaries, and the Executive Associate Dean and the Dean have access to multiple charts of all College salaries that allow them to identify unusually low salaries in the light of performance and to seek to make adjustments in advance of any appeals. The better chairpersons perform in reviewing colleagues and the better they are at articulating their colleagues' strengths and weaknesses, the more likely it is that over time performance and salary will converge.

70. Cultivating Teaching and Research in the Faculty

As a residential liberal arts college and a dynamic research university, Notre Dame sometimes wrestles with the tension between teaching and research. Ideally, these two spheres overlap. The best researchers are frequently the best teachers. In fact, one may question whether it is possible to teach critical thinking skills at the university level if the pedagogue is not involved in advancing the discipline that he or she is teaching. However, the danger arises that one pole will be stressed at the expense of the other, that as we move forward with more ambitious goals in research, we may lose our heritage as a great teaching college.

There are at least four overlapping strategies to avoid such a problem. First, we should consistently articulate the intersections of teaching and research and the University's commitment to excellence in both areas. Second, we should make all hiring, tenure, and promotion decisions by fully attending to both categories. Third, we should find and cultivate colleagues who excel in both and who can thereby act as role models for our junior colleagues. Finally, we must reward faculty for their contributions to both spheres. We must recognize the value of research, but acknowledge as well that good teaching and faculty mentoring of students are time-consuming endeavors worthy of recognition when merit raises are calculated.

71. Teaching as an Area of Focus

The College has evolved over a period of time from a teaching institution to a research university. With that evolution has come a change in expectations for research. Similarly, individuals sometimes encounter difficulties that derail their research trajectories. The result is that we have tenured faculty members who are good teachers but inactive or less active as researchers. The College offers such individuals the opportunity to teach additional courses and thereby receive additional consideration when merit raises are awarded. These assignments should be given only to tenured colleagues who are good teachers. They require the approval of the chairperson and the Executive Associate Dean or the Dean. Obviously if these colleagues are less active in research and do very well in the classroom, more teaching will result in a more positive review. Chairpersons are authorized to consider an extra course as 20% of the evaluation equation. In this way, a faculty member whose percentage allocation would normally be defined by 10% for each course and thus be distributed as follows—40% teaching, 40% research, and 20% service—could teach a 3:3 load and receive an allocation of 80% teaching and 20% service. It seems wise, especially during a transition period, to recognize the diverse contributions made by faculty members to the University and to give them the opportunity to be rewarded for their strongest possible contributions.

72. COURSE BUYOUTS

More colleagues should be using their grants as an avenue to give them more research time and their units more funding by including a request for funds to buy out courses. For a one-course reduction the College is seeking 25% of salary plus benefits. We will also consider 15% of salary plus benefits, if there is good reason to prefer that number. In special circumstances other scenarios might be considered. Normally benefits are calculated at 25-29% of salary; 50% of the funds recovered (maximum $40,000) will be returned to the department. This, too, sometimes creates opportunities for additional funding for research.

Faculty in the social sciences may substitute course buy-out requests in place of fellowship requests in grant applications when making a leave application, if the relevant funding agencies do not provide fellowships (see below under Leaves).

73. JOURNALS

The College has invested considerable resources over the years in support of journals. This support includes space, release time, and financial support. All proposals for support should go to the Journals Committee. The Committee typically meets twice a year: once in the fall to review all current journals and to consider new requests and once in the spring to consider new requests. A faculty member who is interested in seeking the assistance of the College should discuss the possibility with their chairperson and with the Associate Dean for Research, Graduate Studies, and Centers. If the chairperson and the Associate Dean for Research, Graduate Studies, and Centers support the consideration of a proposal, the faculty member should submit a formal request for support to the Associate Dean for Research, Graduate Studies, and Centers.

74. SERVICE

Faculty are better informed about research and teaching expectations than they are about service responsibilities. Representatives of the College had a lively discussion at the College Council in Spring 2006 to discuss service expectations. A second discussion was held in the Fall of 2006. The following represents some guidelines that surfaced during these discussions.

As faculty we are members of communities and have obligations to each of these communities. Faculty members serve at least three different constituencies. First, faculty are members of a university community. It is vitally important that faculty promote the well-being of this community, including the department, the College, and the University. Second, faculty members belong to the professional disciplines in which they are experts. Every member of a discipline should be concerned with promoting the health of that discipline. Third, faculty members are also citizens of the state and have obligations to the larger society in which they reside and to humanity more broadly. The first two constituencies are obligations that are specific to an academic career; the third is a concern shared with many others. The first two are essential to the development of an academic career. The third is important for intrinsic reasons and should not be undervalued for many reasons; however, service to the larger society should enhance and not replace the primary obligations that are the constituent communal responsibilities of an academic.

Some of these responsibilities are common to all ranks and types of faculty members. These are almost all self-evident and include attending and participating in departmental meetings, attending presentations by candidates for faculty positions in one's department, attending important events sponsored by the department, and attending major College and University functions. These are not special obligations, but inherent duties for those who are part of a university. They are events that faculty support to the degree that they understand that they are professionals and members of particular communities.

Occasionally, chairpersons report that some faculty members do not come to faculty meetings or job talks or arrive unprepared for important committee deliberations; this is unacceptable. Consistent failure to support one's department or the larger intellectual community reflects directly on the faculty member's status as a professional. Chairpersons are required to take this professional dimension seriously when evaluating faculty for salary adjustments. We are not only individual entrepreneurs, but also citizens of a common community.

There are other obligations that lie beyond the minimal conditions described above. The recommendations below are intended to provide a rough guideline of expectations for faculty. They are intended to promote a culture that both encourages a sense of community among faculty and simultaneously promotes the advancement of individual careers.

Persons on leave, especially assistant and associate professors, should be counseled to take their leaves seriously and refrain from service contributions during this period. When this is not possible, the extent of the contribution should be weighed carefully. Above all, routine work should be passed on to others. Questions on this issue may be directed to the Associate Dean for Faculty Appointments and Professional Development.

One problem in the College has been an asymmetry of service assignments. It is considered a best practice for chairpersons to collect from all faculty members a list of their service roles for the year, be they solely internal or both internal and external, and to release to all faculty members in their department a list of faculty and their expected service contributions. This is one way of recognizing extraordinary contributions and encouraging others to contribute more. Also, a list of service contributions that overlap with teaching, for example, dissertation advising, service on dissertation committees, and advising of honors theses, might also be distributed at an appropriate time during the year. In some departments, contributions to the University Seminar and the College

Seminar as well as directed readings count as service to the larger community. Though such service might never be completely even, it is helpful for faculty to see the distribution. Faculty members are encouraged to ask themselves whether they are sharing an equal burden in service with others of the same rank.

In addition, in order to foster greater symmetry, chairpersons should allocate departmental service assignments for the year with attentiveness to an equitable distribution. One might begin by filling the most important assignments, such as search committees or other committees with especially important work for the given year. In many cases, Committee on Appointments and Promotions (CAP) elections might precede appointed assignments. In order to ensure fair distribution, only some committees should be elected; others should be appointed. If an election takes place for a lesser assignment after most assignments have already been made, it would be fair, with the faculty's approval, to edit the list of names on the ballot, so that selected faculty members would not be overburdened with an additional service assignment. In addition, institute directors should contact chairpersons in advance of creating a ballot for an election to an institute committee in order to verify that selected faculty members are not already over-committed.

It is considered a best practice for a chairperson to recognize that when a faculty member is involved in a particularly heavy service role, either internally or externally, he or she might be temporarily excused from other demanding service roles. Such activities might involve organizing a conference, serving as an officer in a disciplinary organization, or serving as the editor of a major journal.

Throughout this document we try to give examples of service, and at times the guidelines will sound quantitative. In the end, the College is less concerned about the number of assignments than it is in the importance of the assignments and the quality of the contributions. Chairpersons are encouraged to ask faculty in their annual activity reports not simply what they have done in service, but which committees or contributions achieved meaningful results. It is not enough to be on a committee; one's contributions should be strong and meaningful. As with research, we are more interested in quality and impact than we are in quantity.

The expectation of quality applies to academic leaders as well. Committees should be given clear charges, so that they can conduct their work efficiently and meaningfully. In most cases, the charge should be in writing. A best practice would be for departments to have a departmental pattern of administration that outlines continuing committees and other administrative aspects of the department that transcend promotion and tenure issues and the regulations that govern Committees on Appointments and Promotions.

For the sake of clarity, recommendations are broken down initially into the type of faculty and secondarily by rank. In each case we offer first a broad statement and then specific recommendations.

Teaching-and-Research or Tenure-Track Faculty (T&R)

Instructors

The primary obligations of an instructor are to complete the dissertation and to prepare new courses. All service obligations should be kept to a minimum until the dissertation is completed, defended, and the final copy submitted. The College recommends that the service load for instructors be kept to 5% of the total workload.

Department chairpersons may ask the individual to serve on one or two committees that have a limited number of meetings. It is not appropriate to ask an instructor to serve on an especially time-consuming departmental committee. Instructors should refrain from College or University service obligations. It is advantageous for an instructor to participate in conferences sponsored by professional societies if the faculty member is presenting a paper related to the dissertation or the primary area of research; otherwise, conference presentations should be curtailed until the dissertation is complete. We strongly discourage instructors from becoming involved in time-consuming service to the larger society.

Assistant Professors

It is important for assistant professors to demonstrate that they are committed to the construction of a healthy and vibrant department and to the respective discipline as a whole. Assistant professors should remember that although service is a small part of their current workload, it is one of the three criteria by which they will be assessed at tenure time. Service is expected of assistant professors, so that we can evaluate them on their performance, whereby quality is more important than quantity. When tenuring a faculty member, the University wants to have confidence that the person will be able to contribute to the flourishing of the community of learning and the discipline beyond teaching and research, and in ideal cases candidates will exhibit the potential for future leadership. In addition, service contributions help socialize assistant professors into the roles that they will play to a greater extent later in their academic careers. Moreover, our community of learning benefits from the good ideas and contributions of assistant professors. However, their contributions should be relatively modest in scale. The College recommends that the service load for assistant professors be kept to 10% of the total workload.

Department chairpersons might ask an assistant professor to serve on one or two departmental committees, e.g., the departmental committee on curriculum or teaching and one search committee. The College recommends that assistant professors not participate in College or University committee work unless the individual has a particular interest in the specific committee, and the nature of the work would not be overly time-consuming. Assistant professors may not be asked to serve in a major departmental administrative position without the permission of the Associate Dean for Faculty Appointments and Professional Development.

While the numbers above and elsewhere in the document might be helpful guidelines, service assignments can vary radically in level of importance and required effort. As mentioned above, simply counting the number of service assignments is not an adequate method of judging one's contributions over the year. In some cases, College and University assignments can be less time-consuming than departmental contributions. Other things being equal, however, at the assistant professor level, departmental service is most important. Ideally, faculty members at all ranks and especially assistant professors would consult with their chairpersons or directors before accepting service assignments outside their primary academic units.

It is important for department chairpersons and directors of institutes, centers, and programs to avoid doubling the service obligations for assistant professors who have standing in both units. Each unit may ask an assistant professor to serve on one committee but should avoid asking the faculty member to serve on more than one without consulting the department chairperson or the director of the institute, center, or program. The total load between the two units should not exceed the load recommended for a faculty member in a department.

Overly demanding service expectations for assistant professors are unacceptable, and chairpersons should help guide assistant professors toward avoiding overly time consuming assignments. Some examples of assignments that might be meaningful and valuable, but not overly demanding, include organizing a session for a professional meeting, arranging to host a speaker, or serving on the College Council.

It is wise for an assistant professor to become active in the discipline, especially in ways that foster the faculty member's development, although we caution against any service obligations that impede the assistant professor's ability to publish. For example, while occasionally reviewing a few manuscripts for a journal in a given year might be a wise idea, a large number of reviews over a short period of time should be avoided.

Assistant professors who have the desire to reach out beyond the academy as public intellectuals are encouraged to do so in advance of tenure only if the time commitment is very slight or if their records in teaching and research are already superior. While such capacities are viewed positively and are included as part of the mosaic of a case, they are not expected of assistant professors and cannot replace core contributions in teaching, research, and university service.

Associate Professors

When the University tenures a member of the faculty, it makes a commitment to the individual and expects the individual to make a reciprocal commitment to the University. The promise that the faculty member offered at the time of hire has now been demonstrated. It is important that those who have proven themselves in teaching and research now make, wherever possible, significant contributions in service. For this reason, we normally double the service expectations and assume that associate professors will devote 20% of their workload to service.

Associate professors should continue to serve their departments as they did when they were assistant professors and should expand their service by assuming a significant departmental position, e.g., member of the Committee on Appointments and Promotions (CAP), member or chairperson of a search committee, Director of Undergraduate Studies, or Director of Graduate Studies. At this point in an academic career it is expected that faculty members will also extend their service contributions to the College and University. A minimal service load for an associate professor would be two significant departmental or center responsibilities and one College or University committee. The number of specific commitments could and should vary depending on the workload for each duty; however, the rule of thumb should be that an associate professor will have approximately twice the service obligations of an assistant professor.

In some units, there has been a tradition of placing heavy service obligations on the backs of associate professors. One of the unfortunate results of such a practice is that these individuals sometimes remain in rank longer than might otherwise be the case. It is imperative for department chairpersons to monitor the service work of associate professors and to protect their time so that they can progress toward promotion. Department chairpersons should also speak directly with faculty members who are not contributing as they should, and any lack of contribution should be reflected in annual assessments. Any lack of service is a serious problem because it imposes an unfair burden on those who are contributing and is likely to prevent promotion.

It is important for department chairpersons and directors of institutes, centers, and programs to avoid doubling the service obligations for associate professors who have standing in both units. The total load between the two units should not exceed the load recommended for an associate professor in a department.

At this stage, it is assumed that faculty members will begin to assume some leadership roles in professional societies or editorial boards. It is important for faculty to nurture the discipline to which they belong and to help shape it through avenues beyond publications. National visibility is an important consideration for promotion to full professor and can be enhanced by national service, although the primary factor in establishing national visibility is scholarship.

It is a good idea for those who aspire to become public intellectuals or to have a voice in public matters to begin developing their place in the media at this stage of their career. The College encourages faculty to become significant voices. At the same time, we caution faculty members not to confuse op-ed pieces or media appearances with the scholarship required for promotion; the Dean and the Provost's Advisory Committee (PAC) will not. Service to the wider community, including service as a public intellectual, is viewed positively, but while it can become part of the mosaic of a case, it will not influence a case as much as teaching or research. The meaning of such participation lies in its intrinsic value, its enhancement of the University's standing, and its indication of the capacity and willingness of the faculty member to translate scholarship for a broader audience.

For promotion to full professor, the College looks for some College or University service, some professional service, and promise for even greater leadership

Full Professors and Endowed Chairs

The intellectual and administrative leadership of the College should rest squarely on the shoulders of the full professors and endowed chairs. Individuals who have reached these ranks have proven themselves locally, nationally, and internationally. Faculty members at these ranks should set the example for the rest of the faculty and serve as spokespersons for advancement and progress in all areas. They should also be active in many of the less formal ways expected of senior leaders, as mentors to junior faculty members and as substantial contributors to the collegial atmosphere. We do not mean that assistant and associate professors should not contribute their creative ideas, voice their opinions, or assist other colleagues; they should be welcomed participants in debates and in the life of the department. Many make notable contributions and add contributions that might otherwise not be made by their senior colleagues. The responsibility for leadership in these areas, however, should normally fall to the most senior faculty.

The difference between the service workload of full professors and endowed chairs, on the one hand, and associate professors, on the other, is not as much in quantity as in the level of responsibilities within each assignment. Nonetheless, whereas associate professors might serve minimally on one College or University committee, professors and endowed chairs might more regularly serve on more than one such committee. The percentage distribution for professors and endowed professors is normally 20%, whereby we are asking in most cases for stronger quality contributions than associate professors. The percentage should be adjusted upward for those serving in administrative positions.

Full professors should provide departmental leadership. The College attempts to restrict the appointments to department chairperson to full professors or endowed chairs. This is not always possible or desirable. The College values and appreciates the associate professors who sacrifice the immediate advance of their own careers for leadership positions. This is not, however, the ideal situation. It is important to let one's career blossom before assuming substantial administrative assignments. There are some assignments that are restricted to full professors: the Full Professor Committee (FPC) in the department and the Provost's Advisory Committee (PAC). These are examples of some of the ways that the full professors and endowed chairs assume the mantle of leadership. We need to cultivate our faculty in ways that naturally lead to the appointment of our most senior faculty to positions of leadership.

Full professors and endowed chairs should expand their service to their professional societies in much the same way that they do for their departments, the College, and the University. They should assume leading roles in their professional societies, on editorial boards, and in the organization of conferences. Some faculty may at this stage in their careers become public intellectuals, or they may engage in public service guided by their disciplinary knowledge. We very much encourage engagement with the issues of society, especially when the faculty member speaks from an established record of excellence within the discipline. This is an area in which Notre Dame as a premier Catholic university should and can exert leadership.

<u>Special Professional Faculty (SPF)</u>

Special Professional Faculty are similarly expected to contribute to the construction and advancement of our intellectual community. Since research is a minimal factor in their responsibilities—and may not even be part of their responsibilities—and since SPF do not have fixed time periods for specific ranks, the dynamics of service obligations are slightly different than they are for T&R faculty.

Instructional SPF

Instructional SPF are expected to devote approximately 20% of their workload to service. Rank does not curtail service as strictly as it does for T&R faculty since the same research expectations do not apply. Rank does, however, often affect eligibility. Assistant SPF are expected to contribute to their departments. While there is no restriction (other than the guidelines of specific committees) for them to serve on College and University-wide committees, the College urges assistant SPF to devote their greatest energy to their teaching and to service responsibilities connected to teaching. Since many instructional SPF are members of language and literature departments, it is expected that they will make contributions to the administration and, where relevant, support of language learning in their own department and, perhaps, in the College more generally. In many cases, the SPF will contribute to extracurricular learning opportunities for students, though their contributions in these areas do not release T&R faculty from contributing to this mission as well. Associate and full SPF should expand their roles by accepting leadership positions. As with their T&R counterparts, faculty in the senior ranks should provide the leadership within the College. They may do so through roles of greater responsibility in their department and through service to the College and University.

Administrative SPF

Administrative SPF are principally employed to support the academic programs of the College. They should still contribute to the collective welfare of their unit and the College by serving beyond their specific administrative role. It is generally expected that this will constitute about 10% to 20% of their workload. The nature of the roles that they assume should expand as they move through the ranks, with the assumption that they will take on more significant roles as they advance through the ranks.

<u>Visitors</u>

Visiting faculty members may be assigned service responsibilities, depending on the person's position description. The service contributions are likely to be tied to the visitor's teaching or administrative responsibilities. Visitors could, for example, help their departments with the evaluation of a course, the selection of textbooks, the advising of student extracurricular clubs, or the administration of a program.

Conclusion

These guidelines are intended to protect faculty from overextending themselves and hurting the development of their careers and to encourage all faculty to assist with the development of the University and academy as well as society. Obligations will vary as faculty members advance through the ranks. Individual preferences will also play a role. For these reasons, faculty members have the option to adjust their service commitments in consultation with their chairperson. It is, however, critical that over time all faculty members make noteworthy contributions to our University and to their respective professions. The well-being of our institution and the academy depends on these contributions.

75. DATABASE OF FACULTY BIOGRAPHIES

The College maintains a database of all faculty members. The database serves various purposes, ranging from being a resource for Development and University Relations to helping us foster a greater sense of community (for example, members of various committees would certainly benefit from having some insight into the teaching-and-research interests of fellow members). The entire process is handled electronically. Faculty may access the proper form at http://al.nd.edu/admin/. Chairpersons should ensure that all faculty members in their departments are represented in the database; to date we have less than 100% participation. It is important to remind them that junior faculty have a 75-word limit and senior faculty have a 150-word limit. If you have questions about the database, please contact the Associate Dean of the Faculty.

76. LEAVE APPLICATIONS

The College of Arts and Letters currently grants research leaves within the guidelines stipulated by the *Academic Articles* (III.11). The University does not subscribe to a rigid schedule of leaves, and leaves are not earned simply as a result of a faculty member's employment for a given period of time. As Notre Dame has improved its standing as a research university, faculty members have increasingly sought leaves in order to focus on their research projects, and this increase of applications has been welcome. In recent years more than 20% of the faculty have applied for a leave each year. We do not rue this, rather we encourages all teaching-and-research (T&R) faculty to apply for research leaves on a regular basis. As a result of the increase in applications and in response to asymmetries across departments, the Dean's Office, in consultation with the Arts and Letters Research Committee, has developed procedures for sifting and reviewing the many proposals forwarded from departments. Applications are weighed based on the procedures and criteria outlined below.

Every faculty member who intends to go on leave in the following year must file a leave application with the chairperson of the department. This is true if the leave is a result of a contractual agreement, renewal, administrative service, or a proposed research leave. It is imperative that the chairperson and the Dean's Office have advanced notice of the status of faculty in order to plan course offerings and budgets appropriately. We strongly recommend that faculty within subareas of departments confer with one another on a regular basis to plan their leave schedules. It is far more advantageous for faculty to coordinate their leaves with the curricular demands of their programs than it is for the Dean's Office to intervene when this has not occurred.

All requests for leaves require the completion of a leave application. The Dean's Office has compiled a check list for three different types of leaves to assist you (research leaves, administrative leaves, and the Special Associate Professor's Leave). These routinely require the form L, a statement of leave history at Notre Dame, a description of the leave project, a report on the most recent leave, a letter from the department chairperson, a detailed statement of applications for external funding (if applicable), and a recent C.V. All research leaves must have a competitive proposal and at least two applications for external funding to cover salary. Applications that do not meet these criteria are routinely denied. The applicant's statement of leave project should be a concise description (2-3 pages) of the project's significance, history, methods, time frame, and plans for dissemination. Applicants may substitute a current fellowship proposal submitted to an external agency for the leave statement. The quality of the proposal will be judged according to the standards of external grant applications.

77. Leave Deadlines

Leave application packets for 2008-2009 are due in chairpersons' offices on September 15, 2007 and in the Executive Associate Dean's Office on October 5, 2007. Leave application forms should be available in each departmental office. Additional copies may be obtained from the Executive Associate Dean. A sample form is included in Appendix F.

78. Leaves for New Faculty

Assistant professors whose contracts are renewed for a second term will normally receive a one-semester paid leave or a full year at half salary during their second probationary period. They must, however, follow the same procedures as anyone else applying for leave (including the submission of at least two major external funding proposals). Assistant professors who win a significant grant (see below) will receive a full year's leave at full salary and the leave will not count as a University-supported leave (see below).

Assistant professors who receive significant outside funding for a leave before renewal remain eligible to apply for either a second externally supported leave or a University-funded leave during their second probationary period. For example, an assistant professor may go on an externally-funded leave in their second or third year and remain eligible for an externally supported or a University-supported leave in either their fourth, fifth, or sixth year. They may not, however, go on an externally supported leave in their third year and a second externally supported or a University-supported leave in the fourth year. Like other faculty members they are not permitted to take a University-funded leave immediately following an externally-funded leave. Instead, they should return to the University for at least two semesters of full-time teaching before assuming a University-funded leave. Similarly, they may not combine external grants with University-supported leave in order to extend their leave time beyond a year except in unusual circumstances. Exceptions require the approval of the Executive Associate Dean of Faculty or the Dean of the College. It is important for assistant professors to remember that their teaching record will count heavily in their renewal or promotion case.

Untenured faculty have the option to stop the tenure clock one time for a research leave. This is not mandatory; it is an option. This means that a member of the faculty who exercises this option will come up for tenure in the seventh year of their Notre Dame career (although it will only be counted as the sixth). This is the case whether the leave is for one semester or for an academic year. The option may be taken by marking the appropriate box on the front of the leave application. The only exceptions for stoppage of the tenure clock are for personal or family medical leaves. This is a new policy (replacing the option of stopping the clock for two years) that was adopted in Spring 2005. Department chairpersons should inform new faculty who enter in Fall 2007 of this policy. Faculty who were hired prior to Fall 2005, come under the jurisdiction of the old policy.

Associate and full professors who have recently joined the University are eligible for an initial University-funded leave after three or more years of teaching at Notre Dame, unless a course reduction or leave of some kind had already been part of the faculty member's negotiations upon joining the University. As is true with all other research leaves, this requires a solid research project and two external grant applications.

79. Post-Tenure Leaves

Until 2006, the College has counted all post-renewal leaves as University-supported leaves. We did so because the leaves are guaranteed. In an effort to recognize the accomplishments of the junior faculty and to accelerate the time that it takes for associate professors to become full professors, the College has adopted a post-tenure leave strategy.

If an assistant professor wins a major external fellowship or two course buyouts for their guaranteed leave in the second probationary period, they remain eligible for a post-tenure leave a year after promotion to the rank of associate professor with tenure. The same conditions that apply to other leaves apply to this leave: a faculty member must apply to a minimum of two funding agencies for major grants and have a viable research project. For example, if a faculty member wins a fellowship for the fourth year or the year following renewal, he or she is eligible for a University-supported leave in their eighth year or the second year following a successful tenure decision. Following this leave, the faculty member will be eligible for a University-supported leave after every five years of teaching.

If an assistant professor does not win a major fellowship or two course buyouts to support their guaranteed post-renewal leave, he or she is eligible for a second University supported leave after five years of teaching, e.g., if a member of the faculty takes a leave in the fourth year, he or she would be eligible for a University supported leave in their tenth year.

The net result of this policy is that it accelerates the time of eligibility for a University-supported leave for faculty who win external support for their post-renewal leave from a full five years to a three- or two-year period, depending on whether they take their post-renewal leave in their fourth or fifth probationary year.

80. LEAVES FOR CONTINUING FACULTY

Continuing Notre Dame faculty members will be considered for University-funded leaves if they submit a strongly competitive proposal to take a research leave after five or more years of teaching since their most recent University-funded leave. Only under exceptional circumstances will University-funded leaves be granted sooner than after three years of teaching at the University or sooner than after five years of teaching since the previous University-funded leave. These applications must also be accompanied by two applications for external support.

Faculty can increase their leaves by winning external fellowships or grants. An externally-supported leave does not count against the five-year clock for a University-funded leave. For example, if a tenured faculty member receives a major fellowship after three years of teaching since the previous leave, the five years of teaching that are expected before the next University-funded leave would include the three years before the faculty member obtained outside funding. This means that after two additional years of teaching, the faculty member is eligible for a University-supported leave. In this way, a faculty member who wins a major grant can enjoy two supported research leaves in a seven-year period, alternating between a leave funded by a fellowship (and supplemented by the University) and a leave funded directly by the University.

Faculty members are normally not permitted to take a University-funded leave immediately following an externally-funded leave nor are they normally permitted to take a leave supported by an external source immediately after a leave funded by another external agency. In virtually all cases, they should return to the University for at least two semesters of full-time teaching before a second leave and must do so before they are eligible for a University-supported leave. Any exceptions must be approved by the Executive Associate Dean or the Dean of the College.

81. EXTENDED LEAVES FOR MULTIPLE GRANTS

There is one exception to the principle in the preceding paragraph. Some faculty win multiple major grants in a single competition. We have had faculty win from two to four major fellowships in the same year. In some cases, the fellowships do not permit a faculty member to receive other awards. In such cases, the issue of how to accept multiple grants is reduced to a choice between two or more funding agencies. In other cases, the funding agencies may permit a member of the faculty to receive multiple fellowships with some stipulations. In such cases, the College will permit a member of the faculty to extend a full year leave at full salary for 18 months, provided that one of the funding agencies will permit the faculty member to stagger the award and receive it in the second year. So, for example, if a member of the faculty won both an ACLS and a NEH, he or she might accept the ACLS for August-May and the NEH for January-December. The funding from both agencies must remain in tact in order for faculty to qualify for this special arrangement. These extensions are considered exceptions to the standard policy and require the approval of the department chairperson and the Associate Dean of the Faculty. Faculty who receive 18 months of leave must return to the University of Notre Dame for 18 months or repay all of the University contributions during their leave. Thus the same policy that applies to a semester's or year's leave applies to an 18-month leave. It is important that the faculty member ensure that the funding agencies approve of such an arrangement in advance.

82. Administrative Leaves

There are two groups of administrators in the College who may earn leave time as a result of their administrative positions: chairpersons and the deans, which includes both associate deans and the Dean. The leaves are granted in recognition that such positions require enormous amounts of time and often curtail the individual's research agenda. The policy permits those who serve for a full three-year term to receive a one-semester administrative leave after their term expires. They may instead take a full-year paid leave at the conclusion of two terms. Administrators may not accumulate more than two semesters of leave time without explicit written permission from the Dean or the Provost. In those rare cases where more than two semesters have been collected and approved, normally no more than two semesters may be taken in sequence. Subsequent semesters are to be spaced out on a negotiated basis.

Earned administrative leaves are considered separate from the normal five-year requirement for T&R faculty. A chairperson may not double count the time served as chairperson as time served as a member of the T&R faculty. For example, if a chairperson taught for two years after a University-supported leave before becoming the chairperson of a department and then served two three-year terms as chairperson, the chairperson would have two semesters of administrative leave and two years of the required five for a routine University-supported leave, but could not count the six years of administrative service towards the five-year teaching requirement.

83. Leaves in Unusual Circumstances

There are frequently complicated situations. Please consult with the Executive Associate Dean about any unusual situations. These consultations must occur prior to the leave application.

84. Criterion for an Externally-Supported Leave

In the case of major grants of $30,000 or more, the University will normally supplement the faculty member's stipend, so that by accepting a leave, the faculty member does not take a cut in pay. If the faculty member does not receive extramural funding, but does receive a University-supported leave, the faculty member may take a full year at half pay or a half year at full pay. Faculty members should indicate their preference clearly on the front cover of the leave request form (in the space where one indicates the duration of the requested leave). If a faculty member receives a grant for substantially less (e.g. $20,000), we will consider granting the full year's leave at full pay, but count the leave as a University-supported leave. The decision is made by the Executive Associate Dean or the Dean.

85. Leaves for Faculty with Course Buyouts

Some faculty, particularly those in the social sciences, may routinely win grants whose budgets explicitly provide salary support that is paid to the College in exchange for a reduction in the normal number of courses taught (course buyouts). The same faculty may find it difficult to win fellowships that provide academic year salary. The College does not treat course buyouts as equivalents to fellowships for the purposes of determining leave eligibility. The following is intended to clarify the College policy for leaves based on course buyouts.

To be eligible for a leave using course buyouts, a member of the faculty must have taught for at least five years and a minimum of 15 courses since the last University-supported leave. If a member of the faculty has taught for five years and has had one course buyout a year for each of the five years, he or she would have met the minimum requirements of five years and 15 courses and is eligible to apply for a University-supported leave. If, on the other hand, the faculty member has had grants that provide for more than one course buyout per year, the faculty member must teach at least 15 courses before being eligible for a University-supported leave. So, for example, if the faculty member has had two course buyouts per year over five years, the faculty member would have taught ten courses and will need to teach five more before being eligible. Finally, if the faculty member has not won grants that provide for course buyouts on a routine basis, he or she must teach for the full five years, the same requirement as is true for faculty who apply for fellowships. In other words, the five-year principle applies equally to University-supported leaves based on fellowships and University-supported leaves based on course buyouts.

After a minimum of five years and 15 courses, a member of the faculty is eligible to apply for leave provided that he or she has applied for two grants containing provisions for course buyouts. The applications must have been made within a two-year span of time counting from the time of the leave, e.g., a faculty member might apply for a grant in year four and for another grant or a resubmission of the grant in year five of their eligibility clock. If the faculty member wins (a) grant(s) that provides for two course buyouts for the year of the leave, he or she may combine them with the University supported leave for a full year of leave at full salary. If the faculty member wins a grant that provides for one course buyout during the leave year, the faculty member will have a 0/1 or 1/0 teaching load for the year at full salary. If the faculty member does not win a grant that provides for a course buyout, he or she may take a University supported leave of one semester at full salary or the full year at half salary.

All leaves based on course buyouts are considered University-supported leaves.

86. LEAVE APPROVALS

Chairpersons should forward all leave applications from their department and include detailed comments on the quality of each proposal. For large departments, in particular, chairpersons are encouraged to write one letter in which they situate faculty into different categories: contractual leaves, administrative leaves, eligible for University supported leaves, and not eligible for University supported leaves (i.e., early). For those requests that are relatively straightforward (contractual and administrative), minimal commentary from the chairperson is needed. All proposals should be ranked; an internal review committee may be assigned this task. It is important for chairpersons to weigh requests carefully. Chairpersons should weigh the requests in the light of the intellectual quality of the project, the curricular needs of the department, and the department's capacity to cover the costs of replacement teaching. Chairpersons should also make sure that faculty who are requesting a University supported leave have applied for at least two external grants or fellowships. Current College policy stipulates that 50% of all salary recovery money from unpaid leaves and sabbatical grants will be returned to the department (up to a maximum $40,000). An effort will be made not to penalize smaller units that may have greater difficulty replacing faculty members. If more than one faculty member from the same area of specialization requests a leave in the same year, it may be necessary to recommend against one or more applications for that year.

Upon receipt of the leave requests, the Executive Associate Dean will sign and forward those packets automatically approved. The Executive Associate Dean will convene and preside over an *ad hoc* College Review Committee that will consider applications of those who are not automatically approved. The committee normally consists of one faculty member from each of the divisions in the College, i.e., one from the Arts, one from the Humanities, and one from the Social Sciences. The identity of the members of the committee is kept confidential. The criteria to be used in evaluating proposals will include, in ranked order of importance:

1. the quality of the faculty member's proposed project;

2. the faculty member’s prior performance and achievements as well as promise for the future;
3. the faculty member’s past leave history, especially University-supported leaves without external funding and without administrative service;
4. the ability of the department to carry out its mission during the faculty member’s absence;
5. and the financial impact on the department and the College.

The Review Committee will consider only items 1-3, leaving items 4-5 to the review of the chairperson and the Associate Dean of the Faculty. In some cases the Executive Associate Dean may request evaluations from outside experts, especially in the case of highly specialized research proposals. All decisions of the Review Committee are advisory to the Executive Associate Dean and the Dean, and final decisions on leave requests are made by the Provost and the President.

Faculty members who receive major fellowships to underwrite sabbatical-year salary will normally receive approval for a leave. Faculty members in good standing who request an unpaid leave of absence in order to conduct research will normally receive approval for such requests.

87. LEAVE NOTIFICATION

The official notification of a leave approval comes from the Provost’s Office. In cases where the faculty member is eligible for a University-supported leave, the notification typically comes during the first part of the Spring semester. In instances where the faculty member is not eligible for a University-supported leave, the file will remain with the Executive Associate Dean until official notification of a grant has been received. It is important for faculty members to file their fellowship applications through ISLA and to alert ISLA and the Executive Associate Dean as soon as they receive notification of an award. Once this notification is received, the leave application is forwarded on to the Provost’s Office for processing and notification. If the faculty member does not receive a grant, the application is never forwarded. The Executive Associate

Dean will send a letter of leave denial to the faculty member during the summer after all major awards have been announced. Similarly, if a faculty member is up for renewal and has applied for a leave, the packet is held until renewal decisions are announced. Leave applications for successful candidates for renewal are sent immediately upon the announcement. In cases where renewal was denied, the leave application is denied.

88. LEAVE OBLIGATIONS

In accepting a sabbatical leave, faculty members agree to adhere to the University's Outside Activities Policy during the period of the leave. Further, they agree, as outlined on the leave application form, to return to the University for a full academic year on completion of the leave. If they do not, they are obligated to repay the University the cost of their salary and/or benefits including the amount of contribution to the 403(b) plan and premiums for health insurance for the previous year that the University supplied during the leave. In the case of an 18-month leave, the faculty member is required to return for 18 months as stated above or is liable for the same expenditures over the 18 months.

89. LEAVE REPORTS

At the termination of the leave, and no later than three months after returning to the University, the faculty member will submit a report of activities undertaken, which will be used in evaluating future applications for sabbatical leave. This report should be submitted to the departmental chairperson, the Associate Dean of the Faculty, and the Dean of the College of Arts and Letters. Reports should be 1-3 pages (double-spaced) and should focus on accomplishments, the relationship of the accomplishments to the original proposal, and the benefits of the leave for one's continuing development and work as a scholar and a teacher. Any faculty member applying for a leave who has had a leave since 1999-2000 should attach to the application the report of activities from her or his most recent leave.

90. COURSE REDUCTIONS AND LEAVES

If a member of the faculty has a course reduction and takes a one-semester leave, the course reduction is counted during the semester the faculty is on leave. So, for example, if someone has a course reduction for editorial work on a journal and goes on a University-supported leave in the Fall semester, the faculty member will offer two courses in the Spring semester. Again, if an endowed professor has a course reduction and takes a University-supported one-semester leave, the endowed professor cannot take the course reduction in the other semester. Similarly, course reductions do not roll forward from one year to the next as a result of a leave.

91. POLICY FOR ASSOCIATE PROFESSORS SPECIAL LEAVE

Faculty often encounter difficulties in making the promotion from associate to full professor; more make the step from assistant to associate than make the step from associate to full professor. There are multiple reasons for this phenomenon. In some cases, a member of the faculty either chooses to pursue interests other than research or ceases to be as productive as they were as an assistant professor. In other cases, the University asks associate professors to assume administrative positions or encumbers them with heavy service requirements that impede their progress to promotion. In still other cases, people experience personal crises that slow or derail major publications. We would like to assist those who have been slowed down for reasons other than personal choice. The greatest problem for these associate professors is almost universally the failure to complete major research projects. The hindrance is time.

The College has therefore developed, with the approval of the Provost, a competitive program that awards a full-year leave at full pay to select associate professors. The intent of the program is to enable associate professors to make the final step towards promotion to full. The program normally offers these leaves to two associate professors each year. The first two leaves were granted in 2003-2004. The extra costs for these leaves are shared by departments and the College. If the department has sufficient recovery funds, the department pays for up to half of the cost of hiring adjuncts to teach the courses; the College covers the other half. If the department has inadequate recovery funds, the College covers the entire cost.

In order for an associate professor to be eligible for this program, he or she must meet the following qualifications.

1. They must file a leave application that follows the standard procedures.
2. They must have been an associate professor for ten years.
3. They must have excellent teaching and service records.
4. They must have a research proposal that holds the promise of significant publication that will further them towards a full professorship. The leave is intended to provide the time to finish the last major project prior to promotion.
5. They must have a letter of nomination from the chairperson of the department for this special award. The letter should address the merits of the proposed project and the potential for the project to qualify the faculty member for promotion to full professor.

The program is administered by the Executive Associate Dean. The Executive Associate Dean screens the applications and formulates recommendations in consultation with the *ad hoc* leave committee. The final recommendation to the Provost is made by a committee consisting of the Dean, the Executive Associate Dean, and the Associate Dean for Research, Graduate Studies, and Centers.

92. LEAVE FUNDING

There are different ways that a faculty member may be paid while on leave. The ideal scenario is for the funding agency to route the award directly to the University of Notre Dame. The faculty member receives her or his normal paycheck and benefits from the University. The faculty member should notify ISLA of the award and request that an account be set up to receive the award. When the Office of Research is notified of the award, it will finalize the budget paperwork and request an account from the Office of Research and Sponsored Programs Accounting. The faculty member is obligated to make sure that the funding agency knows where to send the funds. The awarding agency sends a check directly to the University in support of the salary and benefits for the individual faculty member. This check is recorded in the new restricted account and the appropriate amount of the faculty member's salary is charged against this award.

In other instances, the awarding agency prefers to pay the faculty member directly. When this occurs, the faculty member must sign an agreement on funding. These agreements are available in ISLA. The faculty member has two options to follow if the agency will not route the payment to the University. One option is to deposit the check with the University by endorsing the back of the check "payable to the University of Notre Dame." The Dean's Office will request a restricted account for this fellowship award and the funds will be accounted for as if the agency had paid the University directly. The University will issue the faculty member his or her regular check and pay all the benefits. It is in the best interest of the faculty member to use this option. It means that the faculty member will receive all of his or her normal benefits including the retirement benefit and the University's portion of Social Security. At the end of the year, the funding agency will issue a Form 1099 to the individual faculty member to report the income to the Internal Revenue Service (IRS). The University of Notre Dame will issue a letter explaining that these funds were received by the University of Notre Dame as part of the faculty member's salary for the respective year(s). We recommend that the faculty member work with the University Tax Director regarding the proper paperwork needed in order to avoid paying personal income tax on these funds. The Tax Director is familiar with the IRS requirements and has worked with many faculty members regarding these fellowships. The second option is for the faculty member to keep the fellowship payments. In some instances it may not be possible for a faculty member to sign over the check to the University or a faculty member may not wish to transfer the funds to the University. In such cases, the College reduces the faculty member's salary by the amount of the fellowship award. For example, if the faculty member's salary is $60,000 and this individual receives a fellowship of $40,000, the faculty member's salary is reduced by the amount of the fellowship and the net amount paid by the University is $20,000. The pension contribution made for that academic year will be based on the $20,000 of earned income and the University's share of FICA will also be made based on the $20,000 figure.

93. Leaves to Teach at Another Institution

Faculty members may receive an offer to teach for a semester or a year at another institution. Under normal circumstances we discourage this practice: we hire faculty to teach at Notre Dame. There are some exceptions to this principle. For example, if a member of the faculty is invited to an institution that is ranked more highly than Notre Dame and can show how the experience would advance his or her career, we might grant a leave. Or, if a member of a department that does not have a doctoral program is invited to teach doctoral seminars at a prestigious university, we might grant permission. Or, if there is some compelling reason for the faculty member to have this experience, we might grant a leave. The case must be made in each instance. We do not normally grant permission to teach at an institution that is ranked lower than Notre Dame.

If circumstances are such that a strong case can be made, the faculty member should request salary and benefits from the institution that he or she will visit. We do not normally provide a subvention for another institution by paying benefits for a member of the faculty who is teaching elsewhere.

94. Leaves to Consider Another Position

In the past it was common to grant faculty who had received an offer at another institution a semester or a year's leave in order to consider such an offer. We did this with the hope that the faculty member would return to Notre Dame. In Spring 2004, we eliminated this practice. It is not in the interests of the College to grant such leaves. The faculty member rarely, if ever, returns, and the leave gives the faculty member a safety net, making the decision to leave easier. The net result is that we tie up a faculty line for one or two years while we wait for an answer. This often creates problems in staffing and in faculty morale. If a chairperson believes that circumstances warrant consideration of such a leave, he or she may make a case to the Executive Associate Dean who will consider it. The default scenario is to decline such requests; however, under compelling circumstances exceptions may be made. Each such case must be weighed individually.

95. FMLA AND NOTRE DAME MEDICAL LEAVES

Full Time Regular Faculty

The university provides the benefits of the federally legislated Family Medical Leave Act (FMLA) to faculty for the care of their own serious health condition or to care for the serious health condition of a spouse, child or parent. FMLA allows up to 12 weeks of unpaid leave in a twelve month period. The university calculates the FMLA benefit on a rolling calendar.

For full-time faculty needing to take a maternity leave, there are a number of issues that the University addresses: (1) teaching relief, (2) six weeks paid medical leave, and (3) extension of the probationary period (tenure clock) for untenured faculty.

(1) Teaching relief during pregnancy

The University policy provides teaching relief for a pregnant faculty member during the semester that childbirth/delivery is expected. For example, if the anticipated delivery date falls in October, then the faculty member would have no teaching assignment for that fall semester. If the due date falls in the summer or between semesters, then the faculty member can request teaching relief either for the semester before the birth or the semester after the birth.

Given the likely physical challenges associated with pregnancy and the unpredictability of the delivery date, teaching relief eliminates disruption to the conduct of courses for the students enrolled, in addition to affording the mother some flexibility. Research and service expectations continue during any semester of teaching relief. Salary and benefits remain fully in place during the semester.

The pregnant faculty member should contact the Office of the Provost, Associate Provost for Faculty to secure the appropriate approvals. Discussion with the department chair is not necessary prior to requesting approval from the Office of the Provost, although the department chair will need to be informed and every effort is made to collaborate with the department chair in accommodating maternity related teaching relief. The specific policy is articulated in the Family Handbook section on University Policies, "Faculty Family and Medical Leave Policy: Teaching."

(2) The university's policies on medical leave allow a faculty member to take paid medical leave following childbirth. The recovery from childbirth is considered time to "care for one's own serious health condition." Normally, 6 weeks of paid leave is afforded, beginning with the date of delivery. If the mother continues to have serious health issues after the 6 week period, with appropriate documentation additional paid medical leave can be approved consistent with the university's broader policy on provision of up to six months of paid medical leave per faculty member. Additional time to care for the newborn child is allowed under the provisions of FMLA, but is unpaid.

(3) Extension of the tenure clock
An untenured faculty member (male or female) may request a one year extension of the probationary period in connection with the arrival of a newborn or adopted child if s/he is the child's primary caregiver during the year following the arrival. Such an extension of the probationary period must be requested in writing to the Associate Provost for Faculty, preferably before the child's arrival but not later than six months after arrival.

The extension of the probationary period is applied to the current contract period. If the faculty member is in the first 3-year contract, the extension is applied to that contract, extending the date for reappointment review by one year. If the faculty member is in the second 3-year contract prior to tenure, the extension is applied to that contract, extending the date for the tenure and promotion review by one year. A faculty member in the first 3-year contract period can elect to defer the extension to the second contract period, however if the faculty member is not reappointed, the extension is lost.

Graduate Students

As of the Fall of 2006, the University now has a policy in place to allow graduate students to take temporary leave from their academic duties for medical reasons, including child birth. Students are eligible for up to six weeks of leave for “serious medical conditions,” including child birth or other medical situations which lead to multiple days of hospitalization or a minimum of ten calendar days of inability to work.

For full-time degree-seeking students in their sixth year of graduate study or less, the Graduate School will provide their regular stipend amount if the student was receiving funding from the University or an outside source.

Additionally, students will retain their full-time student status and access to all campus facilities, including medical facilities, for the duration of the separation. Teaching and research assistant duties will be suspended. The student is required to make arrangements to reschedule any exams or coursework which will be affected.

Directors of Graduate Studies and students are urged to refer to the “Medical Separation from Academic Duties for Students in the Graduate School” document which is in pdf format on the front page of the Graduate Student Union’s Webpage at www.gsu.nd.edu.

96. APPROVAL AND DISCLOSURE

The College permits course reductions to provide faculty with relief time from teaching to assume other responsibilities. Typically these include administrative posts within the department or editorial responsibilities. In the past, course reductions were granted at the departmental level, a policy that led to enormous discrepancies in the College and some serious staffing problems. All course reductions now require the approval of the Executive Associate Dean or the Dean. Please submit an annual notice by August 15 of faculty in your department who are tentatively scheduled to have a course reduction. Please note that the Executive Associate Dean of Faculty will now regularly assess the number of courses taught by faculty members and contact the relevant chairpersons to resolve any discrepancies in the number of courses that should be taught versus the number of courses that are actually taught.

Course reductions for administrative posts within departments follow the guidelines worked out by a faculty committee that studied departmental practices across the College in 2004-2005. The final report was presented to the chairpersons of departments in Spring 2005 (see Appendix P). A second hearing was held in Fall 2006 where the recommendations were adopted. Please note that semesters with zero course offerings are not permitted; faculty members with course reductions must teach at least one course per semester.

97. DEPARTMENT CHAIRPERSONS

Department chairpersons are appointed by the Dean after consultation with the Department and the Provost; they serve at the discretion of the Dean. A chairperson normally has a three-year appointment that is renewable. Department chairpersons receive a two-course per year teaching reduction, though chairpersons who already have a contractual reduction would normally not teach less than a 1:1 load. We have some chairpersons who voluntarily teach additional courses. Chairpersons who are willing to take on an extra course and need some assistance with their unusual load should inform the Executive Associate Dean, who may be able to offer additional assistance, for example, by helping to fund a graduate student.

98. PRINCIPLES FOR APPOINTMENTS IN DEPARTMENTS AND PROGRAMS

The administrative appointments in a department are crucial to the success of a department. If a department has a talented and dedicated Director of Undergraduate Studies (DUS) and Director of Graduate Studies (DGS) who can run effective programs, that frees the chairperson to handle faculty matters and strategic issues for the department. This means that these are very important appointments for departments and the department chairpersons, in particular. The process should be formal. We recommend the following procedures for the appointment of T&R faculty.

- A letter of appointment by the chairperson for departmental appointments or by an associate dean for College-wide appointments (sample letters are offered in Appendix P);
- A fixed term for the appointment (we recommend a three-year term with no more than two consecutive terms);
- A clause in the appointment letter that indicates that the faculty member works at the discretion of the chairperson (or associate dean) and Dean (this provides a basis for removing someone from a position in which he or she has proved to be ill-suited);
- Appointments to major administrative posts within departments should be restricted to tenured members of the faculty; assistant professors should not be asked to serve in such positions.

SPF faculty have term limits that are defined by their contract and regulated by their rank. Guidelines for their appointments should follow the standard procedures for SPFs and include a description of their responsibilities. In order for someone to be a SPF in an administrative role (e.g., DUS), the faculty member must also teach. If a person does not teach, he or she should be appointed as a member of the staff. The standard teaching load for SPF in administrative positions should be a 1:1 or a 2:2, depending on the nature of their responsibilities.

99. Directors of Undergraduate Study (DUS)

There are three different models for this position within the College: in some small departments or programs the department chairperson or director often serves as the DUS; in some smaller departments as well as in some moderate-to-large departments or programs, a T&R faculty member serves as the DUS; and in some moderate-to-large departments or programs, a SPF serves as the DUS. Size is not, however, the only criterion: the number of programs within a department may create specialized needs, e.g., the language departments often have more than one undergraduate program.

It is reasonable for a department chairperson to serve as the DUS when there are fewer than 15 faculty in the department or fewer than 50 majors/minors. Department chairpersons are supported at equal levels across the College. It does not seem equitable to give a department chairperson the same compensation for serving a faculty of less than 15 as a department chairperson serving a faculty of more than 40. The task of undergraduate advising brings the role of a department chairperson of a small department into closer parity with the role of a chairperson of a large department, although it is understood that exact parity can never be achieved and that there will always be variations depending on the individuals and the natures of the units.

Although there are multiple factors in calculating work loads, the review committee recommended the following based on student numbers:

- The DUS in a department or program with fewer than 100 majors/minors should consider the advising to be part of his or her regular service load. In such situations, the chairperson of the department should take this heavy service load into account when making committee assignments. Department chairpersons should minimize any further commitments, although this may not be possible. It is worth remembering that a faculty member with an unusually heavy service commitment may request that the service component of their evaluation be weighted more heavily than normal, e.g., they could have a teaching, research, and service distribution of 35/35/30 or perhaps 30/30/40 rather than default distribution of 40/40/20. This should be worked out with the department chairperson.

- The DUS in a department or program with 100-250 majors/minors should receive a one-course reduction.

- The DUS in a department or program with more than 250 majors/minors should have a two-course reduction.

- In instances of exceptionally large programs, it may be necessary to have multiple staff to assist. These must be worked out on a case-by-case basis.

- If a unit has a large number of non-majors/minors that create a substantial amount of work for the DUS, the unit may appeal to the Executive Associate Dean for special consideration. However, it is important for department chairpersons to help the College maintain equitable standards once they are in place.

100. DIRECTORS OF GRADUATE STUDIES (DGS)

The requirements for DGSs are different than those for DUSs. Only T&R faculty may serve as DGSs; there are no SPFs serving in this capacity in the College. Graduate students are often here for longer periods of time than undergraduate students (five or more years for doctoral programs versus three years for the major). They are present for all 12 months of a year rather than the nine months of the academic year. There are a significant number of support programs for undergraduate students that are not available for graduate students, e.g., DGSs must handle admissions, financial awards, teaching assignments, and post-doctoral placements. For reasons such as these, the level of work per student is quite different for a DGS than it is for a DUS. The review committee made the following recommendations for each graduate program (the committee considered programs since there are some departments that have multiple graduate programs, and there are some graduate programs housed outside departments):

- The DGS in a department or program with fewer than 20 graduate students should consider their role to be part of the regular service load. In such situations, the chairperson of the department should take this heavy service load into account when making committee assignments. The review committee strongly recommends a minimization of any further commitments, although this may not be possible. College policy already stipulates that faculty members with unusually heavy service commitments may request that the service component of their evaluation be weighted more heavily than normal, e.g., they could have a teaching, research, and service distribution of 35/35/30 or perhaps 30/30/40 rather than default distribution of 40/40/20. This should be worked out with the department chairperson.

- The DGS in a department or program with 20-50 graduate students should receive a one-course reduction.

- The DGS in a department or program with more than 50 graduate students should receive a two-course reduction.

101. Directors of Interdisciplinary Minors

There are a number of interdisciplinary minors in the College. The numbers of students who are involved vary appreciably from program to program. It is important both to foster the creation of interdisciplinary work and to maintain equitable standards throughout different units. It takes a great deal of effort to launch a program. At the same time, it does not appear equitable to provide the same level of support to programs that have been in place for some time and have attracted only a small number of students. For that reason we have added some time restrictions. The standard compensation for directing an interdisciplinary minor in the College has been a $3,000 research stipend. The current recommendations follow:

- Directors of new interdisciplinary minors should be supported for a minimum of four years with an annual research stipend of $3,000 and an annual working fund for the program of $1,000. The four-year commitment represents the College's support for creative interdisciplinary programs. It is intended to allow for innovation without making a permanent commitment. The program should be reviewed at the end of the four years.

- If a program is continued after four years but serves fewer than 20 students, the level of support should change. Directors of programs that fail to demonstrate a sustained trajectory after four years and have fewer than 20 students should have the research stipend reduced to $1,500 per year and the working fund should be reduced to $500. If the number of students is fewer than 10, the research stipend should be $1,000 per year and the annual working fund should be reduced to $250.

- Programs that fail to create and sustain interest among the undergraduates should be reviewed by the Undergraduate Studies Committee or the College Council. While we want to support creativity, we need to put our resources into programs that are viable. It may be necessary to eliminate programs that fail to attract student interest.

- Directors of programs that fall below the guidelines noted above but are vital for the educational enterprise of the College or whose directors are exceptionally active may appeal to the Associate Dean of Undergraduate Studies for special consideration.

Course reductions for interdisciplinary minors should follow the guidelines above for Directors of Undergraduate Studies.

102. DIRECTORS OF INSTITUTES, PROGRAMS, AND CENTERS

There are a number of other administrative posts in the College that often have different responsibilities. Some have multiple degree programs along with a large number of fellows. Others have a degree program that is coupled with a wide range of activities. Still others have programs for fellows. Currently, the standard compensation for a director of such a unit is a $5,000 research stipend or a one-course reduction. There are some exceptions to this rule of thumb. It is difficult to draw a firm policy for these positions; the requirements vary enormously. There should be some flexibility given the different demands of these positions. In some cases a research stipend or a course reduction is appropriate. In a few instances both may be appropriate. It is not appropriate to award a two-course reduction to a director since this would be the equivalent of the reduction for a department chairperson who carries a higher workload.

103. EDITORS

The Arts and Letters Journals Committee weighs applications and makes recommendations for College support of faculty who serve as editors of journals. This year the Committee will work to develop specific guidelines to govern its recommendations.

104. CIVILITY AND RESPONSIBILITY

The great majority of the faculty and staff in the College are polite human beings who make it a point to practice courtesy in dealing with one another. Occasionally we have exceptions to the professional standard that makes the College such a pleasant place to work. It is worth reminding faculty and staff at the beginning of a new academic year that professional standards of conduct are expected of all. Department chairpersons might wish to do this by mentioning the Civility Project at Johns Hopkins University. The co-founder, P. M. Forni, has written a fine little book entitled *Choosing Civility: The Twenty-Five Rules of Considerate Conduct* (New York: St. Martin's, 2002).

There are some general expectations for faculty behavior. For one, it is important that faculty members are flexible when selecting which classes they offer, setting class times, scheduling office hours, and being available for faculty meetings and other departmental functions. Ensuring consistent on-campus availability can be particularly challenging for those faculty who do not live in the Michiana area and have longer commutes to campus. We have a number of colleagues who live in the Chicago area, however, and make concerted efforts to be available for the various commitments they have on campus. All colleagues, regardless of where they live, are expected to contribute to the livelihood of campus life and accommodate their schedules to meet the demands of the curriculum, students, and fellow colleagues.

Moreover, we all want to work in a supportive environment. Unfortunately, some forget this in the press of a semester. In the last couple of years we have had multiple instances of faculty who have yelled at staff, sometimes in complete ignorance of the real circumstances. Such outbursts are completely unacceptable and should not be tolerated. If you have a member of the faculty or a member of the staff whose behavior breeches professional standards of conduct, you should address it. If you cannot resolve it at the departmental level, please bring it to the attention of the Executive Associate Dean (for faculty) or the Director of Budget and Operations (for staff). If it cannot be resolved at the collegiate level, it will go to the Provost's Office or to Human Resources.

Depending on the nature of the event and the response of the faculty member to efforts to correct the situation, you may elect to let it go (as a matter of someone who had an unusually difficult and unusual day) or to write a letter of reprimand and place it in the faculty member's file. Egregious cases should be a factor in the determination of a faculty member's service performance for the year and could affect salary adjustments.

105. DRUG AND ALCOHOL POLICY

The *Faculty Handbook* has specific guidelines that faculty are required to follow when offering alcoholic beverages at gatherings involving students or prospective students. Any event involving alcohol with students (including graduate students and prospective graduate students) has to be approved in advance by the Vice President and Associate Provost, Don Pope-Davis. The sponsor of the event should request prior approval with a letter or e-mail. Approval requires that the event have specified start and end times, include food and non-alcoholic beverages, and provide an assurance that no one under 21 years of age will have access to alcoholic beverages. If persons under 21 will be present, a bartender must be on site to serve the alcohol. Please refer to the *Faculty Handbook* for further details.

No reimbursements will be approved for the purchase of alcohol without prior approval from the Office of the Provost.

Please feel free to direct any questions regarding this policy to the Director of Budget and Operations.

106. COMMENCEMENT EXERCISES

Attendance at Baccalaureate Mass and Graduation is a crucial role of the faculty in Arts and Letters. It is one of the professional responsibilities that we have as members of the University community. It is embarrassing for the University when we have a low turnout of faculty at these events. It only seems proper that faculty should attend an event held to celebrate students in front of their parents whose students we have committed so much time to educating and forming and whose support is the greatest single source of the University budget.

107. DEPARTMENTAL COMMENCEMENT CEREMONIES

In addition to the University graduation ceremony, every department should sponsor a graduation event for their graduates. This can take the form of a reception, but, depending on departmental size and the location of the event, we ask you to consider including a brief ceremony that recognizes each student. It means a great deal to the students and their families. Such events provide a fitting conclusion to our undergraduates' careers here and send them off on a more intimate basis than the University's commencement affords. Students have routinely requested their "fifteen seconds in the spotlight." It is important to give them this in the presence of their family and friends. We are grateful to all of you for having introduced such events and for now holding them on an annual basis. The Dean's Office has received letters commending the College for these well-orchestrated and meaningful departmental celebrations.

Part Two:

Undergraduate Students and Teaching

108. THE STRATEGIES AND STRUCTURES OF ADVISING

Advising in the College of Arts and Letters is a two-tiered process involving both the department and the College. Departmental advisors handle issues related to their discipline; other questions are directed to the assistant deans in the Office of Undergraduate Studies.

The heart and soul of disciplinary advising occurs at the departmental level. Timely and accurate information is of the essence. Departments may have a variety of strategies. It is a good practice for each department to study the procedures and ideas of peer departments in order to gather ideas for potential improvement.

Departments and programs employ various advising models. Some have a centralized system with a primary director of undergraduate studies who is responsible for advising students. Others have a combination advising model, with both a director of undergraduate studies (DUS) who will advise most students in the major, as well as assigned faculty advisors who advise a limited number of students. One or two departments have faculty advisors only. Our feedback from students indicates that the most successful model (i.e., the model with which the students express the most satisfaction) is a centralized advising model. However, all colleagues are responsible for the most important aspect of advising: the development and mentoring of our students. The entire department must work to cultivate an atmosphere in which students feel welcome and are nurtured and challenged—both inside and outside the classroom.

Departments should encourage exchanges between faculty and students outside the classroom. Every department should have at least one intellectual event per semester that is orchestrated either primarily or exclusively for undergraduate students. Moreover, faculty should be encouraged to establish mentoring relationships with students that facilitate opportunities for undergraduate research that are discipline-specific.

109. WELCOMING STUDENTS / MAKING BASIC INFORMATION AVAILABLE

There are a number of practices that academic units should follow to make sure that students understand the requirements of the program and sense a welcome environment. Every unit should have at least one paragraph on advising posted on its Webpage that covers the basic procedures, the primary contact person, and the office hours of that person.

Each departmental or program office or lounge should post on its bulletin board for prospective majors the name and office hours of its primary undergraduate advisor or contact person.

Every unit should have some kind of orientation for new and prospective majors—a handbook, a large meeting, or a set of smaller meetings in order to introduce students to departmental procedures, the department's mission, opportunities within the major, and the rationale for the major.

110. COMMUNITY ATMOSPHERE

Chairpersons and undergraduate advisors should encourage faculty members to take advantage of the College program that helps subsidize expenses for faculty members who invite their students to their home for a class or social event. These funds are available through the Office of Undergraduate Studies (see below under "Faculty Dining with Students").

In addition to an event for intellectual exchange each semester, each department should have at least one event per year that brings together students on a social basis. It is a good idea to combine the two whenever possible. This may involve any number of possibilities:

- a special Mass followed by a reception
- a post-lecture or post-film reception
- a picnic
- a pizza party
- an outing
- an annual awards ceremony

- a reception during junior parents weekend

111. POST-GRADUATE OPPORTUNITIES

Every department should make an effort to encourage students to apply for post-baccalaureate fellowships and to seek out extraordinary career opportunities for which we may be better resource persons than career counseling. In particular, we urge all academic units to encourage students to visit the Office of Undergraduate and Post-Baccalaureate Fellowships (see below). There are extraordinary opportunities for talented graduates.

We need to encourage them to apply for experiences that will broaden them as human beings. Assistant Dean Vicki Toumayan who now serves as the College's pre-graduate school advisor, has served as a valuable resource for students interested in or planning to attend graduate school. Departments have also begun to provide opportunities for students to learn about graduate study in the discipline of their major. For example, a number of departments have invited graduate students to meet with undergraduates to talk about the value of pursuing a career in research and teaching. Other departments enable students in their honors tracks to take graduate courses so that they may better understand what the graduate experience is like. And still others encourage students to attend and even present papers at national conferences. It is important to mentor students, especially those students completing a thesis and who have received Undergraduate Research Opportunity Program (UROP) and Learning Beyond the Classroom (LBC) grants.

Notre Dame lags behind its peers in sending students to doctoral programs. Only four percent of the class of 1990 had earned a doctorate after ten years, roughly half of the percentage of doctorates awarded to the alumni/ae of the top 20 universities. Please make an effort to encourage students with the capacities to thrive in graduate school to consider an academic career. Some may not have considered this.

112. ONGOING EVALUATION

Each unit should have formal or informal strategies of seeking advice from students about their course of study in the major and opportunities for improvement. This form of evaluation may consist of an informal meeting with juniors and seniors, an exit survey, or any other means chosen by the unit.

113. ADDITIONAL IDEAS

There are a number of other initiatives that academic units can do to enhance the experience of undergraduate students. Here are a few suggestions:

- regular mailings to majors or e-mail newsletters
- annual fall welcoming letters reminding students who their advisor is for the year
- mailboxes for majors in small departments and programs
- personalized letters inviting students to major in a specific field that outline the benefits and opportunities of the major (ideal for majors with low enrollment)
- elevation of disciplinary clubs by linking them to disciplinary honors societies
- multiple fora for undergraduate students (see especially Political Science)
- student membership on various departmental committees
- language tables (now very much possible as a result of recent University initiatives)
- more senior theses
- an annual departmental symposium in which students present the results of their advanced research
- more opportunities for interaction between undergraduate and graduate students
- a student-based publication

114. COLLEGE INITIATIVES

The College has undertaken a number of initiatives in recent years to provide students with additional opportunities.

- We have provided undergraduate fora focusing on undergraduate research opportunities.
- We have developed the sophomore intellectual initiative to inform students about Fulbright and Rhodes Scholarships, UROP, and Learning Beyond the Classroom grants,

graduate school, and the career center.

- The Office of Undergraduate Studies offers post-graduate advising.
- We have made informal collegial space part of the College’s overall space planning.

115. COLLOQUIA ON THE BOYER COMMISSION REPORT

In Fall 1998, three colloquia were held on the *Boyer Commission Report*, which studied undergraduate learning at research universities and proposed a shift from a transmission model of education to a model of education based on inquiry. Among the ideas stressed in these discussions were more opportunities for capstone experiences in the humanities, more emphasis on faculty-student research teams in the social sciences, more possibilities for students to integrate or synthesize knowledge, and greater emphasis on communication skills, especially oral expression and the ability to write for persons who are not experts in a field. A summary of the discussions is included as Appendix I of this document. These discussions led, in part, to our recent initiatives with regard to linked courses and learning communities, honors tracks, and enhanced spending on UROP.

116. LEARNING COMMUNITIES AND LINKED COURSES

Building on the success of the past, ISLA will once again invite faculty to work together to develop sets of paired courses that will create a more integrated learning experience and foster a group of students who engage one another outside the classroom (as is already the case with our honors students). These may take the form of either “Learning Communities for First-Year Students” or “Linked Courses for Upper-Class Students” Details about funding for the academic year 2007-2008 are featured on the ISLA Web page (http://isla.nd.edu/internal/awards/lcfys/).

“Learning Communities for First-Year Students” are groups of two or three 100-level courses that are taught in the same semester and enroll more or less the same group of students. They should be developed to count toward a particular University or College requirement, e.g., the University Seminar, the philosophy requirement, the literature requirement, or the science requirement. We would particularly like to encourage linkages across college boundaries, especially between the College of Arts and Letters and the College of Science. To ensure adequate enrollment (through placement by advisors in First Year of Studies), these learning community classes will be offered in the Fall semester. One might envision linking an Arts and Letters course on ethics or philosophy and a 100-level course in genetics or chemistry. Linkages can be fairly loose, based on two or three shared topics or a half-dozen lectures that make reference to one another. The Dean of First Year Studies is willing to help faculty members think through the concrete issues that arise in such sets of offerings.

"Linked Courses for Upper-Class Students" are defined as two courses, in different departments, that are taught in the same semester and that meet in common at regular intervals during the semester. The opportunities for cross-pollination between the two courses can be fostered by sharing reading assignments and the visit of a guest lecturer who addresses issues of mutual interest in a public lecture and special seminar for students of both courses.

Courses could be conjoined in various ways:

- by sharing an overarching historical focus (such as the medieval period or the fin de siècle 1890s)
- by sharing a geographical focus (such as Eastern Europe or Francophone Africa)
- by sharing a topical focus (such as globalization or perspectives on childhood)

Summer research stipends of $3,000 will be given to each faculty member working in pairs to defray costs of course development. A separate account of $2,000 will be set up to facilitate the contribution of a guest speaker, to cover course materials for the visit, and to pay for an honorarium, lodgings, and meals for a two-day visit. Courses developed with grants allocated in 2007-2008 should be offered in 2008-2009 or 2009-2010. The Associate Dean for Undergraduate Studies will help faculty members think through the logistical issues that will arise in developing these paired offerings.

117. DIALOGUE-INTENSIVE COURSES

The College Council recommended an increase in classes that provide students with opportunities to improve their verbal articulation, to defend ideas with facts/theories, and to create model courses that foster the fruitful exchange of diverse opinions. Courses of this type might include multiple formats, such as regular student-led seminars; periodic debates, especially ones in which students are assigned a position to defend; oral examinations; group assignments, or assignments that involve oral skills, such as the use of interviews to collect evidence. The College Seminar (www.nd.edu/~csem.) is dialogue-intensive. Faculty interested in learning how to lead such a course might begin by taking one of the summer workshops of the College Seminar and then offering a seminar. The Kaneb Center is also a good resource for developing these courses, specifically as it relates to identifying strategies and resources for encouraging students to speak in class.

There is funding for the development of such courses through ISLA. Details may be found on ISLA Web page (http://isla.nd.edu/internal/annual-awards/) under Teaching Awards.

118. LEARNING BEYOND THE CLASSROOM GRANTS

Learning Beyond the Classroom Grants (formerly known as the Undergraduate Intellectual Initiative) provide funding to faculty and students in support of cultural excursions, travel to conferences, and other activities aimed at enhancing teaching and student learning beyond the classroom. These grants offer students and faculty the opportunity to enrich the classroom with excursions to the sites of the events under consideration, performances of plays, museums with outstanding collections of art, or to any relevant place or event that will enhance the specific learning goals of the course. Students who not only study a subject but experience it in some way learn more than those who do not have the opportunity to have an experience of it.

There are two types of grants: Interim LBC grants and Annual LBC grants. Students are eligible only for Interim LBC grants; faculty are eligible for either Interim (up to $5,000) or Annual LBC grants (above $5,000). Applications are available on-line and in the Office of Undergraduate

Studies (http://al.nd.edu/resources-for/undergraduates/research/undergraduate-intellectual-initiative/). Annual LBC grant proposals for Fall 2007are due in the Office of Undergraduate Studies by August 22, and those for Spring 2008 are due by September 15. Interim LBC grants will be reviewed on a rolling basis.

Learning Beyond the Classroom Grants should not be confused with Undergraduate Research Opportunity Grants, which are available for students undertaking research projects with a faculty supervisor—particularly projects that lead to or are a part of students' capstone experience or thesis research. For information and application forms, go to http://isla.nd.edu/undergraduate-research/about/.

119. DOCUMENTING UNDERGRADUATE RESEARCH

Beginning with 2004-2005, the College has asked department chairpersons to keep a record of those majors and minors within their units who are engaged in substantial undergraduate research projects. In Fall 2004, the College Council endorsed a twofold model of research for the purposes of tracking undergraduate research.

The first model is independent original scholarship or creative work. This will typically consist of a capstone project, but may also include the presentation of a paper or the submission of an article to a refereed publication. The following are some specific examples:

- senior or honors theses;
- articles (as the principal or co-author) submitted to publications with a blind or independent review process;
- papers delivered at disciplinary conferences;
- artistic products such as cinematic features, documentaries, musical scores, photographic collections, or other works of art that represent a capstone project;
- creative works that are exhibited outside of Notre Dame.

The second model is hands-on involvement in a scholarly project or creative work. Examples would include:

- experimental research projects undertaken with or without supervision of faculty members at Notre Dame or elsewhere;
- fieldwork involving observation, participation, inquiry, and a substantive written presentation of original findings that exceed standard course work assignments;
- active participation in research projects involving the gathering and analysis of primary artifacts, e.g., archaeological research;
- the gathering of ethnological data and their presentation in a generally accepted disciplinary medium, e.g., ethnography, film, article, poetry, etc.;
- an internship where a student is actively involved in the creation of art;
- an internship or participation in an external agency engaged in a large-scale research project.

Standard course work and the requirements for it are not acceptable for these purposes. Capstone projects are an exception.

120. FACULTY DINING WITH STUDENTS

Learning is deepened when students develop an intellectual relationship with their professors. There are many ways in which such contacts can be fostered, from which the intellectual dialogue that helps students develop intellectual virtues naturally arises. One such way is for faculty to dine together with students. In order to encourage more faculty-student interaction outside the classroom, we have again this year redirected some additional funds for meal tickets that can be used by faculty members when dining with students in the student cafeterias. Tickets are available in the Office of Undergraduate Studies. Please encourage your faculty to take advantage of this opportunity. Some of the most effective teachers in the College make it a practice to sit at a table once a week and eat with students.

Funds are also available in the Office of Undergraduate Studies for faculty members who would like to host students in their homes. Reimbursements range from $30 to $125, depending on the size of the class and whether the event takes place early in the term. Receipts are necessary for reimbursement. Details are available from the Office of Undergraduate Studies.

121. BRIDGING ACADEMIC AND RESIDENTIAL LIFE

The residential life of our students does not appear to contain enough bridges to academic life—as a result the whole person is not being addressed. Only when the intellectual discussion enters the residence halls and only when extracurricular learning experiences are common, will students develop intellectual maturity and feel existentially engaged in their subjects.

We must continue to think creatively about ways to integrate intellectual life into the residence halls. Even as we acknowledge the great value of current residential life, with its focus on spirituality, community service, and athletics, we must return to Father Sorin's original concept, where the intellectual and residential experiences are under one roof.

We have begun introducing some classes in the residence halls. Ideally, such classes will partially bring together students from the same residential area, so that the intellectual discussions in the classroom can continue during the week. If you would like to pursue such opportunities, please contact the Associate Dean for Undergraduate Studies. Linked courses or learning communities might also help create a larger context for common discussion (see above).

We would also welcome a small number of special requests for occasional evening classes, which must be electives or courses, such as the College Seminar, that have multiple sections. Evening courses must be approved by both the Associate Dean for Undergraduate Studies and the Dean.

One-credit courses are also welcome. Such courses may take place in the dormitories and would be especially welcome on topics of broader interest to students. (See below under "One-Credit Courses.")

We need to build on programs that link the intellectual-curricular and the experiential-service spheres, as in the experiential and service learning opportunities of the Center for Social Concerns or the Program for Gender Studies. We also need to consider the expansion of exemplary efforts, such as the Department of Theology's success in Fall 1999, when over 100 students read the Apostolic Letter *Tertio millennio adveniente* and discussed it in their dorms in small groups with 12 members of the faculty.

In short, we need to continue to develop a variety of strategies to help break down the barriers between residential and academic life.

122. UNDERGRADUATE RESEARCH OPPORTUNITY PROGRAM

For several years now, a significant number of student-faculty research teams have received funding under UROP to enable undergraduates to pursue independent research. This program enhances undergraduate education by providing financial support to students who wish to engage in independent research and creative projects. A recent report shows that we are currently behind our peer institutions in this kind of support, and the recent *Boyer Report* discussions underscored our need to develop this program further. The Undergraduate Research Opportunity Program will remain a linchpin of faculty-student interaction in 2007-2008. We ask that chairpersons disseminate information about this program to their faculty. We would like to see increased participation in student apprenticeships this year. UROP will assist our students in reaching their full potential. For more detailed information see above in the section in Part Three.

123. THE OFFICE OF UNDERGRADUATE AND POST-BACCALAUREATE FELLOWSHIPS

In Fall 2001, the Office of the Provost created the Office of Undergraduate and Post-Baccalaureate Fellowships to encourage and to assist undergraduates and recent baccalaureates with external fellowships. The Director is charged with three tasks. The first is to raise awareness of the intellectual benefits of scholarship programs and oversee the administration of the application process. The second is to increase the pool of viable candidates for scholarship opportunities. The Director works in conjunction with other existing programs, such as the First Year of Studies or the Honors Program, to identify the University's most promising students at an early stage of their education. Once identified, the Director will work with faculty to offer mentoring services to maximize the potential of these students for winning awards. The third task is to coach students through the application and interview process.

The Office personnel have already made a difference in the careers of a significant number of students. In recent years, the total number of applications to prestigious national scholarships has nearly doubled, and the University community celebrated its first Rhodes Scholar in seven years. In addition, the University continues to produce a significant number of Fulbright Scholars each year, leading Notre Dame to a top-15 national ranking over the past five years. In order to continue this success, we encourage all faculty to work with this office in identifying and mentoring students who are promising candidates for such awards.

124. DEPARTMENTAL HONORS IN THE COLLEGE OF ARTS AND LETTERS

The College of Arts and Letters encourages departments to offer students opportunities for more enriching and demanding intellectual experiences. These experiences may result in graduation with honors in a particular discipline. In such cases honors certificates will be prepared for students, and the College will request that the Registrar list graduation with departmental honors on student transcripts.

The College Council has approved the following policy on departmental honors. Departmental honors in the College of Arts and Letters will demand significant accomplishment within the specific unit or discipline. This can be manifested in a variety of ways, but each program should include as a minimum:

- *A departmental selection process.* Departmental selection processes may include, but are not limited to, some combination of the following:
    - a student's overall academic performance within the University and/or

department;

• a minimum GPA—either cumulative or within the major (the minimum GPA could be set either as an entrance or as an exit requirement);

• a departmental invitation;

• a student application process.

- *Appropriate preparatory work or enriching academic experiences.* This will be determined at the departmental level and might include, for example, a greater number of writing seminars, a greater number of advanced courses, or enrollment in specific classes not otherwise required for the major—even as the number of credit hours for the major may remain the same. It could also include active participation in departmental colloquia.

- *A senior thesis or significant capstone project.* The capstone essay or project should be above and beyond the normal writing requirements that are mandated by the College. If course credit is given for the thesis, students who meet minimal expectations but who do not satisfy the high expectations of honors, may be given credit and a grade for the course but may be turned down for honors.

Departments are encouraged to consider as part of departmental honors interdisciplinary projects that combine departmental work with a student's second major, interdisciplinary concentration, area studies program, or other work that can be viewed as enriching the disciplinary orientation.

Departmental honors programs, once approved, should be filed with the Associate Dean for Undergraduate Studies and posted on the departmental Web page. The following departments have approved honors tracks: American Studies; Anthropology; Classics; Economics; English; Film, Television, and Theatre; German and Russian Languages and Literatures; History; Music; Philosophy; Political Science; Psychology; Romance Languages and Literatures; Sociology; and Theology.

The recommended time to declare the honors track is the second semester of the junior year. (Presumably by that time the student will have had enough work in the major to indicate his or her level of performance.)

125. Departmental Convocation Receptions and Ceremonies

All departments are expected to conduct convocation receptions or ceremonies for graduating seniors and their families. It is difficult to overestimate the importance that such a function has for the graduates and their families. Efforts should be made to publicize these events well in advance, so that parents and families of students have an opportunity to attend.

126. UNIVERSITY SEMINARS

The University Seminar is a distinctive opportunity for every first-year student to experience a small, writing intensive seminar taught by a member of the University's teaching-and-research faculty (T&R). Each Seminar fulfills one of seven University disciplinary requirements: philosophy, theology, history, the social sciences, literature or fine arts, the natural sciences, and mathematics. As such, each Seminar must meet the goals specified in the rationale for the requirement it is intended to fulfill.

With a class size of no more than 18, students have the opportunity to interact intensively with a knowledgeable and dedicated faculty member. Each Seminar is expected to emphasize oral expression and writing and to offer an introduction to a particular issue, problem, or topic in a given field of study. In each Seminar, then, students will regularly engage in class discussions and express orally opinions, analyses, and arguments relevant to the material studied in the course.

These courses, envisioned by the University Curriculum Committee and the Academic Council, should meet the following criteria:

- They should introduce the students to the paradigms, content, methodology, or problems of the discipline.
- They should foster intense interaction between students and faculty in small settings with approximately 18 students.
- They should incorporate a significant writing component that includes a minimum of 24 pages. At least one of the assignments must focus on faculty feedback and student revision of a particular essay or assignment.

- They should introduce students to the methods and sources of research in the particular discipline. Students should be able to find, judge and present information, and demonstrate these skills in a small modest research project.
- They should be taught by teaching-and-research (T&R) faculty.
- Final examinations are optional. If you have a final exam, it should be scheduled in the regular slot for all courses offered at the time you are teaching.
- The contents of the philosophy/theology courses should be equivalent to those of PHIL 101 and THEO 100.

As noted above, these courses may only be offered by T&R faculty. To help us realize this requirement, please note the following policy. If you are planning to assign a University Seminar to a new as-yet-unknown faculty member or a current faculty member who has applied for a leave, you must have a back-up plan to reassign the course to another teaching-and-research faculty member if your search proves inconclusive or if your current faculty member receives a leave.

127. College Seminar Program

After a number of discussions spanning several years, the College elected to convert the Core Course program into the College Seminar Program in Spring 2004. The basic shift represents a reduction from the two-course year-long sequence that was part of the Core program modeled on a Great Books program to a single course that introduces students to the distinct character and intellectual ethos of the College of Arts and Letters. While the content of each College Seminar conforms to the intellectual interests of the instructor, each Seminar has four essential components: (1) it focuses on big issues and broad questions; (2) it offers students an introduction to the College and its diverse ways of approaching issues by including works from the arts, humanities, and social sciences; (3) it introduces students to a selection of major works; and (4) it is oral-intensive, with an emphasis on discussion and other activities that will help students develop their capacities for oral and written expression and intellectual agility. The first cohort teaching the Seminar resolved that at least two-thirds of each student’s grade will derive from oral performance. Faculty members utilize a variety of strategies—such as oral interviews, classroom debates, and oral examinations—to help students develop the capacities to formulate clear questions, listen carefully and attentively, explore ideas through dialogue, argue for and against differing positions, and express their thoughts eloquently and persuasively.

As part of our ongoing efforts to assist students at or near the beginning of their intellectual sojourn within the College, faculty teaching College Seminars should help students come to understand and to reflect on their intellectual formation. We encourage faculty to initiate formal discussions during class periods and informal conversations in their homes or other settings in which they discuss the nature, scope, and *telos* of a liberal arts education within the Catholic tradition. Students who experience such conversations in both the University Seminar and in the College Seminar will be fortunate.

Syllabi for potential College Seminars must be submitted for review and approval by the College Seminar Director and advisory committee. Faculty whose courses are selected for inclusion will be invited to attend a summer workshop at which best practices related to pedagogy, course design, and the conduct of oral intensive class sessions will be discussed. During the academic year, those offering sections of the Seminar gather periodically to continue the discussion of these and related concerns.

The program currently has a Director and an Assistant Director. It reports to the Associate Dean for Undergraduate Studies. The Director is also supported by an advisory committee, the members of which are appointed by the Dean. The College Seminar Office maintains a bank of syllabi from previously taught Seminars, as well as materials from the old Core Course Program. Some of the latter may prove helpful in providing ideas for the design of new classes that could be offered under the aegis of the College Seminar.

Additional information about the College Seminar is available on the Web at www.nd.edu/~csem.

128. WRITING-INTENSIVE COURSES

During Spring 2003, the College Council accepted recommendations of an *ad hoc* committee to introduce a writing requirement for majors. More specifically, the committee made two major recommendations. First, students should be required to complete at least one course in their major at the 300 or 400 level that has been designated as a writing-intensive course. The specific requirements for these courses are flexible and depend on the nature of the content of the course and the instructor's pedagogical strategies. There are at least four different options that are outlined in the report accepted by the College Council (see Appendix O). The purpose of a writing-intensive course is to help students learn to think critically about specific issues in a field with which they are developing some capacity and to write coherent and sustained arguments. We are not as interested in requiring a quantity of writing as much as we are in helping students learn to make solid analyses and to formulate cogent written arguments. The general stipulations charge that instructors require several assignments that span the semester, including one that is due within the first three weeks of the course. Some of these assignments should involve rewriting. Students need to be given the opportunity to share their writing with other students and with the instructor, so that they can interact and receive feedback from multiple sources. Second, the committee recommended that the College appoint a Writing Committee. We now have an *ad hoc* committee in response to this recommendation.

Departments should designate one or more of the major's courses as (a) writing-intensive course(s). If you have any questions about the requirements please speak to the Associate Dean for Undergraduate Studies.

129. INTERNATIONAL STUDY PROGRAMS

Since 1964, Notre Dame has made it possible for students to earn credits toward graduation in international study programs. Study in another tradition, direct personal experience of another language and culture, and travel both broaden and deepen the liberal education of the whole person to which the University has always been committed. The University rates number one among research universities in America in terms of the percentage of its students that study abroad.

The Office of International Studies (OIS) maintains study abroad programs in 18 countries in 30 different cities worldwide. Qualified students from the undergraduate colleges can elect to spend a semester or a year abroad in one of our programs. Participation in the programs is restricted to the sophomore or junior year. Notre Dame programs abroad are located in Salzburg and Innsbruck, Austria; Fremantle and Perth, Australia; Rio de Janiero, Salvador de Bahia, and Sao Paulo, Brazil; Santiago, Chile; Beijing and Shanghai, China; Cairo, Egypt; London and Oxford, England; Angers and Paris, France; Berlin, Germany; Athens, Greece; Dublin, Ireland; Jerusalem, Israel; Bologna and Rome, Italy; Nagoya, Japan; Monterrey and Puebla, Mexico; St. Petersburg and Moscow and Vladimir, Russia; Toledo, Spain; and Kampala, Uganda. We have established a program in Rio de Janeiro, Brazil and we have a program in Washington, D.C. Notre Dame students may also apply to Saint Mary's College's programs. The International Study Programs Office also facilitates applications to approved programs in Athens and Cairo.

In the light of the expansion of Notre Dame's international study programs, the Provost's Office has asked that students be encouraged to participate in University programs whenever possible. Limited exceptions, however, are made for students whose academic or programmatic needs cannot be met through existing Notre Dame programs. These exceptions will be made on an individual basis after extensive consultation with the student, her or his faculty advisor, and academic dean.

All students going abroad in whatever capacity, need the permission of departmental and collegiate (Dean's Office) advisors. Those going on Notre Dame programs must be selected by the Office of International Studies. Students participating in Notre Dame programs are regarded as Notre Dame students. Those who are on non-Notre Dame programs, but who have received the permission of their academic dean, will be given a study leave of absence.

In various contexts in recent semesters, including strategic planning, some faculty members have asked for more opportunities to provide feedback to the Office of International Studies on the quality of courses in their academic disciplines. Dialogue on these questions is welcomed and should be reciprocal. Faculty members in the various departments can provide creative suggestions and disciplinary insights on issues ranging from courses to internship opportunities. At the same time, International Studies can inform faculty members about the diverse kinds of expertise represented by our counterparts abroad, and help allay misunderstandings involved in our collaboration. The Assistant Provost for International Studies welcomes reciprocal conversations on the challenges of integrating academic and international studies.

It is also important to remember that there are a significant number of foreign students and scholars here at Notre Dame. There is a worthwhile publication for them, the *Handbook for International Students and Scholars and Notre Dame*, published annually by the Office of International Student Services and Activities. Copies may be obtained through that office.

130. Faculty Opportunities Abroad

Faculty should remember that they are also eligible to serve in various capacities at some of these locales. Notre Dame faculty are eligible to serve as an organizer of conferences in Innsbruck; the Director of the Undergraduate Study Abroad in Angers, France; the Naughton Distinguished Visiting Professor in Dublin; a visiting faculty member, and the Director of Undergraduate Studies, the organizer of conferences, or the Director of the Notre Dame London Summer Program in London. There are several sites that would welcome faculty proposals for customized programs in Ecuador, France, Germany, Italy, Japan, the Netherlands, and New Zealand. Several faculty have already designed and led custom seminars at different foreign sites. Please contact the Office of International Studies if you are interested in learning more about these opportunities.

131. One-Credit Courses

Departments have permission to allow faculty members to offer a series of three one-credit courses on topics of broader interest, instead of a single three-credit course. This requires the approval of the chairperson. It is important to ensure that such an innovation will not unduly limit standard offerings in the department. In addition, this is being approved as an incentive to break down the artificial barriers between academic and residential life, so the courses should appeal to a broader array of students than many three-credit courses and should, wherever possible, be taught in the residence halls.

Such one-credit courses are ideally taught during the period from break to the end of the semester, and they should have 1/3 the total number of semester-class hours that a three-credit course has. Nonetheless, such courses should be known and scheduled at the time that TUSC forms (used in scheduling of courses) are prepared.

If a strong case can be made, the Dean will also consider approving an evening time slot. Please direct any requests for evening classes to the Associate Dean for Undergraduate Studies, who will make recommendations to the Dean.

132. INTERDISCIPLINARY COURSES

Faculty are encouraged to develop interdisciplinary courses at both the undergraduate and graduate levels to the extent that interest in such offerings exists. Anecdotal evidence suggests that, especially at the graduate level, we offer fewer such courses than do many of our peer institutions. The simplest procedure is for the faculty member to work together with his or her department chairperson to obtain cross-listed status for the course with the chairperson of another department. If a course falls between the cracks, the faculty member and the respective chairperson should consult with the Associate Dean for Undergraduate Studies. It is possible to give such a course an Arts and Letters number, but, unfortunately, such courses can easily be overlooked by students, so cross-listing is preferable. If you choose an Arts and Letters number, you may want to make a greater effort in advertising the course.

133. TEAM TAUGHT COURSES

Many faculty members have sufficiently broad interests and expertise to offer interdisciplinary courses by themselves. In other cases, faculty may seek to team-teach such courses. Beginning this year, the College has formalized the process of applying to offer team-taught courses.

Some of the most advanced and exciting work in a significant number of scholarly fields occurs at the intersection between two or more classic disciplines. In increasingly fewer instances, a single individual covers more than one discipline. More frequently, interdisciplinary work involves the participation of multiple scholars. Team-teaching is one mechanism that can support interdisciplinary or multidisciplinary experiences for students and faculty. In many instances, team-teaching can involve juxtaposing two ways of looking at a particular topic and integrating these perspectives when faculty members bring different areas of expertise into the classroom. Other approaches to team-teaching might include covering a broader geographic area, a more extended historical time period, or a broader cultural perspective.

Team-taught courses typically involve two faculty members who come together to teach one course, where each instructor is fully immersed in all aspects of the course. Courses that involve two faculty members who split responsibilities (e.g., one covers material for one portion of the semester whereas the other faculty member covers material for the remaining portion) are not considered team-taught courses for our purposes.

The College would like to encourage faculty to think creatively about interdisciplinary or multidisciplinary topics that can enrich students' learning experiences and faculty research. Many faculty already work collaboratively in their research; we want to extend this standard scholarly paradigm to the classroom. At the same time, departments and the College must also ensure that the undergraduate and graduate curriculum needs are met. It is important to remember that for every team-taught course that is offered, in which each faculty member wishes to treat the course as a full course, one less course is available to students that semester. Thus, team-taught courses must receive approval from the College before they can be offered. Team-taught courses can be at the undergraduate or graduate levels.

Faculty are also encouraged to consider the Provost's Initiative on Team Teaching (**Appendix J**) for faculty who teach a course together and who are from two or more colleges. These guidelines also apply to faculty within Arts and Letters. In addition, faculty members are encouraged to consider other innovative teaching opportunities such as the establishment of learning communities for first-year students, which is an initiative offered by the Institute for Scholarship in the Liberal Arts. This initiative is designed to encourage faculty to work together to develop sets of associated courses that have some shared foci that also create a more integrated learning experience and allow groups of first-year students to engage one another outside the classroom. (See http://isla.nd.edu/internal/awards/lcfys/ for more information).

Application Procedures

The faculty members who wish to offer a team-taught course should submit a brief proposal (e.g., two-page single-space maximum) to their department chairperson(s) that specifies the following:

- Title of the course
- Names of involved faculty and their department affiliation(s)
- Description of the course, including whether it represents a new course or one that has offered in the past; in the case of the latter, the frequency with which the course has been offered needs to be articulated
- Learning goals for students in the course
- Description of responsibilities and areas of expertise of involved faculty
- Anticipated enrollment

The chairperson of each department is encouraged to share the proposal with his or her undergraduate or graduate curriculum committee for review. If the chairperson approves of the course, s/he will need to write a letter of support. In this letter, the chairperson should briefly address his or her perception of how the course will enrich the curriculum as well as how it might enhance the faculty member's own professional growth (e.g., pedagogical growth, enhancement of research). S/he should also address how the reduced number of courses that are offered by the faculty member(s) in the department will affect the curriculum and how any courses affected by the team-taught course will be covered, if necessary. If a department forwards more than one proposal, the chairperson will need to provide a rank-ordering of the proposals.

Four copies of the proposals and letters from the chairpersons should be submitted to the Executive Associate Dean (100 O'Shaughnessy) by August 27, 2007 for courses taught in the spring, 2008 semester and January 14, 2008 for courses taught in the fall, 2008 semester. However, faculty who wish to put together a proposal are encouraged to do so much earlier than the due-date to allow the chairperson(s) time to review the proposals and discuss them with curriculum committees. After the proposals are submitted to the Dean's Office, a faculty committee will review the proposals and make recommendations to the Executive Associate Dean who will then notify the chairpersons and the relevant faculty members about the final outcome.

Criteria for Approval

The review committee will rate the proposals on the following criteria:

- Intellectual Considerations
    - *Interdisciplinary or multidisciplinary innovativeness*. Does the course contribute to the advancement of a field or fields by placing two different perspectives together, more than might occur if only one faculty member was teaching the course? The greater the divergence of the fields from which each faculty member comes, the greater the priority the committee will give to the proposal. For example, a team of faculty in which one is from the arts and the other is from the social science divisions would be considered more divergent than two faculty members who are both in the same division (e.g., arts only). In turn, two faculty members from two different departments within a division (e.g., music and FTT) would be considered more divergent than two faculty members from the same department or the same program within a department, etc.

- *Student benefit*. Does the proposed course provide students with a unique set of perspectives that would otherwise not occur if only one faculty member taught the course? What is the impact of the team-taught course on the curriculum? Does it enrich the curriculum in ways that two different courses taught in separate departments do not?
- *Faculty development*. Does the course facilitate the faculty members' scholarly or pedagogical growth? Will the course enhance a faculty member's research? If so, how? Or, will a junior colleague cultivate significant pedagogical skills through working with a senior colleague or vice versa?

- Practical Considerations
  - Is each faculty member fully committed to the course (e.g., attending all classes, grading, etc.)?
  - Is the description of the course clearly presented? Are the learning goals clearly articulated?
  - Has this course been offered previously? Normally, first-time courses will receive higher priority than a course that has been offered repeatedly. If the appeal is for a second or later iteration of the same course, what were the outcomes of the course when previously offered?
  - Will the course attract sufficient student enrollment? Team-taught courses should typically have higher enrollments than a course offered by a single professor. For discussion-based courses, a class-size of 12-19 would be considered a reasonable number.
  - Does the department have a reasonable plan to address the loss of a course?

Faculty should also incorporate specific questions on the TCEs that tap student's perceptions of the potential benefits they received by participating in a team-taught course. Such assessments would be especially helpful if faculty-teams would like to offer the course again in the future.

134. SCHEDULING

We must make a greater effort to spread our courses over the full range of available time slots. Concern about the current class schedule can be summarized as follows.

1. The University is not fully utilizing classroom space across the entire scheduling grid. This inefficient use of space requires us to add classrooms at the expense of other demands on space, such as departmental offices, faculty offices, research labs, and informal space for students and for faculty-student dialogue. It would make great sense for us to use our resources more efficiently and effectively on behalf of our faculty and students.
2. Students encounter at present far too many scheduling conflicts. Classes should serve students, but students find themselves unable to select courses from as full a menu of available classes as would be ideal. The reason is simple: too many classes are concentrated in too small a number of available slots. For example, the Monday-Wednesday-Friday slot at 8:30 a.m. fills approximately 10% of the available classrooms, whereas the Tuesday-Thursday slots at 9:30 a.m., 11:00 a.m., and 2:00 p.m. fill close to 100% of available classrooms. This pattern minimizes the availability of courses to individual students.
3. A recent review indicated that 15.4% fewer classes are offered on Fridays vis-à-vis Mondays through Thursdays. Please make an effort each semester to schedule classes across the full range of times available to you. The most underutilized times currently are 8:30 a.m. on Mondays and Wednesdays, Fridays all day, and afternoons throughout the week.

Many institutions with similar problems require departments to arrange class times according to a strict formula, and the University is now weighing such a change. It is important for faculty to remember that they do not have the right to set their own schedules. This is the responsibility of the department. Faculty are expected to work collaboratively with their colleagues to build a schedule that places student needs first. If faculty do not cooperate, the University may be forced to migrate to a system based on a mandatory formula.

If graduate classes meet in the evenings, which is permissible, please list these from the start as evening courses; if departments convert them informally, desirable classroom space will be needlessly blocked. This is a frequent problem in the College that can be easily corrected. Given that the College has a limited number of classroom spaces to use at each standard time slot, all efforts aimed at facilitating greater stewardship in the scheduling of courses would be appreciated.

135. Course Assignments

The availability of courses remains a source of concern for our students. The most useful strategy to help students is to plan the curriculum for the entire academic year and not simply for one semester. Planning should take place well in advance. Long-range and long-term planning may result in more balanced offerings over the course of a year.

The College of Arts and Letters seems to be unusual in frequently inviting faculty members to teach whatever they would like independently of curricular coherence or student interest. This is one area in which chairpersons need to exhibit leadership. Certainly, it is ideal if faculty members can teach in the area of their research, but this makes sense only if the area of research is essential to the broader discipline or is of broader interest to students. As a faculty, we have collective curricular obligations to our students. The College recommends that department chairpersons not only ask faculty members what they would like to teach but also ask them to suggest a certain number of courses in areas for which courses are needed. We have received complaints, for example, that we do not offer enough courses of broader interest, not enough courses in ethics, and not enough courses on environmental issues. Faculty should be capable of teaching a range of courses. Ideally one can find common ground between faculty and student interests.

136. Course Cancellations

We recognize that circumstances occasionally arise that require cancellation of classes that have been offered in registration and are full of students. Such cancellations should be exceptional and must be reviewed by the Associate Dean for Undergraduate Studies before the Registrar is contacted. This procedure will ensure that students are protected from unnecessary cancellations and that alternatives have been considered. The Associate Dean for Undergraduate Studies can also make a determination whether other sources of funding and/or support for the class can be found.

Students affected by cancelled courses should be notified by the department immediately and always be offered the following: (1) a viable alternative course, ideally at the same class time (this may require adding a new course with open seats for everyone in the cancelled course); (2) personal help for each student (provided by the department) in adjusting his or her schedule and obtaining the proper permission(s); and (3) an explanation of the situation, including reasons for the cancellation.

137. Rotating Topics Courses

If individual faculty members offer different versions of a generically similar class, for example, rotating topics within the broader rubric of American drama or labor economics, please use the same number for the course and simply advertise the individual topic in your departmental course descriptions. This will help us limit an unnecessary proliferation of course numbers, which creates needless paperwork and is bringing us to a point where in some instances we are running out of numbers. In such cases the department needs to indicate whether or not the course is repeatable for credit. If you have questions about this topic, please contact the Associate Dean for Undergraduate Studies.

138. LARGE CLASSES

If a department has classes with more than 100 students that do not have tutorials, the department should either introduce tutorials or inform the Associate Dean for Undergraduate Studies what reasons prohibit the introduction or render them superfluous. Please do so in advance of the semester in which such courses are offered.

If a department lacks funding for graduate students to serve as assistants for large classes, make a case for them at the time that you submit your budget for non-regular faculty. If a situation arises during the year that requires immediate assistance, contact the Executive Associate Dean.

139. SYLLABUS

A syllabus must be prepared for every course. In the past we received occasional complaints from parents and students about courses that did not have a syllabus; this is not only embarrassing, it is professionally unacceptable. We recommend that each syllabus contain the following: relevant information about the course and the instructor, including offices hours and the teacher's desire to help students individually; a clear statement of learning goals, including intellectual challenges for students; course requirements and general expectations of students, including attendance policies and criteria for evaluating assignments; grading percentages and policies required and optional texts; a tentative schedule of topics and assignments; and a statement on the Honor Code and plagiarism. Faculty are reminded that they should give at least one assignment by mid-semester and that they should provide students with an evaluation of their work by midterm. Faculty members must submit a copy of each syllabus for departmental records and as an aid to new faculty members or faculty members teaching a particular course for the first time. New faculty and graduate students who are in pedagogical programs find these especially useful.

140. FACULTY ABSENCES

If an instructor will miss two classes or be out of town for more than three to four days, he or she should clear this in advance with the chairperson. This protects the faculty member from any hint of irresponsibility and puts the chairperson in a position to deal with any situation that might arise as a result of the absence.

Faculty members missing classes because of scholarly activities and travel should reschedule these classes. This would represent an excellent opportunity to have students meet at your home. Should you provide refreshments for such an event, funds are available through the Office of Undergraduate Studies (see "Faculty Dining with Students").

It is not permissible for faculty to cancel classes for the sake of convenience. For example, a faculty member may not cancel a course because he or she wants to take off early for a holiday or a weekend. The University considers this a breech of professional conduct. In recent years, some faculty have become cavalier in canceling class sessions. Any such absences should be reported by the chairperson to the Executive Associate Dean. In addition, chairpersons are expected to weigh unexcused absences when evaluating the teaching performance of faculty members.

141. STUDENT ABSENCE POLICY

It is important for each professor to state clearly the class attendance policy in their syllabus. This permits students to plan their schedules and avoids unnecessary complications that can arise over misunderstood policies. It is the responsibility of the professor to make the policies clear; it is the responsibility of the student to adhere to these policies. If during the course of the semester, a student is in danger of failure because of the number of absences, notice must be given to the student. Please see the Office of Undergraduate Studies for the appropriate form.

142. EXCUSED ABSENCES FOR POSTGRADUATE OPPORTUNITIES

The University recognizes the importance of preparing undergraduate students for life beyond the University and the benefits accrued to the University when its students are able to obtain significant postgraduate opportunities in employment, graduate school, or service. The Academic Council recommends that faculty members take into account the crucial importance of interviews for undergraduate students seeking postgraduate opportunities. It further recommends that faculty members exhibit flexibility and good judgment in allowing seniors to obtain, with proper verification, a reasonable number of excused absences for such interviews. Students should notify the instructor in advance of such an absence. If a conflict should arise between a faculty member and a student concerning such an excused absence, the student may appeal a negative decision to the Dean of the student's college. The Dean, after consulting with the faculty member, may recognize a reasonable number of verified absences. If a conflict should arise in a class in another college, the Dean of the student's college will work collaboratively with both the instructor and the Dean of the college in which the student is taking the class.

143. FINAL EXAMINATIONS

The Academic Code mandates that two-hour final examinations be given in undergraduate courses at the time stipulated by the Office of the Registrar. University Seminars have traditionally been given a blanket exemption from this policy. Any requests for additional exemptions should be initiated by the faculty member and forwarded to the chairperson, who in turn should submit the request, if endorsed, to the Associate Dean for Undergraduate Studies. Exemptions must be addressed yearly. It is important that you do not allow arbitrary movement of exams. The effect that such movements have on examination schedules is exponential. Any alterations must be official. Please remember that study days are sacrosanct and should not be invaded. Faculty should be reminded that they should not leave town until their final examinations are complete and their grades are submitted. Too frequently students come to the Office of Undergraduate Studies to ask for assistance in rescheduling examinations. It is impossible to help them if the changes are not official. Faculty put students in difficult and unfair positions when they change the time schedule arbitrarily. This extends to take-home examinations. They should be due at the time of the regularly scheduled examination. Please remind the faculty to stick to the published examination schedule or seek official alterations.

144. OFFICE CLOSINGS

There will be occasions when departments close their offices during normal business hours.

Closings are particularly acute for one-person offices. In order to ensure that our students receive the services they need at critical points in the calendar, the College asks departments to remain open, staffed, and available to students on seven key days during the year. On these days, offices should be completely staffed all day to handle requests from students, faculty, and administrators. It is important that staff members and College administrators, including directors of undergraduate programs, not schedule days off on these days, unless, of course, for illness or emergency. Here is the list for this year's (2007-2008) academic calendar. To be updated

8/26/07	Transfers, readmit, and new graduate students enrollment & registration.
8/24/07-8/27/07	Orientation and advising for new freshman (First Year of Studies).
9/5/07	Last day to add Fall courses
11.2.07	Last day to drop Fall courses

Spring Semester

1/14/08	New student orientation, registration, and enrollment; enrollment for all continuing students.
1/23/08	Last day to add Spring classes
3/25/08	Last day to drop Spring classes

145. EVALUATION OF TEACHING

Included in the appendices is a report entitled “Evaluating Teaching at Notre Dame,” which was written by the Teaching Evaluation Subcommittee of the Undergraduate Studies Committee of the Academic Council and subsequently approved by the Academic Council (Appendix J). The Provost’s Office has been working on a new document for evaluating teaching that should be released this next year. All departments should develop some mechanism for teaching evaluation other than sole reliance on the TCEs. Classroom visits and conversations are critical to good evaluation. It is also important to remember that contributions to teaching take place in various settings. Departments should develop a plan that will allow for comprehensive evaluations of a faculty member’s teaching. This should include the faculty member’s performance in the classroom, interactions with students outside the classroom, curricular contributions, committee work (examination boards, theses and dissertation boards), and direction of theses and dissertations. Is this member of the faculty an easy “A” or is this person rigorous? Has the faculty member had a significant impact on a number of students whose careers were heavily shaped by their interactions with this member of the faculty? Further, take into account the efforts that a member of the faculty makes to improve the quality of their teaching. Do they take advantage of the Kaneb Center offerings? Do they attend sessions on pedagogy at the meetings of professional societies? Have they worked with a mentor? This is not an exhaustive, but representative, list of the types of questions that faculty and chairpersons, in particular, should ask when evaluating good teaching.

146. TEACHER COURSE EVALUATIONS (TCEs)

The TCE, a University-wide instrument by which all students evaluate their courses and teachers, has been in place since 1970. A revised form was developed and adopted by the Academic Council, and was first used in Fall 1997. All faculty and instructors are required to administer TCEs. If you have any questions, please call Institutional Research at 631-5425.

Most of the responsibility for outlining which courses and instructors are evaluated through the TCEs lies in the hands of department chairpersons (or the department's liaison to Institutional Research). Early each semester (c. September 8) the department chairpersons receive from Institutional Research a list of the primary courses offered by their departments. This list is derived from the Registrar's database. Department chairpersons are asked to indicate on the form which of the courses should be evaluated, which instructor or instructors should be evaluated in conjunction with each course, and when the course itself or each segment of it ends. Department chairpersons should pay attention to the due dates and respond as carefully and thoroughly as you can. Please contact Institutional Research if you have any questions.

On the basis of the information received from department chairpersons, Institutional Research prepares the evaluation forms. They are happy to prepare as many forms as needed to give a thorough evaluation of each course and will also prepare forms for distribution at the end of each segment of a team-taught course or at the end of each mini-course. This means that each instructor of team-taught courses and each teaching assistant (T.A.) in large lecture courses can be evaluated separately. In order for the latter to happen, however, T.A.s need to be listed as instructors of record for their portions of the course. An alternative is to design a departmental TCE for T.A.s, which is distributed separately and submitted to the office of the DGS, who should hold them until all grades for the course are assigned.

Once the evaluation packets are prepared, the label on the envelope determines to which course and instructor the contents are attributed. So, for example, if a faculty member mistakenly distributes the contents of the packet for History 30xxx to the students in History 40xxx, the results will nevertheless be on record as a part of History 30xxx. Similarly if a faculty member mistakenly picks up and distributes the contents of faculty member X's packet, the results will become a part of X's record, not Y's. In the case of team-taught courses, if only one packet is prepared for that course, the entire evaluation will be solely attributed to the instructor named on the label.

Since TCEs form an important part of faculty evaluations for promotion and tenure, it is important that this process be as smooth and as accurate as possible. One of the biggest problems faced by Institutional Research in preparing the evaluation forms is obtaining accurate information, particularly regarding course instructors. Chairpersons need to check the Hours of Instruction book or the class lists. Courses for which there is no instructor's name are problematic. Obviously, Institutional Research cannot prepare an instructor's report for instructors whose names are not in the database. Nor can they run evaluations for courses about which the data are unclear.

All courses should be evaluated, regardless of the enrollment, and each instructor in team-taught courses should be evaluated separately.

147. AWARDS

The College promotes excellence in pedagogy in a number of ways. One of the most visible is in the recognition that we accord to those who excel.

148. CHARLES E. SHEEDY AWARD FOR EXCELLENCE IN TEACHING

The Charles E. Sheedy Award for Excellence in Teaching was named for Rev. Charles Sheedy, C.S.C., a much-beloved Dean of the College of Arts and Letters. The Sheedy Award is given annually. Christian Moevs is the 2006 recipient. The Sheedy Award will be presented to Professor Moevs at a ceremony during our annual Advisory Council weekend. The ceremony and reception will take place on Thursday September 7 at 4:00 p.m., in the McKenna Hall auditorium. Please do not schedule any other events that afternoon. For a list of former Sheedy Award recipients, please consult http://al.nd.edu/resources-for/faculty-and-staff/teaching-resources/documents/SheedyWinners1970to2006WebText.pdf.

149. JOYCE TEACHING AWARDS

The Joyce Award, formerly known as the Kaneb Teaching Award, was established this year and is named for the late executive vice president of Notre Dame. It honors faculty members who have had a profound influence on undergraduate students through sustained exemplary teaching, and, in particular, recognizes professors who create environments that stimulate significant student learning, elevate students to a new level of intellectual engagement, and foster students' ability to express themselves effectively within their disciplines.

For more information on the award, see http://provost.nd.edu/academic-resources-and-information/documents/JoyceTeachingAward.pdf.

150. DOCKWEILER AWARD FOR EXCELLENCE IN UNDERGRADUATE ADVISING

Established in 2007 through a gift from the Julia Stearns Dockweiler Charitable Foundation, the Dockweiler Award for Excellence in Undergraduate Advising annually recognizes approximately three members of the full-time faculty or exempt staff who have demonstrated a sustained commitment to Notre Dame undergraduates through outstanding mentoring, academic advising or career counseling services.

The Dockweiler award aims to:

- Demonstrate in a tangible way that mentoring, academic advising and career counseling activities are important and valued roles for faculty and staff at Notre Dame
- Highlight a diverse set of Notre Dame exemplars who illustrate innovative ways outside a classroom context to inspire and assist undergraduates in reaching their academic and professional goals
- Inspire and incentivize more members of the Notre Dame community to provide individualized guidance to undergraduate students

For more information on the award, see http://provost.nd.edu/academic-resources-and-information/documents/DockweilerAward_000.pdf

151. COURSE MANAGEMENT

In Fall 1997, we introduced enrollment management to the College. Previously we offered classes—both undergraduate and graduate—to as few as two or three students. In Fall 1997, the College had more than 90 low-enrolled courses. A low-enrolled course or two scattered throughout a given department may not be an especially serious problem, but as they accumulate across the board, they become more serious in their totality. At the same time Notre Dame has offered far too many classes with more than 50 students. We need instead more classes with 18-19 students. Proper reconfiguration of faculty assignments and course offerings are helping us address a significant number of these cases. Some such lower-enrolled classes should, for a variety of reasons, be offered and subsidized, but one should have to present a strong argument for such offerings, not let them stand simply for lack of oversight.

152. UNDER-ENROLLED CLASSES

In 1998, under the Associate Dean for Undergraduate Studies' leadership and with the cooperation of chairpersons, we reduced in one year the number of lower-enrolled classes in the College by 40%. We also decreased the percentage of adjunct-taught classes that year from 18% to 9%, and further in the next four years to 8%, 7%, 6%, and 5%, respectively. Classes with between eight and 19 students have increased, and the percentage of classes with more than 50 students has been reduced. In Fall 2001, we had the lowest number of such classes in over a decade. Nonetheless, we still have a long way to go in limiting the number of classes with fewer than eight students or more than 50 students, as we seek to offer more and more classes in the ideal range of 10-18 students.

Currently, undergraduate course enrollments below eight require justification, and graduate enrollments below five require justification. If a department chairperson thinks a course should continue to be taught despite low enrollment, he or she must explain the rationale to the

Associate Dean for Undergraduate Studies by the first day of the semester.

Repeated mention has been made of the difficulty of keeping tabs on graduate enrollments until the very end of the registration period. This can be alleviated in any number of ways: first, departments should insist that graduate students register during the November/December and April/May periods; second, the Director of Graduate Studies or the graduate student advisors could meet with graduate students for pre-enrollment advising, which will help departments ascertain what courses the students intend to take; or third, require students to fill out a pre-registration form by e-mail.

We recognize that courses in the less-commonly-taught languages may need to be approved with enrollments below the minimum. We expect in return concerted efforts to increase enrollment in these language courses, and we ask departments to offer some courses that will attract more students to offset the lower-enrolled language courses. It is to the advantage of a department to do so since this increases the total number of enrollments for the unit.

Some units leave “permission required” stipulations throughout the entire registration period and thus discourage students from taking what in many cases would be upper division or major courses. In some instances this practice might be appropriate, but in others it may lead to undesirable and artificial caps on enrollment. Please review all such courses in your departmental curriculum.

Please set your class enrollments at a reasonable level from the beginning of the schedule building process or call the Registrar’s Office to change caps.

153. CANCELING CLASSES

Canceling classes is a better strategy than misusing precious faculty resources. Although this is a relatively new policy at Notre Dame, it is common at peer institutions and is welcomed by the Registrar. One result of this policy is that a faculty member may be left without a class to teach.

This can be addressed in one of the following four ways:

1. Offer an additional University Seminar in a subsequent semester. This is especially welcome in the arts, history, philosophy, the social sciences, and theology.
2. Relocate the faculty member to another class, which is over-enrolled and split that class into two smaller sections. The disadvantage that this solution faces is the need to find another classroom during the same time slot. This is often possible, but can be difficult.
3. Move the faculty member to a course otherwise assigned to an adjunct, whether in the department or in the College, and cancel the adjunct's role. This will save dollars and increase the percentage of faculty-taught classes.
4. Give the faculty member a temporary one-course reduction, which is to be compensated for by a higher load in a subsequent semester. This should lead to additional offerings, thus reducing average class size, or the displacement of an adjunct, thus saving dollars and increasing the percentage of faculty-taught classes. The final arrangement should be communicated to the Executive Associate Dean.

To insure that a class is cancelled, you must complete a course cancellation form and submit it to the Office of Undergraduate Studies.

Course cancellations do not result in a net reduction in the faculty member's teaching load: they must be made up in one of these four ways or through some other avenue approved by the Executive Associate Dean. Department chairpersons are expected to keep track of and remind faculty of any courses which they must make up. Normally faculty should make up a course in the following semester; this could be extended to a second semester if circumstances warrant. Please consult with the Executive Associate Dean for any unusual arrangements. The Executive Associate Dean will regularly assess the number of courses taught by faculty members and will contact chairpersons if specific arrangements to make up a course have not been implemented. If you find it necessary to cancel a class after your TUSCs have been submitted, please contact the Associate Dean for Undergraduate Studies.

154. UNDER-SIZED CLASSES

In the past individual faculty members have directly contacted the Registrar's Office to cap enrollments, sometimes at unreasonably low numbers, without the approval of their chairperson. The University Registrar has been informed that enrollment caps will now be adjusted only by department chairpersons and their assistants or by College administrators.

Departments may not arbitrarily limit the enrollment numbers for courses. Every department would like to keep the enrollment figures lower for upper-level courses or language courses. However, these numbers must be set in consultation with the Dean's Office since they directly affect faculty counts. We make every effort to address the educational needs of our students; however, we cannot permit individual departments to set standards for courses that skew the allocation of resources in the College. It is unjust both to faculty and to students when one department sets a cap for major courses of 15 and another sets a cap of 35. We ask departments to help us think about a more rational policy so as to ensure that student-centered learning is possible across the diverse departments of the College.

155. COURSE MANAGEMENT INFORMATION AND TRAINING

You can obtain a wealth of useful information on departmental enrollments as well as related statistical information by consulting the Web page of the Office of Institutional Research. We strongly encourage chairpersons to consult this resource for their department and to weigh course assignments by considering such data along with other, more qualitative factors. You may access this page at http://www.nd.edu/~instres. In particular, we encourage you to review a new Web page that gives both current and historical information on section sizes, which you will find at http://ir.nd.edu/courses/SectionSizeForm.asp. If you need assistance in locating this information or in learning how best to use it, you should call Mark Gunty or another Institutional Research staff member at 631-7572. The IR staff would also be receptive to requests for different kinds of information.

You may also be interested in taking a training workshop for Notre Dame's Banner System, which provides information on courses, including enrollments for each coming semester, and information on individual students. If you would like to set up a workshop, please call the Registrar's office.

Education Program in Cooperation with Saint Mary's College

156. Education Program

Notre Dame does not offer education courses; however, through a cooperative arrangement with the Department of Education at Saint Mary's College, students can take education courses and arrange to do student teaching. After appropriate course work and one semester of student teaching, students are eligible for state certification. Additional questions should be referred to Assistant Dean Vicki Toumayan in the Office for Undergraduate Studies (631-7098).

Part Three:

Graduate Students and Research

157. OVERSEEING GRADUATE STUDIES AND RESEARCH

There have been two major developments in the administration of graduate studies in recent years. First, in 2003, the College split the position of ISLA Director and the Associate Dean for Research into two positions: the ISLA Director and the Associate Dean for Research, Graduate Studies, and Centers. This associate dean is now charged with promoting graduate studies in the College. He or she is responsible for the evaluation of graduate programs, promoting best practices among graduate programs, reviewing and vetting all new proposals, and reviewing the current budgets and requests for additional funding. In addition he or she serves as the College's advocate in the Graduate School and the Graduate School's point of contact in the College. Second, in 2005-2006, the Provost appointed a committee to study the structure of the Graduate School and its relationship to the colleges of the University. The committee completed its work in Spring 2006 and filed its report. The decision was made to create two positions. One position is the Vice President for Research, who will oversee the Office of Research and the other position is the Dean of the Graduate School, who will oversee graduate studies across the University.

158. FOSTERING EXCELLENCE IN GRADUATE STUDIES

It is important to evaluate our graduate programs, just as we do our undergraduate programs. This includes consideration of a wide variety of areas, including, for example, the quality of incoming students (as measured by GRE scores, GPA, baccalaureate institution, percentage of applications accepted, and other factors), record of attrition and time to degree, innovative and coherent programs of study and support, quality of graduate student teaching and graduate student scholarship, placement record of students, quality of faculty teaching and faculty publications, external funding for scholarly activity, contributions to neighboring units, and national rankings. A full list of criteria for the evaluation of graduate programs has been developed and is available from the Associate Dean for Research, Graduate Studies, and Centers. All requests for new funding from the Graduate School must be submitted as part of departmental annual reports to the College; these requests will be weighed in the light of a program's excellence to date and its potential for distinction. All requests for new funding will be reviewed by both the College and the Graduate School.

The College would also like departments to work together on common projects and issues that transcend individual departments, as in an earlier brainstorming session on training graduate students as teachers and as in the recently introduced Kaneb workshop for beginning graduate teachers. Our dual identity as a liberal arts college and a research university gives us an ideal context for the training of graduate students. Most Arts and Letters graduate students, even at large state universities, aspire to teach at liberal arts colleges, but such universities are not always the ideal locus for this training. Notre Dame can offer such students a stronger community of learning and more mentoring and experience in this realm than most other universities. Indeed, where could one better train liberal arts teachers than at a research university that is also a residential liberal arts college which values teaching? By concentrating on the development of teacher-scholars in our graduate programs, we can compete with other institutions in unusual ways. Graduate programs should develop a formal pedagogical training program for graduate students. A number of departments within the College have such a program in place. This raises the quality of graduate instruction of our undergraduates and gives the graduate students a distinct advantage in the job market. It also allows departments to reduce their dependence on adjuncts and the challenges of identifying suitable pedagogues in the larger region.

The College has helped to fund graduate students in a number of ways in recent years. First, we have employed cash to top off selected stipends (for the full five years of funding) in order to attract stellar students who would like to come to Notre Dame but have competitive offers from other institutions. Fortunately, the Graduate School announced the raising of stipends, which has relieved some of the concern. We have under way a proposal to introduce midlevel stipends for selected departments and students beginning in the Fall of 2008; more details will follow. Second, we have raised teaching stipends to keep pace with the increased graduate stipends. DGSs should be able to factor in teaching stipends with the regular stipends from the Graduate

School to extend support to students. Third, we have also helped some programs with one-time cash contributions, principally in cases where departments found themselves in difficult positions. Fourth, we have helped fund some new programs.

The Graduate School conducts surveys of placements. The College has done reasonably well, in comparative terms, in placing Notre Dame Ph.D.s in tenure-track positions during the past decade or so. During the period from 1991-2003, three departments or programs placed more than 70% of their graduates in tenure track positions: Philosophy (74.7%), the History and Philosophy of Science (73.3%), and Theology (71.3%). Three other departments placed 50-70% of their students in tenure track positions: History (67%), Political Science (63%), and Sociology (54%). Four other departments were below the 50% mark. Historically, the College has not done well, in comparative terms, in placing Notre Dame Ph.D.s at prestigious institutions, specifically the top two tiers of national research universities and the top 50 liberal arts colleges. In a recent ten-year stretch, Philosophy had the highest percentage of departments in the College, placing 20% of its students in top-tier institutions. Most of the College's departments, however, had an 8-14% placement rate; two departments were at 6%. There are some notable signs of improvement in this area. Some graduate student appointments in the last few years include the following. For English, Ohio State University, University of Illinois at Urbana-Champaign, Indiana University Bloomington, Penn State University, SUNY-Albany, and the University of Connecticut. For History, the University of Chicago, the University of Virginia, Ohio State University, Purdue University, and the University of Alabama. For Philosophy, the University of Virginia and Wake Forest University. For Political Science, the University of Pittsburgh, the University of Texas at Austin, and Wabash College. For Psychology, Indiana University Bloomington, the University of Wisconsin- Madison, the University of Minnesota, and Connecticut College. For Theology, Duke University, Georgetown University, Boston College, Fordham University, St. Louis University, Loyola University Chicago, Marquette University, and Pepperdine University. These are encouraging signs. We need to continue to work hard at placements.

One possibility would be to designate a member of the faculty other than the DGS as the placement officer. Several departments have already done this. The individual needs to be well connected and committed to assisting graduate students in professional development and presentation. Chairpersons should consider this to be a major service assignment in the department. Other departments let this responsibility fall to the DGS. Still other departments lean heavily on the efforts of individual faculty who serve as dissertation directors. It is important for all departments to think through the effectiveness of their administrative support for placement and the preparation that they provide to students. We strongly urge every department with a graduate program to reflect on placements and to formulate a specific strategy to enhance them.

Another area that needs considerable attention is departmental policies for graduate students. We urge you to develop a handbook outlining your program in detail. Some departments have handbooks that could be used as models.

It is important for DGSs and other relevant faculty to nominate their best graduate students for the annual awards offered by the Graduate School. In past years, some of our strongest departments and programs have not submitted nominations.

159. TEACHING FELLOWSHIPS THROUGH THE WRITING CENTER

The College, in collaboration with the Graduate School, offers ten fellowships to advanced graduate students for teaching one course in their respective department and one section of first-year writing. These fellowships were developed when faculty moved to University Seminars. Instead of increasing class size or hiring more adjuncts, we elected to assist our graduate students in their training as teachers and assigned selected advanced classes to them. In addition, first-year writing is no longer a course that teaches students how to write about literature. Instead, the course teaches students how to argue and write a coherent essay on a range of topics across disciplines. The Boyer Commission report emphasized the need for teachers who can teach writing across the disciplines. In this sense, teaching first-year writing is an excellent apprenticeship for future teachers. Departments should encourage their best students to apply for these fellowships, as they can help departments stretch dollars—both for graduate students and for instructional purposes. If you have questions about this competition, please contact either the Associate Dean for Undergraduate Studies or the Director of the University Writing Program.

160. PREDOCTORAL FELLOWSHIP PROGRAM THROUGH THE KANEB CENTER

The Predoctoral Fellowship is co-sponsored by the Graduate School, the College of Art and Letters, and the Kaneb Center for Teaching and Learning; it is coordinated by the Kaneb Center. The Pre-doctoral Fellowship Program provides up to four advanced graduate students in the College of Arts and Letters with a mentored experience of research and teaching at a prominent liberal arts college or research university. The fellow engages in research related to his or her thesis and teaches a course at the host institution for a one-year period (http://kaneb.nd.edu/ta/pre_doctoral_prg.shtml).

161. ISLA Awards for Graduate Students

For faculty seeking a graduate assistant to help them on their own research projects during the summer, ISLA funds are available to cover stipends of $1,200 per month for one to three months. Priority is given to projects supported by external funds that do not provide for graduate assistance during the summer. Graduate assistants must be directly involved in the faculty's research and writing in ways that contribute to the student's intellectual formation. This grant is not meant to support clerical or secretarial help. The graduate assistant is expected to work on the project for about 200 hours for the $3,600 maximum summer stipend (http://isla.nd.edu/internal/awards/ga/).

In addition, summer graduate research stipends of $3,600 are available to graduate students in Arts and Letters to encourage faculty-student teams to engage in research-related activities that will result in a grant or fellowship proposal by the faculty mentor to an external source within an eighteen-month time period. Such a proposal distinguishes this initiative from the Graduate Assistantships (http://isla.nd.edu/internal/awards/gssrsg/).

ISLA, in collaboration with the Graduate School, is also offering a new initiative to foster graduate student professional development. This funding is available to departments with PhD programs and to those in the Master of Fine Arts program. It is intended to satisfy special, one-time needs that cannot be met by the funding allocated specifically to departments for graduate students. Under the category of graduate student professional development, such needs might include expenses associated with doing or presenting research or expenses associated with language learning or the development of other skills. (http://isla.nd.edu/internal/awards/gssrsg/Professional.cfm).

162. Edward Sorin Postdoctoral Fellowship Program

The Graduate School and the College of Arts and Letters co-sponsor the Edward Sorin Postdoctoral Fellowship Program for recent Notre Dame graduates. We provide 12 such two-year positions or six new fellowships per year (see also the section in Part One on appointments).

The fellowship provides two years of support in order for scholars to develop teaching experience and demonstrate research productivity before they compete in the academic job market, especially at major research universities or national liberal arts colleges. The College's first two postdoctoral fellows received tenure-track positions at the University of Pittsburgh (in Political Science) and at the University of Illinois (in English).

Eligible applicants will be exceptional students who will earn their Ph.D., between December 2006 and August 2007, from the University of Notre Dame. Preference will be given to those who will graduate in less than six (6) years of enrollment and whose career goal is to become a faculty member at a nationally competitive research university or a national liberal arts college. The fellowship will commence in the Fall semester after graduation and, assuming satisfactory progress, is renewable for a maximum of two years. Sorin Fellows will be expected to teach classes in the College of Arts and Letters. A faculty member will mentor the Fellow's class preparation and teaching in order to polish pedagogical skills. Fellows will also be expected to conduct, present, and publish research and are given a $2,000 research account. If possible, the Fellow will be encouraged to apply for external funding for a research project. A faculty member will assist in the Fellow's research progress. In order to broaden experience, the Fellow is expected to choose someone other than his or her dissertation director as the faculty research sponsor.

We strongly recommend that you encourage your best students to pursue this opportunity, which is designed to give them a cushion to apply selectively during their ABD year and first fellowship year for the best positions in the country. During this time they will also develop a stronger teaching and research profile, which will only enhance their competitiveness. In their final fellowship year candidates are of course encouraged to apply for all relevant positions.

In addition to these fellowships, the College has sponsored some postdoctoral teaching fellowships on its own. The qualifications remain the same. The arrangements are worked out on an *ad hoc* basis between relevant department chairpersons and either the Dean, the Executive Associate Dean, or the Associate Dean for Research, Graduate Studies, and Centers. There are also postdoctoral fellowships available from the Erasmus Institute (http://www.nd.edu/~erasmus/) and the Helen Kellogg Institute for International Studies (http://www.nd.edu/~kellogg/). Details are available from each of the respective institutes.

163. TARGETED WORKSHOP OPPORTUNITIES

Each year ISLA, with support from the Provost Office and the Graduate School, coordinates a year-long series of seminars for Notre Dame faculty members and graduate students. These seminars, entitled *Seminars in the Catholic Intellectual Tradition*, address various themes in the Catholic intellectual tradition (http://isla.nd.edu/faculty/seminars/).

To enhance academic leadership, the College puts together three workshops for graduate students during the summer that focus on a Notre Dame signature in graduate education. The themes of these workshops are: Enhancing Teaching Effectiveness, Leadership Opportunities for Faculty Members, and Higher Education and the Catholic Tradition. More information on these workshops can be obtained from the Associate Dean for Research, Graduate Studies, and Centers.

164. External Grants

One reason why individual departments at Notre Dame have historically been less highly ranked than the institution as a whole has to do with our relatively modest record in obtaining grants in the past. This has changed dramatically in recent years.

There has been significant growth in both grant activity and awards since Fall 1997. During the seven-year period 1990–1997, the average income from grants was $1.5 million; since then, the average is $8.9 million, a total six times higher than the previous average. In this past fiscal year alone, faculty members in the College submitted 233 proposals requesting over $39 million and received 85 awards, totaling over $8.1 million. While the amount of the total awards is down from last year, when we had two $3 million dollar grants, all of the other numbers are up: the number of applications is up from 201 to 233, the amount of funds requested is up from $20.5 million to $39.6 million, and the number of awards is up from 66 to 85. Appendix G illustrates the College's impressive trajectory of external research dollars over the past decade.

In the past eight fiscal years, scholars in the social sciences have compiled an impressive track record, winning awards totaling $51.4 million. The percentage of success over this time has been remarkable. During these years faculty have submitted 572 proposals and won 317 awards. This is a success rate of 55%. In 2004-2005, faculty members in the social sciences received 42 awards, totaling $10 million. This represents the highest dollar amount of external funding secured by the social sciences in a single year. The numbers in the past two years have been slightly lower, but faculty in the social sciences still received about $6 million in each of the past two years in grants. We would like to see the pool of social scientists receiving grants continue to increase along with the number of major collaborative and interdisciplinary grants.

Notre Dame continues to be one of the country's leading universities in the receipt of research fellowships in the humanities. Over the past eight years, Notre Dame has received 29 research fellowships from the National Endowment for the Humanities (NEH), more than any other university in the country. The University of Michigan is second with 26 and Harvard is third with 23. The University of California at Berkeley, University of Virginia, and Princeton are tied for fourth place with 15. Appendix G illustrates Notre Dame's standing among these leading universities. Moreover, among the nation's top-25 national research universities, as defined by *U.S. News and World Report*, Notre Dame ranks sixth in receipt of humanities fellowships from the 17 agencies (NEH, American Council of Learned Societies, Guggenheim, Fulbright, National Humanities Center, etc.) used by the National Research Council in its rankings (data through 2005-2006). We trail only Berkeley, Princeton, Chicago, Harvard, and Michigan, while leading such institutions as Columbia, Stanford, Brown, and Yale. In the 2006-2007 academic year, faculty won five NEH fellowships, two NSF grants, two fellowships from the National Humanities Center, one Guggenheim fellowship and a number of other prestigious fellowships. We would like to see the number of faculty members receiving NEH and other prestigious fellowships continue to rise.

The most encouraging part of our success is that a significant percentage of recent grants have gone to junior faculty. We have been improving but need to continue to improve. The arts and humanities departments benefit directly when a faculty member receives a grant. Not only does the fellowship free the faculty member to conduct research, but 50% of the salary funds are returned to the department (maximum $35,000) to cover courses or undertake one-time activities. The College encourages faculty to work with the Institute for Scholarship in the Liberal Arts (ISLA) to submit more grant applications. Although we submit fewer grants than some universities, especially in the social sciences, our record of obtaining grants is nationally competitive. Thus, if we submit more applications, we are likely to receive more sponsored awards. We need your assistance in changing the culture at Notre Dame with regard to grants. Faculty members who apply for grants but do not receive them should be encouraged. Applying is itself worth something. It is natural to apply and to recognize that one will not always receive a grant; however, the more grants we submit, the more likely it is that our overall funding record will increase. Grant activity should be weighed at the time of annual performance reviews.

At least three issues have arisen in recent years concerning grants that require more attention in the future. First, if a grant application requires additional space, renovation costs, or other infrastructure needs, it is important to consult with the Associate Dean of Strategic Planning or the Director of Finance and Operations before submitting an application. If we do not get guarantees on space at that stage, we have a very difficult time bargaining for additional space after the fact. Second, please include all expenses that can possibly be included in your grant application. We do not have enough budgetary flexibility to purchase items that faculty members did not think to include in their applications at the time of submission. Third, a grant application is a great opportunity to increase funding for graduate students by including a stipend for them. We are not funding enough graduate students through research dollars at the present time. The social sciences, in particular, need to expand their efforts to win fellowship funding. The presence of more graduate students would have several beneficial effects: they provide research assistance to the faculty, they raise the level of intellectual discourse among students generally, and a number of them can offer courses for the College when they reach a suitable stage in their training, and they are a central factor in our effort to build our academic reputation.

165. NEH Summer Seminars

Notre Dame has begun to increase its number of NEH Summer Seminars, with several in recent years. In support of this ambition, the Office of Research has unveiled, in consultation with the College, NEH Summer Seminar Support to encourage faculty to apply to direct NEH Summer Seminars. Each year, the Office of Research will provide additional funding for up to two faculty members who direct an NEH Summer Seminar. Four options of financial support are available to faculty: a 1/9th salary supplement during the summer of the NEH award; a one-course reduction taken during the Fall or Spring semester that precedes the summer of the NEH award in order to give the faculty member time to prepare for the NEH Seminar; a one-course reduction taken during the Fall semester that succeeds the summer of the NEH award in order to allow the faculty member time to conduct research; or up to $10,000 toward the costs associated with running the seminar, such as graduate assistance. In these concrete ways, the College encourages faculty members to consider applying for a NEH Summer Seminar.

166. EQUIPMENT RESTORATION AND RENEWAL GRANTS

The University offers an *Equipment Restoration and Renewal Grant*. This program of the Office of Research is designed to provide University funds to restore or replace equipment required for current research and other scholarly activities. Proposals for single capital investment needs with a cost greater than $50,000 are being solicited. Notre Dame faculty who have not received an award under this program in the last five years may submit a proposal. Each college will screen the proposals submitted by its departments and submit no more than two proposals to the Office of Research. Requests for library collections qualify for support under this program (http://www.nd.edu/~research/funding/nd.htm). Faculty are encouraged to speak with the Associate Dean for Research, Graduate Studies, and Centers for more information and guidance on writing the proposal.

INSTITUTE FOR SCHOLARSHIP IN THE LIBERAL ARTS (ISLA)

167. ISLA's Mission

The goal of the Institute for Scholarship in the Liberal Arts (ISLA) is to help build, sustain, and renew a distinguished faculty in the arts, humanities, and social sciences by enhancing the intellectual life on campus.

ISLA accomplishes this goal through several avenues. First, ISLA provides grants for faculty research, travel to international conferences, curriculum development, speaker series/conferences, publication subventions, and miscellaneous research expenses.

Second, the Institute assists faculty in obtaining external grants through a variety of sources. ISLA is the College's clearinghouse for information, advice, and assistance in finding and obtaining grant funds from public or private agencies for any academic purpose. ISLA staff members are experienced professionals in grant writing who assist faculty in several ways: determining the range of funding sources, advising faculty regarding the content of grant proposals, assisting in the preparation of proposal budgets, and ushering proposals through the administrative review process. ISLA maintains a grant reference library, which includes computerized grant search databases, and hosts several grant proposal workshops during the year.

We ask faculty either to route their proposal through ISLA, or at minimum, to inform ISLA of a proposal. These should include funding requests for foundations: ISLA is the initial step in the submission process. It is important for faculty to route their proposals through ISLA for a variety of reasons. Firstly, ISLA staff members have proven exceptionally helpful to many faculty in the College. It is to your advantage to draw from their expertise. Secondly, this permits the College to keep a record of grant proposals and to track the results for the purposes of leave funding. Additional steps will include review by the Office of Research and the Foundations and

Corporate Relations branch of the Development Office, which ISLA will help facilitate. In addition, if a sponsor (federal agency, foundation, or corporation) from whom a faculty member will be requesting external funding requires a “pre-proposal” (also called a “brief proposal” or “concept paper” by some agencies) as the initial step in the submission process, these must be routed through ISLA, and will be treated as regular proposals for University record-keeping. ISLA also enhances opportunities for coordination and cooperation between related projects and funding possibilities and serves as a clearing-house for more long-term research needs that go beyond its own range of support.

Third, the Institute offers a variety of other faculty development activities, such as workshops on academic writing and publishing with an academic press, and now also keeps a College calendar of events up-to-date (see Web Based Calendars in Part Two), as well as assists with conference and lecture series planning.

168. ISLA AWARDS

ISLA provides two types of internal support to the faculty: interim awards and annual awards. A brief description of each type of support, including current initiatives, is provided below. For more information and specific guidelines, visit ISLA’s Website at http://www.nd.edu/~isla, call (574) 631-7531, or stop by the Institute office located in 101 O’Shaughnessy Hall.

169. INTERIM AWARDS

Limited interim awards are available throughout the academic year to regular, full-time faculty members and SPFs who encounter special financial needs or research opportunities. The purpose of interim awards is to assist in paying extraordinary expenses. Please note that the Institute normally will not be able to cover the entire cost an applicant may face. This holds in particular for funding for travel to international conferences, for which there is a very high demand, and which is complementary to other types of funding (such as departmental funds or funds from discretionary accounts.) The Institute places priority on applications that fall under the special program initiatives listed below. However, the Institute can help with other special needs not covered under the initiatives. A written application to the Director of the Institute provided in hard copy is required. Please be sure to include all information requested under any of the following grant categories. Non-regular faculty, i.e., visiting and adjunct faculty members, are not eligible for these awards.

The Current Initiatives are as follows:

- Career Enhancement for Tenured Faculty
- Materials and Miscellaneous Research Needs
- Publication Subvention
- Seng Foundation Endowment for Market-Based Programs and Catholic Values
- Undergraduate Research Opportunity
- Support for External Mentorship
- Travel to International Conferences
- Initiatives for Graduate Recruiting
- Quantitative Methods in the Social Sciences: Travel
- Mini-Conferences
- Henkels Interdisciplinary Visiting Speaker
- Quantitative Methods in the Social Sciences: Visiting Speakers
- Rising Scholar Speaker Series

170. ANNUAL AWARDS

The Institute offers annual awards based on a competition that is open to all regular members of the faculty of the College of Arts and Letters (unless otherwise noted). Again, non-regular faculty members, i.e., visiting and adjunct faculty, are not eligible for these awards. A faculty committee reviews applications and presents its recommendations to the Director of ISLA, who makes the final awards. The function of the review committee is to weigh the excellence of the proposed scholarship. There is no guarantee that funds will be awarded in all categories. Final decisions also take into account applications for external funding after one has received an annual award. The purpose of the grants is often to provide seed money that will lead to larger, external funding.

There are some restrictions for these awards. The restrictions are intended to provide as many faculty members as possible with opportunities for support. Some of the common restrictions include the following. Applications are restricted to one category in the annual award competition. No one may receive an annual award, regardless of category, more than two years in succession. No one may simultaneously hold an annual award and a summer grant for research or course development awarded by another unit of the University (e.g., the Graduate School, an institute, or a program). All grants awarded are based on the assumption that the recipient will continue as a full-time faculty member of the College of Arts and Letters during the 12 months following the funded activity. If a faculty member permanently leaves Notre Dame before the end of the following academic year, he or she must reimburse the award. Awards granted to faculty who terminate employment at Notre Dame before using the funds will be cancelled at the time of notice of termination. With the exception of Exploratory Seminars, it is expected that funds from annual awards will be used in a 12-month period or the remaining funds will be forfeited. Exceptions to the policy may be allowed, but requests for consideration must be submitted in writing prior to the end of the fiscal year. Please remember that all grant, fellowship, and foundation proposals for external funding must be routed through ISLA prior to submission to the external funding agency.

Deadline: Monday, January 21, 2008, at 4:00 p.m., at the Institute for Scholarship in the Liberal Arts, 101 O'Shaughnessy Hall.

The current annual awards follow:

<u>Research and Creative Work</u>

General

- Summer Stipend
- Research and Creative Work Support

- Graduate Assistantships, Summer 2008
- Seed Grants for Cooperative Research Projects
- Research Travel

Special Projects **(NOTE, these have specific deadlines)**

- NEH Summer Seminar Support (in cooperation with the Office of Research in the Graduate School)
- NEH Summer Research Stipends (internal competition) (9/4/2007)
- Boehnen Fund for Excellence in the Arts
- Seng Foundation Endowment for Market-Based Programs and Catholic Values (10/08/2007)
- Equipment Renewal and Restoration Funds (ISLA, in cooperation with the Dean, handles the nomination process of these awards, and the decision is made at the level of the Office of Research in the Graduate School) (10/29/2007)
- Pilot Funds for Faculty-Student Research Teams in the Social Sciences (11/12/2007)
- Exploratory Seminars on Integrative Scholarship or University Community Challenges (first time applications 11/12/2007)
- Graduate Student Summer Research Stipend Grants (in cooperation with the Office of Research in the Graduate School) (3/10/2008)
- Graduate Student Professional Development and Recruitment (in cooperation with the Graduate School) (3/10/2008)

<u>Teaching</u>

- Foreign Language Education Fund
- General Undergraduate Courses
- Seed Grants for Cooperative Projects: Teaching
- Courses for Returning Students from Abroad
- KROC/ISLA Interdisciplinary Courses in Peace Studies
- Multicultural Courses
- Content-Driven Language Courses

- Content-Based Courses Concerning Africa and Asia
- Courses Enhancing Notre Dame as a Catholic University
- Dialogue Intensive Courses
- Learning Communities for First-Year Students
- Technology in Arts and Letters Disciplines: Dual Learning Opportunities
- Study of the Business World
- Course Development Grants for the Study of the Business World

Academic Conferences and Visiting Speakers

- Henkels Lecture Series (1/21/2008)
- Provost's Distinguished Women Lecturers Program (1/21/2008)

171. UNDERGRADUATE RESEARCH OPPORTUNITY PROGRAM (UROP)

Additional resources are available for undergraduate research through the College's Undergraduate Research Opportunity Program (UROP), which enhances undergraduate education by providing financial support to students who wish to engage in independent research and creative projects. Students may independently design their projects or propose a project related to some aspect of the research of a supervising faculty member. In either case, a faculty member must endorse the proposal and supervise the project. Participation in the Undergraduate Research Opportunity Program is an intense educational experience that exposes students to the entire process of research, including writing the proposal, conducting the research, analyzing data, and bringing the project to closure in the form of a final written report. A satisfactory project must be consistent with the standards of good scholarship. It should give evidence of a sophisticated grasp of a problem as well as an effective approach to that problem. The project should involve some new data or information, an original viewpoint, a new synthesis, the application of a new technique, or the use of a new method of analysis. Awards are currently set at $1,500 per student per year.

UROP also offers summer fellowships. These fellowships support research or creative projects being carried out by individuals during the summer (there are no team fellowships). These awards provide a stipend (currently set at $1,200 per month, for up to three summer months) to allow students to concentrate their time on a project without making it necessary for them to hold a summer job to pay expenses. To apply, the student must submit a proposal describing the nature of the research or creative work. The proposal must be accompanied by a letter of endorsement from the supervising faculty member. Awards are available to students in all areas of research and creative work in the College of Arts and Letters. The deadline is Monday, March 3, 2008, at 4:00 p.m.

Special categories of UROP funding:

- Seng Foundation Endowment for Market-Based Programs and Catholic Values
- Marotta Funds for Health Care and Technology
- Gerry McGrath Funds
- A & J Marranca Funds for Anthropology only

Part Four:

Staff, Budget, and Operations

Department chairpersons are responsible for the supervision of the staff in the department. It is important to develop good esprit de corps in the office. The atmosphere will be obvious to all who enter, whether faculty, students, or guests. Staff are often the link that provide continuity in an office. Chairpersons rotate in and out of office as do DGSs and DUSs, but the staff typically remain constant. We therefore depend on them not only to accomplish their respective tasks, but to train faculty in the nitty-gritty of office life and to cultivate a welcome atmosphere for all who enter.

172. STAFF REVIEWS

One of the most sensitive areas that a department chairperson will encounter is the review of staff. In the past, chairpersons have had a pronounced tendency to over-evaluate their staff. This is understandable for a number of reasons. In small departments that have only one staff person, the chairperson wants to encourage the staff. Similarly, if a chairperson works with one or two staff members, the chairperson does not have a broad base of comparison for evaluative purposes. Further, many chairpersons have never evaluated a staff member. We know faculty and how to evaluate them because we have served on CAP committees and have experienced evaluation ourselves. We may not have the same level of familiarity with the staff functions and, concomitantly, the same confidence in writing an evaluation.

It did not, therefore, come as a great surprise that staff expressed concerns over their evaluations in the Voice Survey taken of all staff in the 2006-2007 academic year. The staff were concerned that evaluations were inconsistent across the College and wanted a reform of the system. We appointed a committee of staff members, department chairpersons, and two administrators from the Dean's Office, to work through the issues and to make recommendations to the College on this and related matters raised in the Voice Survey. The committee completed its report in the summer of 2007. The College has begun to implement the recommendations of the committee. These include the following. The Director of Budget and Operations or a representative will coordinate the completion of staff reviews in the College. This will ensure a level of consistency that we have not previously had. Employees will be asked to provide a self-evaluation as part of the standard review process. While goal setting has been a part of some reviews in the past, this will be a required component of future reviews. The College will set a College-wide time schedule for all reviews and monitor them so that the deadlines are kept. All new processes will be presented to the staff in the fall of 2007 and implemented in the spring of 2008.

One other reform will be to provide better training for chairpersons. New chairpersons who have never evaluated a staff person, should speak with the Director of Budget and Operations, who will assist the new chairperson with review strategies and procedures. Chairpersons should also look at past evaluations of the employee and note the areas that were flagged for development or improvement in order to determine whether progress has been made. Please do not provide an evaluation that is inflated. A consistent evaluation of “exceeds expectations” may be understood as more of a commentary on the chairperson than on the staff. A “meets expectations” review is the norm for employees who are satisfactorily completing their work according to the expectations outlined in the position description. Just as chairpersons must differentiate among faculty and assess their strengths and weaknesses, they must also differentiate among staff and note their special abilities and the areas in which they need to make an effort to expand their capacities.

Performance Reviews must be completed annually to ensure that staff members know whether or not they are meeting expectations. Chairpersons should remember that he performance review process is an opportunity to discuss goals and objectives for the year, make an assessment of current skills, anticipate changes in workload, and make suggestions for professional development.

We have good staff in the College, and we want to help each staff member to reach his or her fullest potential, which will in turn help the flourishing of the College. We can accomplish these interrelated goals if we all work together for the common good of the College. Staff should always be treated professionally and courteously. Recognize specific instances when their work exceeded your expectation or when they may have gone out of their way to assist someone in the department. It is important to recognize them for their accomplishments in many different ways. A recommendation for a raise is only one way that a department chairperson can express appreciation for exceptional work. Find creative ways to reward staff. Faculty, chairpersons in particular, depend on staff members. We should treat them as vital members of our community.

173. Basic Expectations of Non-Exempt Staff

A chairperson will do well to keep the following in mind when interacting with staff.

- The typical work day is 8:00 am to 5:00 pm, Monday through Friday, during the academic year. In the summer, the office may close at 4:30 pm, if the lunch break is reduced to 30 minutes. Exceptions to these office hours are not allowed. If you have an unusual situation, you may speak to the Director of Budget and Operations; however, you should inform your staff that these are College expectations. The common hours enable outsiders to know when they can interact with different units within the College and build a collaborative work environment within the College.
- College administrators should have a copy of A Guide to Time Away from Work for Staff. This booklet outlines the University's policy that relates to sick time, vacation, personal leaves, funeral leaves, etc. Staff are required to complete forms to report their time away from work. They may now track their time through InsideND.
- Staff do not ordinarily have private offices. There are a few exceptions in the College. It is counter-productive to hire a staff person to welcome people to an office and then have them sit out of sight. We need staff to interact with students, faculty, and guests without requiring a first-time visitor to search for a staff person. We do not have enough private offices, nor do we want to develop an atmosphere that separates staff. We want to develop a collegial environment that welcomes outsiders and promotes collaboration among staff.

The Director of Budget and Operations invites staff to attend monthly meetings during the academic year where we discuss University and College policy issues, upcoming events, changes in systems, etc. Please allow your staff to attend these meetings to ensure they are aware of current policies, procedures, and forms. We also invite guest speakers from across campus to discuss their operations.

174. REQUEST FOR ADDITIONAL STAFF

Occasionally, a department chairperson has requested additional staff support owing to an increase in the volume of work in his or her department. Because add-ons are not easily funded, and because there are competing requests for additional annual-rate dollars, it is important for us to have all of the relevant information in order to review this request. We have developed a form, which we will make available on our Website (http://www.nd.edu/~aldean/), which you can use when making a request for staff support.

175. PRINCIPLES IN BUDGET PLANNING

Departments now have significantly more fiscal autonomy than they did ten years ago and will continue to do so in stages. Our continuing down this path depends on three factors: first, that the University introduce more funding and fiscal autonomy to the College; second, that the College can still finance its projects if it gives more to the individual units; and, third, that individual departments show through clear documents and good decisions that they will benefit from less oversight and more flexibility. More autonomy makes chairing a department more creative and responsible and therefore more attractive.

There are several sources of discretionary funding. Many departments have Endowments for Excellence that provide some flexibility. We have made and will continue to make Endowments for Excellence a significant concern in development efforts. Another major source is recovery money. If a faculty member takes a leave of absence as a result of obtaining a grant, 50% of the salary recovery funds (up to $40,000) will go directly to the department to cover the costs of replacement teaching and to provide the department with some flexible funds. The other 50% returns to the College in order to balance the budget since faculty salaries are not fully covered by the College's existing budget. The department's share of the recovery dollars should give the department a degree of financial security and help in planning. The policy is intended to act as a further incentive for chairpersons to encourage their faculty to seek extramural funding. A similar policy is followed for all leaves of absence without pay or with reductions in pay. Departments receive 50% of the vacated salary up to a total of $40,000. The same policy holds true when faculty members buy out a course through a research grant: the department receives 50% of the course buyout funds. This policy should make it easier for department chairpersons to use resources for visitors and TAs rather than simply adjuncts.

This policy does not hold for unfilled lines. Unfilled lines return to the College unless it is for a failed search or a denial of renewal or tenure. In the latter instances, the recovery funding must be negotiated. The basic criterion for allocating them to a department is departmental teaching needs, e.g. hiring a visitor. Otherwise, the funds remain in the College.

Department chairpersons may move funds freely within the department's non-salary budget, moving resources from office supplies to phone or travel or from entertainment to lectures, etc.

It would be useful for us to think in creative ways about how best to use our finances to advance our priorities. The typical request for increased funding is for faculty lines. These remain a priority for a handful of departments; however, many departments could advance through creative ideas and solid decisions. The College welcomes ideas besides faculty lines. We would also welcome ideas about how you might creatively shift funds around within your unit, such as moving staff from twelve-month appointments to ten- or nine-month appointments or about proposals that involve creative ways of funding needs or plans for expansion. Chairpersons should spend some time reflecting on the ways that they can free up funds or find funds other than through a request to this office. We welcome your requests, but also want chairpersons to think through other options.

176. Three Budgets

Most department chairpersons will receive up to three budgets from the College: a salary budget, a non-salary budget, and a non-regular teaching budget. The first two are typically dealt with at the same time. The latter is addressed separately and at a later date. We will address each of these independently.

177. Salary Budget

The Dean will issue a memorandum at the beginning of February outlining the details for preparing the budget for the following year. It is expected that department chairpersons will make salary recommendations (for faculty and staff), research account recommendations, and non-salary requests based on the details requested in the Dean's memorandum.

Chairpersons should prepare a thorough and thoughtful set of recommendations for faculty salaries (see the recommendations in Part One). After submitting recommendations, the chairperson will attend a meeting with the Dean and the Associate Dean of the Faculty. The deans will use these recommendations and make relevant adjustments when preparing the budget for the entire college. After they have a final budget, the Dean submits the budget to the Office of Budget and Planning in mid-March. The Provost reviews the requests and makes any adjustments that he deems appropriate prior to the "freeze date." After the budget is finalized, printed copies are distributed to each chairperson.

178. NON-SALARY BUDGET

The second component of a department budget is for non-salary support. This part is allocated on the basis of disciplinary concerns and a standard amount for each faculty member in your department. So, for example, we have set an amount for long distance phone calls for each faculty member in the College. A departmental budget reflects that amount times the number of eligible faculty in the department. If the number of faculty changes, so will the allocation. We have made allowances for some disciplinary needs. For example, the departments in the arts may have special material needs that require a different allocation. We have kept similar departments together in allocations, so that we could establish an equitable system for all units within the College.

As noted earlier, the allocation for certain non-salary lines is based on faculty count. The calculation is as follows:

- T&R faculty are counted at 100% and are based on the number currently employed at the date of the budget submission. Adjustments will be made to this allocation when new faculty are hired;
- SPF are counted at 50% because they typically do not have research-related expenses;
- Endowed Chairs are excluded from the faculty count because it is expected that they will cover their teaching-and-research costs with their discretionary funds;

- A supplement will be made to non-salary budgets to accommodate visitors who are hired for replacement teaching owing to a vacant T&R line.

The non-salary lines affected by this calculation include: supplies, travel, postage, long distance telephone charges, entertainment, and photocopying. The allocations vary slightly based on discipline.

This should provide department chairpersons with some leverage over the handful of faculty members who abuse a particular business function. For example, if someone begins to run up an excessive copying bill, the chairperson should point out to the faculty member that the department has an allotment for copying for each faculty member. If a chairperson feels that the need is legitimate, he or she may cover it out of other available funds. If a chairperson judges that it is inappropriate, the department chairperson should ask the faculty member to pay for the excess from their own funds.

179. TRAVEL

One of the most important items in your non-salary budget is travel. Travel funding was not a high priority in the College during the 1980s and early 1990s. Increases were consistently 2-3% per year. Until 1998, new faculty lines were not accompanied by appropriate adjustments in non-salary support, with the result that as the College became larger and more active, non-salary support per faculty member, including travel support, actually declined. This policy changed dramatically after 1998, and the College has put significant dollars into travel, a 122% increase from 1997-1998 through 2002-2003, even though the University allocated 0% for non-salary support in each of these years. Although the budget cuts of 2002-2003 forced us to make some modest cuts in the travel allotment, funding for travel is still markedly higher than it was in previous periods. Currently, the College has an average travel allotment per faculty member (not including endowed professors who use their own discretionary accounts) of just over $900 per year.

There is another source available to almost all faculty. Most faculty have research accounts.

These may come simply as procard accounts for teaching, but many faculty receive additional research funds either in the spring when salaries are calculated or in the fall. Faculty should tap their research accounts for travel after they have exhausted their departmental allowance. This is one of the reasons why the College provides these funds. They give individual faculty members greater control over their own research needs, including travel to professional conferences.

It is possible for department chairpersons to stretch departmental travel budgets in different ways. Some competitive institutions routinely support three or more trips per faculty member annually. Here are some of the ways that they do this.

1. They support travel only when a faculty member is actually delivering a paper.
2. They restrict support to transportation and a fixed amount per night toward lodging—with the rest coming out of the faculty member's pocket or personal discretionary account, when available. This policy encourages faculty members to weigh their trips carefully, yet allows the most ambitious colleagues to receive support for more trips.
3. They award funds on a staggered basis—either more funds for the first trip, with less for each subsequent trip or more funds for assistant professors with correspondingly less for associate and full professors who earn more. There are many ways to be creative and to stretch dollars.
4. They assign different amounts to each member of the faculty based upon the number of conferences, the importance of the conferences, and the levels of participation.

Foreign travel, by the way, is not normally covered out of departmental funds. Instead, faculty members should apply to ISLA.

180. NON-REGULAR FACULTY BUDGET

The third component of a departmental budget is the non-regular faculty budget. Budgets for non-regular faculty (visitors, adjuncts, TAs, post-docs, emeriti, etc.) are distinct and are handled separately from the first two components. The major difference is that the budget for non-regular faculty is zero-based, i.e., it goes to zero at the end of the academic year. This means that the department chairperson must make a case for non-regular faculty hires every year: there are no permanent lines in departmental budgets for non-regular faculty hires. The Associate Dean of the Faculty is responsible for this budget. He or she is assisted by the Director of Budget and Operations who tracks the allocations and assists with the decisions. The Associate Dean of Undergraduate Studies or a representative provides information about course enrollments.

The Director of Budget and Operations sends out specific forms to departments for non-regular faculty budget requests. These are due in the Dean's Office in mid-February. The deadline is published in the Administrative Calendar on an annual basis. These forms must be completed and approved in order to hire. The College will not process appointment or reappointment forms for non-regular faculty until the chairperson or the designate has made an appropriate case for the hire. Department chairpersons or the designate should let all candidates know that appointments and salaries are conditional until the forms have been approved. All adjunct appointments are subject to enrollment.

In the case of large departments that have complicated non-regular faculty appointments and budgets, we will ask for a meeting with the department chairperson or the members of department staff who handle non-regular faculty appointments. In some cases, face-to-face meetings save an enormous amount of time in the necessary give and take for these appointments.

We have standardized amounts for adjunct and visitor salaries. Any deviations from these amounts require justification regardless of the source of funding. Please consult with the Executive Associate Dean about any deviations. If he or she is unavailable, please speak with the Director of Budget and Operations. A list of the standard amounts is provided in the Confidential Supplement.

If enrollment increases have led to an unanticipated need for extra adjunct appointments during the year, you should turn to the Associate Dean of the Faculty, who will review your course offerings and enrollments and consult with the Director of Budget and Operations concerning budgetary options.

181. Recovery Funds and Faculty Lines

One disadvantage of our success in increasing the number of external grants is that more faculty members are on leave, thus decreasing the number of full-time faculty members on active duty. Department recovery funds permit departments to hire visitors and introduce innovations with recovery funds. Nonetheless, several have recognized that visitors provide less service and less continuity than regular faculty members. If a department is sufficiently large and has a strong track record in receiving recovery funding, the College is willing to discuss the following innovation—approving an extra faculty line on a permanent basis that would be funded each year by recovery money. If in a given year, the department lacks sufficient recovery money, the College will provide the department with the cash to cover the line for that year. This will limit a department's recovery money modestly, but it will increase the size of the permanent faculty. Such a change would also require approval from the Office of the Provost.

An alternative would be to create a line for visitors or teaching scholars that could be funded from recovery monies. This would allow departments to hire a postdoctoral teaching fellow once a year or every two years depending on the length of the appointment. This can work well if national searches bring the *crème de la crème* of new faculty on a regular basis to a department. It also requires less funding since the position will always be at the junior level.

182. Compensation for Replacement Teaching from Institutes and Centers

A number of our faculty serve as directors of institutes and centers. Directors play a vital role in the intellectual life of the University. When faculty members receive course reductions as compensation for serving as directors, the home department's ability to meet course offering demands can be challenging. Thus, we often need to provide replacement teaching for lost courses that would otherwise be offered. In the Fall of 2003, the College approved a policy regarding the centers' and institutes' responsibility for replacement teaching. Normally, departments should be compensated for the faculty time lost to them when a department member serves as a director of a major institute or center. In some cases, the entire salary of a director will shift to the institute or center. Minimally, the department should be reimbursed for 20-25% of the cost of hiring a visiting assistant professor for each course that the department loses. Given the current rate for visiting assistant professors this year ($40,000), the reimbursement due to the College is a minimum of $8,000 (20% of $40,000) per course.

183. PROCARDS

Most faculty have procards. There are currently three types of accounts that use procards. First, all instructional faculty are allocated $600 per annum for supplies (paper, photocopying, pens, subscriptions, books, computer upgrades, etc.). Traditionally we have called these accounts procard accounts. These accounts are given to all faculty for whom teaching is a primary obligation including instructional SPF and T&R faculty. Second, research accounts (described in the following section) are often accompanied by procards. These accounts are funded directly by the College with cash and are not part of an annual budget, i.e., faculty receive grants in varying amounts from the College but do not have an annual allotment. They are given only to faculty with active research agendas. Now that the College has given most T&R faculty research accounts, we have tried to combine the procard accounts with the research accounts into one research account to simplify accounting for both faculty and administrators. However, there are still some faculty who have two cards: one for the procard account and one for the research account. Three, endowed chairs have procards for their discretionary accounts (see below). Unlike a research account, these accounts are funded annually by an endowment.

It is important for faculty to understand how these cards function. The procard account functions like a debit card account. The College puts $600 into the account at the beginning of the year. When those funds are exhausted, the account will not accept additional charges. Research accounts with procards or discretionary accounts with procards function like a credit card rather than a debit card, i.e., the account continues to accept charges even when there is no credit in the account. Faculty who once had procard accounts and now have research accounts to which is added their procard allotment each year, must understand that the account can accrue a debit. Any debits must be paid by the faculty member before any new allocations will be awarded. Conversely, any balances remaining on these cards at the end of the University's fiscal year (June 30) roll forward to the next year. The same is true for procard accounts.

We ask all faculty to remember that you are purchasing agents of the University when you use your procurement card. These are not for personal use. All standard reporting procedures must be followed. The procedures require the submission of original receipts and monthly reconciliations that must be reviewed and signed by the department chairperson, budget administrator, or an appropriate administrator in the Dean's Office. The misuse of a procard for personal items is considered to be embezzlement and is grounds for the initiation of a proceeding leading to dismissal for serious cause, i.e., dishonesty.

If a member of the faculty is contacted by the Office of Audit and Advisory Services for an audit of an account, the faculty member must cooperate or face the possible loss of the card and account. This internal office attempts to protect individual faculty and the institution from misuses of research-and-teaching funds that could have serious consequences. If faculty members do not keep their receipts and file their statements regularly, the funds that they spend could be declared taxable. This would require the faculty member to file emended tax returns, make payments, and pay penalties to the IRS. It could also jeopardize this program that so many faculty appreciate. For this reason, all faculty must maintain their records continuously. The College will not cover the expenses that a faculty member incurs through poor record keeping or misuse of a card. Nor will it cover deficits.

184. RESEARCH ACCOUNTS

All new faculty are awarded research accounts as a part of their start-up package when initially hired. In addition we award continuing faculty members research accounts based on either the recommendation of the chairperson or our knowledge of a faculty member's research agenda and productivity.

The intent of these accounts is to assist a faculty member with research-and-teaching expenses not normally covered by one's academic department. Such expenses include, but are not limited to, the following:

- Membership Dues
- Books
- Subscriptions
- Conference Fees
- Travel
- Entertainment (dining with students, visitors, etc.)
- Duplicating and copying

Examples of expenses not eligible to be charged against a research account include:

- Home office costs such as furniture and equipment, maintenance expenses, and supplies
- Cell phone, pager costs, or internet and telephone line charges unless approved by the University administration as necessary for job performance. See form on the Controller's Website at http://controller.nd.edu/forms/allocation_personal_expense_cell.pdf
- Charitable contributions made in the account holder's name
- Political contributions under any circumstances
- Postage for personal correspondence

Please refer to the *Faculty Handbook* regarding the University's policy for Use of Discretionary Funds. This section details the terms, responsibilities, eligible expenditures, and non-eligible expenditures.

Faculty with research accounts may request reimbursement for the purchase of supplies and equipment or for travel-related expenses by submitting an Expense Report along with original receipts to the department chairperson. The chairperson will authorize the reimbursement and forward the document to Research and Sponsored Programs Accounting (RSPA) for processing. As noted above, faculty may also have a procurement card (Master Card) that is linked directly to their research account. The College has combined procard accounts with research accounts for most faculty with research accounts. The card allows them to charge supplies and equipment directly to the credit card, so they do not have an outlay of personal funds. They can obtain an application for a procurement card from the Dean's Office or the Controller's Office.

Faculty members are responsible for these accounts. This requires faculty to keep track of the spending from the account. This is possible through InsideND. The accounts are located under Administrative Tools and then My Accounts.

The accounts are restricted accounts. This means that remaining balances roll forward and do not disappear. This permits faculty to spend the funds from these accounts responsibly over a period of time as the funds are needed. It is possible to overspend an account: accounts do not automatically deny expenditures when the balance is depleted. If an account is overdrawn, the faculty member is obligated to pay the University the overdrawn funds. The College will not contribute additional funds to an overdrawn account. Continuing faculty must bring the balance back up to zero before they are eligible for additional funding. The College will not add to the account to bring the balance to zero. If a faculty member leaves the University with a debit in his or her account, the University will request payment of the debit and hold the faculty member legally responsible for the amount that is owed. If a faculty member leaves the University with a credit in their account, the amount will be returned to the College unless the faculty member retires. In the case of retirement, the account remains with the faculty member as long as he or she is alive or until the funds are exhausted. Funds are not transferable to family members.

It is important to note that requests for reimbursement of expenses must be submitted to Accounting within 90 days of the incurred expense. Reimbursements made after 90 days are taxable and will be included in the faculty member's W-2.

As noted in the *Faculty Handbook*, all property purchased with these funds belongs to the University. Should a faculty member separate from the University, such property must remain at Notre Dame. This includes, but is not limited to, laptops, special software, personal printer, etc. A department chairperson cannot grant permission to a departing faculty member to retain University property. In this unusual circumstance, the department chairperson should confer with the Associate Dean of the Faculty for approval. The Office of the Controller must be notified so that the asset may be removed from inventory and the fair market value of the asset must be determined for tax reporting purposes. The departing faculty member will need to be informed that this is a taxable event (fair market value of the asset will be included in his/her W-2).

Please feel free to contact the Director of Budget and Operations or the Staff Accountant with any questions concerning these accounts.

185. ENDOWED CHAIR DISCRETIONARY ACCOUNTS

All endowed professors receive discretionary accounts to cover the costs associated with their teaching-and-research activities. These accounts are requested by the Office of the Provost and are set up by the Office of Research and Sponsored Programs Accounting (RSPA). Newly appointed endowed professors receive an e-mail notification from RSPA announcing the establishment of the new account and the associated restricted account number they are to use when spending against these funds.

The discretionary funds are intended to support teaching-and-research activities. Allowable expenses include, but are not limited to, the following:

- Membership Dues
- Books
- Subscriptions
- Conference Fees
- Travel
- Entertainment (dining with students, visitors, faculty, etc.)

- Computer Equipment, Peripherals, and Upgrades
- General Office Supplies
- Duplicating and Copying
- Telephone Line and Toll Charges
- Part-time Staff, Research Assistants, or Work-Study Students

Examples of expenses not eligible to be charged against a research account include:

- Home office costs such as furniture and equipment, maintenance expenses, and supplies
- Cell phone, pager costs, or internet and telephone line charges unless approved by the University administration as necessary for job performance. See form on the Controller's Website at http://controller.nd.edu/forms/allocation_personal_expense_cell.pdf
- Charitable contributions made in the account holder's name
- Political contributions under any circumstances
- Postage for personal correspondence

Please refer to the *Faculty Handbook* regarding the University's policy for Use of Discretionary Funds. This section details the terms, responsibilities, eligible expenditures, and non-eligible expenditures.

There are some differences between a research account and a discretionary account. Apart from the obvious fact that the funding for the former is occasional and the funding for the latter is annual, it is important for endowed chairs to know that the College does not include endowed professors in the faculty counts when determining a department's non-salary budget allocations. This means that endowed professors are expected to cover expenses in the above categories from their discretionary accounts. There is, therefore, no allotment provided for travel, phone-lines or toll charges, copying, or computers for endowed professors in departmental budgets. The College will pay for the initial charge for a computer, but endowed chairholders are expected to buy subsequent computers from their funds.

Endowed professors may request reimbursement for the purchase of supplies and equipment or for travel related expenses by submitting an Expense Report along with original receipts to the department chairperson. The chairperson will authorize the reimbursement and forward the document to Research and Sponsored Programs Accounting (RSPA) for processing. Endowed professors may also request a procurement card (Master Card) that is linked directly to their discretionary account—this allows them to charge supplies and equipment directly to the credit card, so that they do not have an outlay of personal funds. They can obtain an application for a procurement card from the Dean's Office or the Controller's Office.

The endowed chairholder is the budget administrator on the discretionary account. As such, they are responsible for financial activities associated with this account. They should reconcile this account on a monthly basis in order to ensure that the account is not overspent. This is possible through InsideND. The accounts are located under Administrative Tools and then My Accounts. If an account is overdrawn, the faculty member is obligated to pay the University the overdrawn funds; in rare circumstances, an overdrawn account may be paid back by the next year's allocation. In such a circumstance, a plan for responsible spending must be prepared by the chairperson and approved by the Office of the Dean, so that such an event remains a one-time occurrence. Fund balances remaining at the University's fiscal year end (June 30) are carried forward to the following year. In those rare cases, where a fund has reached $100,000, the University has traditionally chosen not to replenish the fund until it is spent down.

Some endowed professors have generously contributed to the cost of a lecture or seminar or other departmental event with their discretionary funds. These are allowable expenditures, in which funds are transferred from their account to the departmental account in support of the particular event. In addition, some endowed professors have supported the work of their department or field by assisting with, for example, the costs associated with supporting visiting faculty members, the recruitment of graduate students, or undergraduate research projects. We are deeply grateful to endowed professors who use their funds to promote scholarship and teaching more broadly.

Those endowed professors moving to emeritus status should note that the balance remaining in their account at their retirement date will continue to be available for use in retirement until the fund balance is exhausted. This policy does not apply if a faculty member accepts a position at another university; in such cases, the entire account is swept up and is no longer available to the faculty member.

Please feel free to contact the Director of Budget and Operations or the Staff Accountant with any questions concerning these accounts.

186. COMPUTER PURCHASES

Faculty who purchase a personal computer using funds from their research account are required to purchase their computer through ALCO for the following reasons:

1. The University has an exclusive contract with IBM/Lenovo. Should a faculty member purchase a machine from another vendor, the University is not obliged to reimburse the faculty member for the purchase. Computers must be ordered through ALCO, whose staff who will submit the order to Procurement Services (through BuyND). Local electronics stores are not part of the exclusive contract.
2. The Director of ALCO will review the request and search for the best price. The Director of ALCO will also ensure that the configuration of the machine meets the specifications supportable by the ALCO technical support staff.
3. ALCO staff will assist in the setup and support of the machine.

If you buy a computer with funds from a research account, the computer belongs to the University. You will eventually need to return it to ALCO.

187. INSURANCE

The University eliminated the purchase of floater insurance policies in July 2005 (these policies carried a $500 deductible, which was substantially less than the University's standard deductible of $150,000). In order to accommodate the elimination of the floater insurance, the University changed the standard deduction to $5,000 for property lost due to damage or theft. In order to assist departments in the College of Arts and Letters, the College established the following policy:

- Departments are responsible for the first $500 (the amount a department would have ordinarily paid under the previous floater policy)
- The College will fund the remaining amount of the replacement cost under the following conditions: the loss is reported to Notre Dame Security and to Risk Management; the loss did not result from negligence (for example, the office was unlocked, equipment was mishandled, equipment was lent to a third party, etc.); the department addresses recommendations made by Security or Risk Management to avoid future loss.

Please note that accidental damage insurance is still available for laptop computers at the time of purchase. This coverage protects machines from damage due to liquid spills, drops, mishandled baggage, etc. ALCO will add this coverage for a nominal fee when placing your order.

188. ADMINISTRATION OF SPACE

The Associate Dean for Strategic Planning is responsible for the administration and planning of departmental office space and faculty office space. Any renovations or changes in use of offices must be approved by the Dean's Office before scheduling General Services or other contractors (see below in 123). Department chairpersons and directors do not have the authority to allocate offices without conferring with the Dean's Office. The reasons for this policy are as follows. We need to maintain relatively consistent standards in offices throughout the College. There is certainly room for variation, but basic norms should be kept intact. We also want to be efficient with funds. Sometimes units are assigned temporary space. It is unwise to spend significant amounts of money on renovating temporary space that is scheduled for a major renovation in the near future.

The Dean's Office worked closely with Paulien & Associates, a space planning consulting firm (hired by the University), to identify the College's space needs. The results of their review, which details our need for additional space, have been presented to the Board of Trustees. It is widely recognized that we do not have enough space. There are plans to alleviate some of the constrictions that we now face, but these are long-term concerns. In the short term, the College will work creatively either to renovate space or to relocate units to create as efficient an environment and conducive to academic life as resources permit.

189. REGULAR FACULTY OFFICES

Faculty office assignments are based on the faculty member's department affiliation and discipline. In response to a College Council resolution, we are attempting to cluster faculty, so that they are located near their colleagues and in a building or location with similar disciplines. For example, we have clustered most of the humanities in Decio Hall and have attempted to assign a wing or a floor to an individual academic department or to related departments.

Requests for office furniture, keyboard trays, desk chairs, etc., should be routed through Ms. Laurie Echterling, Arts and Letters Space Management. We will work with the Office of Procurement Services to provide the best possible prices. It is expected that academic departments will cover the cost of special keyboard trays and chairs. Items such as desks, filing cabinets, and bookcases are typically provided by the Dean's Office (endowed professors and faculty with research accounts may be asked to cover the cost of these items, especially if they are above the norm).

For incoming faculty hired prior to April 15, the College will have an office available by July 1. If the hire is finalized after April 15, the College will guarantee occupancy by August 1. It is also important to work with the Arts and Letters Computing Office (ALCO) as soon as possible to meet the computer needs of incoming faculty. It takes several months to process everything; if orders are placed after April 30, the computer may not be ready when new faculty arrive.

190. EMERITI/AE OFFICE SPACE

Retiring faculty who need an office should make a formal request using the new Emeriti/ae Office Space request form, available on the College Website and also in the Dean's Office. Faculty should detail any courses they are scheduled to teach, their current research project(s), and, if applicable, their continuing service obligations. For teaching responsibilities, faculty should specify the course number and the semester and year in which the course(s) will be offered. In the case of research, they should explain: 1) the research project that requires semi-private space; 2) the amount of time the office will be in use; and 3) the expected results of the project together with an estimated timetable. Service obligations should specify committee obligations or the names of students for whom the faculty member serves as a dissertation director. The form must also be accompanied by a letter of recommendation from the department chairperson and submitted to Ms. Laurie Echterling, Arts and Letters Space Management, by January 21. The Associate Dean for Strategic Planning will appoint a review committee of five faculty members, including at least one representative from each of the three divisions of the

College, and one emerita/us faculty member. The committee will meet in mid-February to make recommendations.

As long as we have available space, we will continue providing semi-private office space for emeriti/ae teaching a course in the College. In addition, we will assign semi-private space to retired faculty members who are able to make a case for this need based on their on-going research or service obligations.

The College will also assist faculty members with a move to a home office. We provide assistance with moving boxed material home and, should faculty members prefer, we will set up their personal computers in their home offices. The College cannot provide routine computer support or internet service to home offices.

191. Office Space for Non-Regular Faculty

The College provides office space for visiting faculty as it is available; we have limited space for this purpose. In some cases, we may be able to offer non-regular faculty an office either in one of our regular faculty offices or in one of the spaces that we have reserved for non-regular faculty. In other cases, we must be more creative in working with departments to seek solutions. If an office is vacant as a result of a faculty member on leave, we ask the current occupant whether or not we may assign his or her office to a visitor. If the faculty member agrees, we secure the computer to ensure that no data is lost and temporarily reassign the office to the visitor.

192. Renovations

Requests for space renovations are submitted annually through a space survey provided by Academic Space Management (ASM). All forms must be submitted to Ms. Laurie Echterling, Arts and Letters Space Management, and will be reviewed and prioritized by the College Space Steering Committee, which is chaired by the Associate Dean for Strategic Planning, and includes the Executive Associate Dean and the Director of Budget and Operations. Requests for renovations for the following summer are due in late September. The specific date is posted on the Administrative Calendar.

There is an established set of criteria for priorities: the first is safety; the second is classroom needs; and the third is departmental office needs. We also consider special needs for building improvements and upgrades for labs or other research areas.

The requests from each college are reviewed by the Vice President and Associate Provost along with the Director of Academic Space Management (ASM). Requests are again prioritized and funded based upon the availability of funds and the relative importance of the requests.

193. LABORATORY SPACE

Many of our new faculty members in the social sciences require laboratory space for their research. Once a candidate has accepted a job offer, early notification to the Dean's Office is imperative in order to have the lab space ready by the negotiated date. Please e-mail Ms. Laurie Echterling (lechterling.1@nd.edu), Arts and Letter Space Management, by April 30 any lab space needs and date of occupancy for incoming faculty during the next academic year. The Dean's Office will work with the department and the new hire to articulate the timeline and design of the lab. Given the high demand for renovation over the summer months, implementation should be scheduled during the fall semester. It has been our experience that implementation is most efficient through direct contact with the new faculty member. Please advise us by April 30 of any potential lab space needs that may be unresolved due to outstanding offers, so that we may be prepared for late requests for lab space.

194. OFFICE OF NEWS AND PUBLICITY

The Office of News and Publicity was established in 2003 and serves to publicize the academic advances and accomplishments of the faculty and students in the College of Arts and Letters. The office—which currently consists of a writer/editor, and a graphic designer—gathers and disseminates information that enhances understanding of the College’s mission. The Office currently reports to the Associate Dean of Strategic Planning, Advancement, Infrastructure, and Special Projects.

Using print and electronic media including newsletters, brochures, video, and Web initiatives, the Office of News and Publicity heightens public awareness of the varied activities and vibrant life of the College. Located in 249 O’Shaughnessy Hall, the Office provides to any faculty member of the College writing and design services for publicity materials promoting programs, conferences, or other special events.

To date, the Office has undertaken several major projects, the most recent of which is the production of an 8-minute DVD titled “Discover the Possibilities: The Value of a Liberal Arts Education,” which illustrates both the intrinsic value and the practical application of an education from the College of Arts and Letters. It is distributed by the Office of Undergraduate Admissions, First Year of Studies, the Career Center, and the Office of Development.

195. THE OFFICE OF WEB COMMUNICATIONS AND SUPPORT

The Office of Web Communications and Support was established in 2005-2006 as part of the College’s Web Initiative. Located in 247 O’Shaughnessy, the Office is responsible for managing the College Website’s technical function, accuracy, and effectiveness and for publicizing up-to-date information regarding academic resources, student and faculty accomplishments, and College news and events.

In collaboration with the Notre Dame Web Group, the Office plays a pivotal role in the development, design, and content management of departmental sites and coordinates the training of departmental Web administrators in the function of their new sites.

The Office is staffed by a Director, a Web editor, a Web developer, and several student interns. The Web editor writes, edits, and manages content for the new College Website and also assists departments in the development of their new Websites. The Web developer provides full-time technical support to College and departmental pages.

Requests for technical support should be communicated by filling out the form located at http://www.nd.edu/~alWeb/. Requests will be addressed in a timely fashion and the Office will schedule appointments for issues requiring greater attention.

For more information regarding the Notre Dame Web Group, please visit: http://Webgroup.nd.edu.

196. THE ARTS AND LETTERS WEBPAGE INITIATIVE

The Web has become a powerful and necessary tool for recruiting prospective students and faculty. It is also a primary resource for current students and faculty who seek information regarding all facets of intellectual life in the College. It is also a place where administrators and faculty from other institutions turn when they want to evaluate our programs or engage in comparative analyses. The Web is the single most important source of information about the College.

In 2004, the College decided to overhaul our existing site in order to improve its consistency, design, and technical function. Guided by the expertise of the Notre Dame Web Group, we engaged a consultant to assess our site's needs and to provide us with a strategy for meeting those needs. We then partnered with the Notre Dame Web Group to execute that strategy. Phase I, the implementation of the College's site, was completed at the beginning of the Fall 2005 semester. Phase II, the development, design, and implementation of departmental sites, began immediately thereafter. Departments will work with the Office of Web Communications and Support and with staff from the Notre Dame Web Group to revamp their sites.

The design and development of departmental sites is unfolding in scheduled waves through **Fall 2007**. Departments will have input as to their place on the schedule and the design of their new sites. It will be imperative, however, that departmental sites maintain consistency with each other and with the College site while meeting Web standards set by the University.

197. THE CENTER FOR CREATIVE COMPUTING

The Center for Creative Computing (CCC) began in 2003 as a joint venture of the College and the Office of Information Technologies. The CCC provides leadership and resources to foster the use of specialized and advanced computing technologies in the arts, humanities, and social sciences. It thus has a very different mission from ALCO, which provides standard desktop support. The Center supports digitally based projects in the arts; film, video, and television production; theatre arts; electronic music and sound; language and literature; and wider technology-related interests in the College.

The CCC is staffed by a Director, two senior technicians, and an administrative assistant (who shares her time with the Language Resource Center) and offers learning spaces in three different locations: the Riley Design Studio and Digital Imaging Studio in Riley Hall of Art & Design, which primarily supports student and faculty research in the Department of Art, Art History and Design; the Video Edit Suites and the CAD (Computer-Aided Design) and 3D Design Studio in the DeBartolo Performing Arts Center, which enhance work in the Department of Film, Television, and Theatre; and the Multimedia Studio in O'Shaughnessy Hall, which provides state-of-the-art video and multimedia production tools to all faculty and students in the College for research and teaching.

A vital resource in promoting the "Decade of the Arts," the CCC awards research-support grants each year to groups of faculty or faculty-student teams for digital-based projects and scholarly initiatives that integrate digital technologies in research or teaching environments, sponsors an ongoing series of lectures, and helps to underwrite departmental initiatives related to creative computing.

For more information, please visit the CCC at www.creativecomputing.nd.edu.

198. ELECTRONIC MAIL

The College has saved a great deal of time and money by shifting almost all of its correspondence from paper to e-mail. The Dean's Office has created a number of listservs for various purposes. If you have questions about any of these lists, please contact the Dean's Office.

All faculty members who use computers purchased by the College are expected to have active e-mail accounts. If a faculty member has a good rationale for not activating his or her account, we will review the petition at both the departmental and College level. Faculty members who have chosen not to have a University computer or who receive a dispensation should designate a staff person to receive messages on their behalf. The Dean's Office should be informed of who is designated to review that e-mail.

199. CORPORATETIME

CorporateTime is a group scheduling tool that allows you to maintain a personal calendar and arrange meetings with other CorporateTime users on the Notre Dame network. CorporateTime provides easy access to your schedule while maintaining it on the ND Calendar server. This allows you to:

- record appointments
- create to-do lists
- manage tasks
- invite others to meetings
- coordinate meeting times by finding free blocks of time common to all invitees
- reserve meeting rooms

Within the College of Arts and Letters, we need to ensure that all deans, department chairpersons, and directors are utilizing their CorporateTime accounts to schedule meetings, classes, free time, etc. Doing so will greatly improve the ease of scheduling meetings.

If you have not already set up a CorporateTime account, please contact the Arts and Letters Computing Office (ALCO) or the OIT Help Desk to do so.

200. WEB-BASED CALENDARS

There is a public University calendar that is designed to make information about events on campus accessible to a wide audience. The information is displayed in multiple ways. Please use this calendar to submit any events your department may want advertised. The is available through the Notre Dame home page (http://www.nd.edu; click on "calendar").

The College of Arts and Letters has its own calendar page. We have provided this service for several reasons. First, it informs faculty and staff in the College of what is taking place locally. Second, it is an invaluable asset when departments or faculty plan an event. It is important to see if a date that you have in mind will conflict with a similar event sponsored by another unit. Please take advantage of this calendar. It will help us avoid booking multiple related events on the same evening or weekend.

Anyone with a University NetID may submit an individual event to the master calendar(s). You will be able to choose the various calendars on which you want your even to appear. For example, you might like your event posted on the College Calendar as well as the Lectures and Conferences Calendar. Users enter the information once, yet it will be posted on two or more calendars. There is a built-in search function to help users find specific events throughout the site. The College's calendar administrator, Ms. Harriet Baldwin, alevents@nd.edu, will approve your entry before it appears.

You may also want to create a departmental calendar. If so, please contact the Web developer in the Office of Web Communications and Support, at 631-6545 or http://www.nd.edu/~alWeb.

201. ARTS AND LETTERS DOCUMENT DELIVERY SERVICE

The College of Arts and Letters, in conjunction with the University Libraries and the Office of Information Technology, offers the Document Delivery Service to all Arts and Letters faculty. This service provides free, daily delivery of up to three items (books and articles) to more than 25 departments and institute offices. See the Website at http://www.library.nd.edu/services/index.shtml. The photocopying expenses associated with this delivery service are absorbed by the Hesburgh Library and the College of Arts and Letters.

202. FACULTY SUPPORT SERVICES

The College provides Faculty Support Services through numerous channels. These include the following:

1. Departmental support of departmental faculty
2. Dean's office administration of faculty matters
3. Clerical services from the Faculty Services Office
4. Copy, print, and logistical support from the College's Design, Copy, & Logistics Services (DCL)
5. Information technology and security support from the Arts & Letters Computing Office (ALCO), and
6. Design and promotional services from the College's Office of News and Publicity.

The Faculty Services Office (232 Decio Faculty Hall) provides general clerical support as well as professional correspondence and scholarly manuscript preparation. For interested faculty, hand-held dictation equipment and dictation tapes are provided at no cost for transcription use.

The College's Design, Copy and Logistics Services (DCL) is located in three convenient locations: the Decio Copy Center (235 Decio Faculty Hall), the O'Shaughnessy Copy Center

(301 O'Shaughnessy Hall), and the Flanner Copy Center (924 Flanner Hall). DCL provides full-service black-and-white and color duplicating, print, and design facilities as well as other faculty logistics services. This includes cutting services for cards and specialty sizes of all types, binding services (spiral and heat-bound), and course packet production and distribution. DCL is also a central location for sending and receiving facsimiles and scanning documents onto electronic media. DCL now is available to assist faculty with copyright issues and can obtain copyright permissions to support a faculty member's legal use of copyrighted materials. Faculty desiring to utilize scantron technology for examinations should contact DCL for exam scanning services. DCL, operated as a division of the College of Arts and Letters, offers services to all members of the University community. For the convenience of faculty located in multiple locations across the campus, DCL offers a free pick-up and delivery service during regular business hours.

The Arts and Letters Computing Office (ALCO) provides strategic planning, consultation and support to College faculty, administrators and staff. ALCO is located at 234 Decio Faculty Hall and can easily be accessed via email, the Web, or by telephone. Support services include desktop support, hardware and software acquisition and inventory management. ALCO works in concert with other information technology units on campus including the Office of Information Technologies to ensure alignment with campus information technology services and direction. To report computer problems please call ALCO at 631-7021 or the OIT Help Desk at 631-8111.

Please encourage your faculty members to use the Design, Copy, and Logistics Services (DCL) Complete details can be found on their Web pages:

http://www.nd.edu/~copy301

http://www.nd.edu/~fservice/deciocopycenter/

Part Five:

Strategic Planning and Development

Development has become an area of increasing significance in Arts and Letters. Since the College rarely receives new funding from the central administration beyond faculty and staff raises, new priorities are advanced almost exclusively out of new funding and out of the internal reallocation of resources. Development will be the great difference maker for our future aspirations. The Associate Dean of Strategic Planning, Advancement, Infrastructure, and Special Projects serves as our liaison to the Office of Development. Development at Notre Dame is centralized, with all fundraisers potentially seeking support for Arts and Letters. In addition, a specialized fundraising effort for the arts exists through the Director of Arts Advancement.

The Assistant Vice President for Development and Executive Director for Individual and Institutional Giving serves as Development's liaison to the College. She works closely with the Dean and Associate Dean, keeping them informed about new and prospective gifts. The Dean and Associate Dean of Strategic Planning and Advancement prioritize and coordinate fundraising for the College in collaboration with the Office of Development. Any direct solicitation must be reported to and approved by the Dean. Chairs, directors, and faculty may be asked to comment on proposals that the College is drafting in their field. On occasion, department chairs, directors, and key faculty members will be asked to meet with potential donors personally to make the case for funding.

203. THE *SPIRIT OF NOTRE DAME* CAMPAIGN

In May 2007, the University launched the public phase of the *Spirit of Notre Dame* campaign, the largest campaign in the history of Catholic higher education, which aims to position Notre Dame more prominently among the upper echelon of American research universities, while strengthening and affirming our core values.

Broad in scope, *Spirit of Notre Dame* seeks $1.5 billion to elevate nearly every facet of the University—its students and faculty, colleges and schools, centers and institutes, libraries, the arts, athletics, student services, and the physical plant. Of the total campaign goal, 70 percent has been designated for endowment ($866.6 million) and ongoing operations ($155 million), including $140 million for unrestricted gifts. An additional $478.5 million is being sought for capital purposes.

The campaign evolved through a comprehensive, University-wide planning exercise that resulted in a visionary strategic plan titled *Fulfilling the Promise* (http://www.nd.edu/~strategic/). As part of the broader plan, each of Notre Dame's colleges and schools completed its own strategic planning process. Each department, program, and center in the College of Arts and Letters articulated a strategic plan for the next ten years, listing departmental priorities to achieve excellence. The departmental strategic plans were then vetted by four divisional faculty committees, which established three tiers of priorities each for the arts, humanities, social sciences, and inter- and cross-disciplinary programs and centers. Based on these divisional prioritizations, the College articulated its top priorities in leadership gifts and capital projects. Campaign fundraising in Arts and Letters is directed to meeting these priorities.

In all, *Spirit of Notre Dame* seeks to generate $155 million in support for the College. Funding is sought for campaign priorities that will 1) diversify the research and educational opportunities available to undergraduate and graduate students; 2) increase the number of truly distinguished faculty through the establishment of endowed chairs; 3) elevate those academic programs with the greatest potential to be leaders in their field and bolster programs of emerging significance; and 4) strengthen the Catholic character and mission of the College and the University.

204. STEWARDSHIP

As a reminder of our obligation to effectively steward contributions made to Notre Dame, the University adheres to the following guidelines:

- All gifts should be acknowledged in a timely and personal manner.
- A contribution accepted with a restricted purpose must be used for that purpose.

- If the University finds itself unable to utilize a contribution for its stated purpose, this should be communicated to the donor so that an alternative usage can be arranged or the contribution returned.
- Whenever feasible, and especially with endowment gifts, annual “impact” reports should be given to the donor.
- Proper recognition should always be given to the benefactor, and public recognition must be approved by the donor.
- The value of any “substantial” benefits as a result of contributions must be reported to each contributor.
- Contributions will be accounted for using universally accepted accounting standards, allowing for maximum efficiency and productivity of each gift.

The Office of Development, through its division of Stewardship Programs, has guidelines governing how we steward, recognize, and cultivate donors of various giving levels. Formal stewardship programs exist for leadership donors ($100,000+) who support undergraduate scholarships, graduate fellowships, endowments for excellence, endowed professorships, library collections and services, and endowed undergraduate research funds. A series of publications, recognition events, annual reports, as well as tokens of appreciation and public recognition, are connected with each program.

College members are asked to assist in these important stewardship activities. Endowed professors submit a brief annual report on their scholarship, research, awards, etc., while fund administrators are asked to share information on how endowments for excellence and undergraduate research funds are spent annually. These summaries are included in official University correspondence from the Provost. College representatives may also be asked to assist with recognition events and publications as needed.

The Associate Dean of Strategic Planning and Advancement coordinates stewardship in Arts and Letters in collaboration with the Office of Development. Fund administrators and chairs are requested to copy the Associate Dean on all correspondence to donors and also provide copies of annual stewardship reports to donors. The dissemination of best practices will ensure an outstanding level of stewardship in the College.

Part Six:

The College Council and Arts and Letters Committees

205. ELECTIONS

The College of Arts and Letters conducts elections biannually: in September to fill any unexpected openings on committees (for example, to replace faculty who have left the University or who are on leave) and in March to replace faculty who have completed their terms of service. Many College and University committees are comprised of faculty who serve staggered, three-year terms, half of whom are in appointed slots and half of whom are in elected slots. For information about selected, standing University committees, please see Article IV "The Organization of the Faculty" (Sections 3 - 6) in the *University of Notre Dame Faculty Handbook* at http://provost.nd.edu/faculty-handbook/. For information about committees in the College of Arts and Letters, please see the text below or contact the Sr. Administrative Assistant to the Executive Associate Dean (631-3756).

A listing of Arts and Letters faculty members currently serving on University committees is located on the College's Website at http://al.nd.edu/resources-for/faculty-and-staff/meeting-minutes/committee-rosters.cfm. The Arts and Letters committee rosters are also located on the College's Website at http://al.nd.edu/resources-for/faculty-and-staff/meeting-minutes/committee-rosters.cfm.

The Arts and Letters Nominating and Elections Committee (see below) oversees elections in the College; the Sr. Administrative Assistant to the Executive Associate Dean provides the Committee with administrative support and maintains the elections files. The election process begins when the Nominating and Elections Committee sends to the entire Arts and Letters faculty an e-mail, call-for-nominations note that outlines the list of College and University offices to be filled along with information about those eligible to stand for election and vote. The Nominating and Elections Committee strongly encourages self-nominations. The Sr. Administrative Assistant to the Executive Associate Dean verifies the eligibility of candidates, creates the election ballots, distributes the ballot packages to departments, receives the completed ballots, and tallies the votes. The Nominating and Elections Committee certifies the elections, notifies the candidates of the results of their individual elections, and then sends a complete listing of the election results, via e-mail, to the entire Arts and Letters faculty.

206. ARTS AND LETTERS COLLEGE COUNCIL

"The College Council of each undergraduate college consists of an equal number of *ex officio* and elected members. The *ex officio* members of each undergraduate college consist of the Dean of the College, Associate and Assistant Deans, the chairpersons of all departments under the jurisdiction of the College, and any other administrators designated by the respective College Council" (*2006-2007 University of Notre Dame Faculty Handbook*, p. 40)**.** In the case of the College of Arts and Letters, the College Council consists of the deans, the chairpersons, the Director of the College Seminar Program, the Director of the Medieval Institute, an equal number of elected faculty members, and two student members. Each year approximately one-third of the elected faculty members rotate off of the College Council.

The duties of the College Council are outlined in Article IV, Section 4 of the *Academic Articles*. The meeting schedule for the 2007-2008 academic year is posted on the College's administrative calendar. Each meeting takes place from 4:15 to 6:00 p.m., in 119 O'Shaughnessy Hall. If you have suggestions for agenda items, please contact the Dean or the Executive Assistant to the Dean.

Minutes of previous meetings are available at:
http://al.nd.edu/resources-for/faculty-and-staff/meeting-minutes/college-council

Current membership (2007-2008):

Deans (9)

Mark Roche	Dean
Gregory Sterling	Executive Associate Dean
Stuart Greene	Associate Dean
Gretchen Reydams-Schils	Associate Dean
Dayle Seidenspinner-Núñez	Associate Dean

Jennifer Nemecek	Assistant Dean
Ava Preacher	Assistant Dean
Joseph B. Stanfiel	Assistant Dean
Vicki Toumayan	Assistant Dean

Chairpersons and Directors (23)

Richard Pierce	Africana Studies
Erika Doss	American Studies
Mark Schurr	Anthropology
Dennis Doordan	Art, Art History, and Design
Elizabeth Mazurek	Classics
Patrick Gaffney, C.S.C.	College Seminar Program
Dian Murray	East Asian Languages & Literatures
Richard Jensen	Economics and Econometrics
Jennifer Warlick	Economics and Policy Studies
Katherine O'Brien O'Keeffe	English
Peter Holland	Film, Television, and Theatre
David Gasperetti	German and Russian Languages & Literatures
John McGreevy	History
Christopher Fox	Irish Language and Literature
Thomas Noble	Medieval Institute
Louis MacKenzie	Music
Stephen Dumont	Philosophy
Michael Zuckert	Political Science
Stephen Fallon	Program of Liberal Studies
Cindy Bergeman	Psychology
Theodore Cachey	Romance Languages & Literatures
Rory McVeigh	Sociology
John Cavadini	Theology

Elected Faculty (32)
Asthma Afsaruddin; Classics; Term Ends Spring 2008
Timothy Bays; Philosophy; Term Ends Spring 2008
Alyssa Gillespie; German and Russian; Term Ends Spring 2008
Glen Hendler; English; Term Ends Spring 2008
William Krier; English; Term Ends Spring 2008
Margaret Meserve; History; Term Ends Spring 2008
Christian Moevs; Romance Lang. & Lit.; Term Ends Spring 2008
John Sitter; English; Term Ends Spring 2008
Robin Young; Theology; Term Ends Spring 2008
Randall Zachman; Theology; Term Ends Spring 2008

Austin Collins; Art, Art History, and Design; Term Ends Spring 2009
Noreen Deane-Moran, English; Term Ends Spring 2009
Wendy Arons; Film, Television, & Theatre; Term Ends Spring 2009
Kevin Dreyer; Film, Television, & Theatre; Term Ends Spring 2009

Dian Murray; History; Term Ends Spring 2009
Mary Frandsen; Music; Term Ends Spring 2009
Scott Monroe; Psychology; Term Ends Spring 2009
John Welle; Romance Lang. & Lit.; Term Ends Spring 2009
Rory McVeigh; Sociology; Term Ends Spring 2009
Jennifer Herdt; Theology; Term Ends Spring 2009
Timothy Matovina; Theology; Term Ends Spring 2009

Jean Dibble; Art, Art History, and Design; Term Ends Spring 2010
David Fagerberg; Theology; Term Ends Spring 2010
Li Guo; Classics; Term Ends Spring 2010
Ethan Haimo; Music; Term Ends Spring 2010
Mary Keys; Political Science; Term Ends Spring 2010
James McKenna; Anthropology; Term Ends Spring 2010
Orlando Menes; English; Term Ends Spring 2010
John O'Callaghan; Philosophy; Term Ends Spring 2010
Mark Pilkinton; Film, Television, and Theatre; Term Ends Spring 2010
Catherine Schlegel; Classics; Term Ends Spring 2010
Christopher Vanden Bossche; English; Term Ends Spring 2010

Students:
2 Undergraduate Students
TBA; Appointed; Term Ends Spring 2008
TBA; Appointed; Term Ends Spring 2008

2 Graduate Students
TBA; Appointed; Term Ends Spring 2008
TBA; Appointed; Term Ends Spring 2008

207. ARTS AND LETTERS COMMITTEE ON PROMOTIONS FOR ASSOCIATE PROFESSIONAL SPECIALISTS

In Fall 2003, the College Council created the Committee on Promotions for Associate Professional Specialists. The Committee meets as needed each fall semester in order to review the position reviews and the promotion packets of assistant professional specialists who would like to be considered for promotion. The Committee is an advisory committee to the Executive Associate Dean. It functions analogously to a department CAP that is advisory to the chairperson of the department.

The Committee consists of five elected faculty members: one associate or full special professional faculty member (SPF) from the Division of the Arts; one associate or full special professional faculty member (SPF) from the Division of the Humanities; one associate or full special professional faculty member (SPF) from the Division of the Social Sciences; and two tenured, teaching-and-research (T&R) faculty members elected at large from the College. The committee selects its own chairperson. The faculty members serve staggered three-year terms. The electing body is the entire special professional faculty of the College.

Faculty Member	Field	Status	Term Ends
Elizabeth Forbis Mazurek	Classics *T&R Representative*	Elected	Spring 2008
Matthew Zyniewicz	Theology *Division of the Humanities*	Elected	Spring 2008
Joshua Kaplan	Political Science *Division of the Social Sciences*	Elected	Spring 2009
Richard Williams	Sociology *T&R Representative*	Elected	Spring 2009
Richard Donnelly	Film, Television, & Theatre *Division of the Arts*	Elected	Spring 2010
Gregory Sterling	Office of the Dean	Ex-officio	Indefinite

208. ARTS AND LETTERS DEAN'S ADVISORY COMMITTEE

In Spring 2001, the College Council created the Dean's Advisory Committee. The first Committee was formed in Fall 2001 and met for the first time in January 2002. The Committee meets as needed, ideally at least once per semester, and assists the Dean in elaborating the criteria and priorities that should allow him or her to make the best possible decisions on behalf of the College. The Committee assists in formulating general criteria and priorities concerning budgetary requests; in formulating policies that assist the Dean in weighing proposals, such as institute initiatives and target-of-opportunity hires; and in recommending policies for special circumstances. The agenda for each meeting is prepared by one of the faculty members; this responsibility rotates among the faculty members.

The Committee is an advisory committee, not a decision-making body. Unlike the Provost's Advisory Committee, the Committee does not address individual promotion and tenure cases. Similarly, it does not sift through the various departmental requests for faculty lines or other resources. Instead, it weighs the principles that should help the Dean make wise decisions. The faculty members are asked to think about the common mission of the College and to weigh issues in broad categories.

The Committee consists of the Dean of Arts and Letters, who serves as Chair, and six additional faculty members. Each year two faculty members rotate off of the Committee: one new member is elected and another is appointed. The pool of potential faculty members includes all T&R faculty in the College. The electing body consists of the members of the College Council.

Minutes of previous meetings are available at: http://al.nd.edu/resources-for/faculty-and-staff/meeting-minutes/index.cfm

Current membership:

Faculty Member	Field	Status	Term Ends
Gary Anderson	Theology	Elected	Spring 2008
Nelson Mark	Economics & Econometrics	Appointed	Spring 2008
Thomas Slaughter	History	Elected	Spring 2009
Jean Porter	Theology	Appointed	Spring 2009
Christian Moevs	Romance Languages	Elected	Spring 2010
TBA	xxxxx	Appointed	Spring 2010
Mark Roche *Committee Chair*	Office of the Dean	Ex-officio	Indefinite

209. ARTS AND LETTERS JOURNALS COMMITTEE

In Fall 2001, the College Council created the Journals Committee. The purpose of the Journals Committee is to consider applications for the acquisition of academic journals, evaluate the academic merits of the publication, recommend a level of support for College faculty who agree to editorships, and conduct a formal evaluation of all journals owned or supported by the University and controlled by the College. The overarching goal of the Committee is to provide quality control of the journals that the College supports either directly through ownership or indirectly through faculty who serve as editors. The Committee makes recommendations to the Associate Dean of Research, Graduate Studies, and Centers who makes the final determination of the level of support that the College can provide in consultation with the Executive Associate Dean and the Director of Budget and Operations.

There are four faculty members on the Committee serving staggered, two-year terms: two elected and two appointed. All T&R faculty, except those who are currently serving as journal editors, are eligible to serve on the Committee. The College Council is the electing body. The Director of Budget and Operations, the Executive Associate Dean, and the Associate Dean for Research, Graduate Studies, and Centers are *ex officio* members of the committee. The Associate Dean for Research, Graduate Studies, and Centers serves as Chair.

Current membership:

Faculty Member	Field	Status	Term Ends
Allysa Gillespie	German & Russian	Elected	Spring 2009
Brian Krostenko	Classics	Appointed	Spring 2009
Christopher Hamlin	History	Elected	Spring 2010
TBA	xxxx	Appointed	Spring 2010
Rob Becht	Office of the Dean	Ex-officio	Indefinite
Gregory Sterling	Office of the Dean	Ex-officio	Indefinite
Gretchen Reydams-Schils *Committee Chair*	Office of the Dean	Ex-officio	Indefinite
Dan Marmion (non-voting)	University Librarian	Ex-officio	Indefinite

Please forward all requests for support to this committee. Proposals must contain the following:

A Copy of the Journal

Overview of the Proposed Journal

- ownership of the journal (Will the College own the journal or another organization?);
- number of issues per annum and approximate number of pages per issue;
- the editorial policies of the journal;
- the anticipated circulation of the journal (number of copies, the geographical distribution, the number of institutional subscriptions and personal subscriptions);
- a candid assessment of the place of the journal in the discipline (please provide a list of three potential external reviewers for your prospectus).

A Current Budget Statement

- One-time startup costs;
- Annual operating costs;
- Subscription revenue;
- Other sources of revenue.

Specific Requests

- Office space, if needed;
- Course reduction request(s), if needed;
- Annual financial support, if needed;
- Student support, if needed.

CVs of the proposed editor(s)

Letter from the chairperson of your department

210. ARTS AND LETTERS LIBRARY COMMITTEE

In Fall 2001, the College Council created a Library Committee to act on broad issues such as changes in current practices, improvements in technology delivery, and initiatives to enhance faculty research in Arts and Letters. The Arts and Letters Library Committee may also solicit faculty recommendations as well as feedback on pending issues.

There are six faculty members on the Committee serving staggered, three-year terms: three elected and three appointed. Each year two faculty members rotate off of the Committee: one new member is elected and another is appointed. All regular faculty—T&R and Professional Specialists—are eligible to serve on the Committee. In addition one faculty member for the University Committee on Libraries is appointed as a liaison between committees; the College Council is the electing body. The Executive Associate Dean and the Associate Dean for Research, Graduate Studies, and Centers are *ex officio* members of the Committee. The Associate Dean for Research, Graduate Studies, and Centers serves as Chair.

Current membership:

Faculty Member	Field	Status	Term Ends
Charles Barber	Art, Art History, & Design	Elected	Spring 2008
David Smith	Psychology	Appointed	Spring 2008
Encarnacion Juarez-Almendros	Romance Languages	Elected	Spring 2009
Elizabeth Mazurek	Classics	Appointed	Spring 2009
Semion Lyandres	History	Elected	Spring 2010
TBA	xxxxx	Appointed	Spring 2010
Gregory Sterling	Office of the Dean	Ex-officio	Indefinite
Gretchen Reydams-Schils *Committee Chair*	Office of the Dean	Ex-officio	Indefinite
Doug Archer (non-voting)	Univ. Libraries	Ex-officio	Indefinite
Dan Marmion (non-voting)	Univ. Libraries	Ex-officio	Indefinite

211. ARTS AND LETTERS NOMINATING AND ELECTIONS COMMITTEE

All regular faculty—T&R and Professional Specialists—are eligible to serve on the Nominating and Elections Committee. Members serve staggered, three-year terms, so that only one faculty member rotates off of the Committee annually. The College Council is the electing body. Each year the members decide among themselves who will serve as Chair and who will serve as the Arts and Letters representative on the University Committee on Elections.

Current membership:

Faculty Member	Field	Status	Term Ends
Matthew Zyniewicz	Theology	Elected	Spring 2008
John Welle, *Committee Chair*	Romance Lang. & Lit.	Elected	Spring 2009
Austin Collins	Art, Art History, & Design	Elected	Spring 2010

212. ARTS AND LETTERS RESEARCH COMMITTEE

The Research Committee, first formed in 1997-1998, proposes criteria and guidelines for research competitions within the College, and it assists in the peer review of proposals. It advises both the College Council and the Dean's Office. It consists of the Associate Dean for Research, Graduate Studies, and Centers and six additional faculty members. The Associate Dean for Research, Graduate Studies, and Centers serves as Chair.

Each year two faculty members rotate off of the Committee: one new member is elected and another is appointed. The pool of potential faculty members includes all T&R faculty in the College; the electing body is the College Council. Members serve for three academic years.

Current membership:

Faculty Member	Field	Status	Term Ends
Susan Sheridan	Anthropology	Elected	Spring 2008
Tom Whitman	Psychology	Appointed	Spring 2008
E. Mark Cummings	Psychology	Elected	Spring 2009
Jessie Lander	English	Appointed	Spring 2009
Paul Cobb	History	Elected	Spring 2010
TBA	xxxxx	Appointed	Spring 2010
Gretchen Reydams-Schils *Committee Chair*	Office of the Dean	Ex-officio	Indefinite

213. ARTS AND LETTERS UNDERGRADUATE STUDIES COMMITTEE

The College Undergraduate Studies Committee, which was first formed in 1997-1998, reviews and initiates curricular proposals and ideas to improve our instructional mission, including faculty-student interaction. It also monitors interdisciplinary minors and makes recommendations for their continuance or non-continuance. It advises both the College Council and the Dean's Office. It consists of the Associate Dean for Undergraduate Studies, six additional faculty members, and two students. The Associate Dean of Undergraduate Studies serves as Chair.

Each year two faculty members rotate off of the Committee: one new member is elected and another is appointed. The pool of potential faculty includes all regular faculty—T&R and Professional Specialists—in the College; the electing body is the College Council. One student member is selected by the new Arts and Letters student group entitled Dean's Fellows; the second student member is appointed.

Current membership:

Faculty Member	Field	Status	Term Ends
Susan Ohmer	American Studies	Elected	Spring 2008
David Fagerberg	Theology	Appointed	Spring 2008
Maura Ryan	Theology	Elected	Spring 2009
Andrew Weigert	Sociology	Appointed	Spring 2009
Matthew Benedict	English	Elected	Spring 2010
TBA	xxxxx	Appointed	Spring 2010
Stuart Greene *Committee Chair*	Office of the Dean	Ex-officio	Indefinite

214. ARTS AND LETTERS DEAN'S FELLOWS PROGRAM

The Arts and Letters Dean's Fellows Program, first formed in Fall 2004, is a student group that works on diverse and various projects, including enhancing student-faculty interaction and improving services to students. The Associate Director of the Office of Undergraduate Studies will mentor the Dean's Fellows throughout the academic year. Each year two Dean's Fellows will serve one-year terms on the College Council.

Part Seven:

Cooperation with Other Units on Campus

Cooperation with Other Units on Campus

215. Admissions

We work with the Assistant Provost of Enrollment, in helping to attract the best prospective students to Notre Dame. For the past few years every admitted student who has indicated an interest in Arts and Letters has received a letter from the Dean, and departments have followed with letters or phone calls of their own. Again this year the College will be sending a letter to all students who have been admitted to Notre Dame under our early admission program and who have expressed an interest in Arts and Letters. A second letter will go out in the spring to those students who are admitted under the regular process. Many of these students will have listed a prospective major. We would like each department to have a letter ready for students interested in your discipline, in which you outline the interesting opportunities for study in your field at Notre Dame. Or, if you prefer, you might call your prospective students. At the time the Dean's Office sends its letter, either Admissions or the Dean's Office will send departments a list of students who have indicated a potential interest in majoring in your department. Obviously we want to help bring to campus the very best students interested in our disciplines.

In addition we have provided the admissions staff with the initial descriptive page that departments prepared for Development. These insights into your departments, written for a lay audience, will help the admissions staff explain to students what is unique about Notre Dame. If you would like to update your department's description, please contact the Associate Dean of Strategic Planning, Advancement, Infrastructure, and Special Projects.

216. Transition from First Year of Studies

We are working with First Year of Studies to bring students into the College more rapidly. Kevin Rooney has spearheaded an effort to find academic advisors in the departments for first-year students who are not in the Glynn Honors Program but who have exhibited great promise in their first semester at Notre Dame. Students are assigned faculty mentors and are encouraged to take advanced courses in Arts and Letters already during their second semester at Notre Dame. Please continue to work with Kevin on this initiative. Students who enter Notre Dame are increasingly more qualified academically, and they have increasingly large numbers of advanced placement credits. Eighty-three percent of the class of 2004 had earned some College credit and averaged 11.3 credits per student. It is our obligation to mentor them both in our introductory classes and as they seek us out for academic advice.

In 2002-2003, the chairpersons discussed a possible initiative to invite T&R faculty in Arts and Letters to become informal advisors for groups of first-year students. The Dean of First Year of Studies later requested oversight of this project. The Associate Dean for Undergraduate Studies has begun to devise the kinds of advising activities that would help first-year students think of the broader goals of a liberal arts education, including the value of intellectual inquiry in various disciplines. Some of these are reflected in this year's *Reference Guide*.

217. KANEB CENTER FOR TEACHING AND LEARNING

Departments are strongly encouraged to take advantage of the variety of opportunities for development that are offered by the Kaneb Center for Teaching and Learning. The Center provides assistance to entire departments as well as to individuals, and it offers a rich array of workshops to help faculty with their teaching, including, for example, developing more student-centered courses and using one's preparation time more efficiently. The purpose of the Center is to advance pedagogy on our campus; it is not a remedial training center. Please encourage your faculty to take full advantage of its resources.

218. THE CAREER CENTER

The Career Center at the University of Notre Dame is dedicated to the development and implementation of innovative programs and services that promote life-long career management skills for students and alumni. By cultivating multi-faceted partnerships/networks, their staff is committed to providing the resources for students to explore diverse career opportunities.

The College makes a serious effort to work closely with the Career Center. The Career Center has a number of initiatives that help Arts and Letters students, including increasing the outreach to Arts and Letters students, developing student interest in career opportunities, building the alumni network, and establishing a “world-class” internship program. During 2004-2005, according to statistics released by Director Lee Svete, there were 1,700 career counseling appointments with Arts and Letters students. These appointments ranged from conversations about what you can do with an Arts and Letters major to résumé reviews, locating job opportunities, and interview tips. There has been a significant increase in the number of students who have used the online “Go IRISH” system to obtain information about internships and full-time jobs. Approximately 1,900 students attended the Winter Career and Internship Fair in January 2005, where 154 companies and organizations recruited students for career opportunities. Additionally, 170 students attended the first annual Nonprofit Career Fair in March 2005, where 68 organizations recruited students interested in pursuing careers with social impact.

We must be supportive of both the intrinsic value of a liberal arts education and the importance of eventually finding post-graduate opportunities and a vocation. The Dean typically writes a letter to each sophomore and junior encouraging them to seek out the Career Center. Department chairpersons and faculty can play a helpful role as well. During the semester, students may sign up with the Career Center to receive weekly announcements of workshops sponsored by the Career Center and a list of firms conducting interviews on campus. It is a good idea for faculty who are in advising roles, at the beginning of each semester, to reinforce the diverse array of career opportunities available to Arts and Letters students who may not be aware of potential internships and full-time jobs.

The College has been co-sponsoring a number of new programs with The Career Center targeted for Arts and Letters students, such as Internships and Careers for Economics

Majors, English Career Night, Career Opportunities for History Majors, and Political Science Career Programs. These workshops are designed specifically to help our students participate in the self-assessment, career exploration, and job-search process. Career Counselors are also willing to speak in classes on relevant career topics such as Career Opportunities and Alumni Networking for Sociology Majors, Résumé Writing and Career Options for Psychology Majors. The Career Center conducts on-site career advising for Arts and Letters students in O'Shaughnessy Hall for 2-4 hours per week. Additionally, the Career Center offers two one-credit classes: *Career Development Seminar*, which is designed for underclass students to engage in self-assessment and exploration activities, and the *Professional Development Seminar*, which is designed for seniors to develop skills for a successful transition from the undergraduate experience to the career world. In addition to employment opportunities, the Career Center also supports planning for a broad array of post-graduate options including graduate/professional school and service programs.

Representatives of the Career Center may ask department chairpersons to schedule them for a short segment of a departmental meeting. These sessions would help faculty members understand the role of that unit in the further development of our students and alumni. In addition, they would give us an opportunity to educate the Career Center staff about the skills our majors possess.

An effective way that departments can help students understand the value of a liberal arts education for a career is to incorporate a statement of the value of the discipline on the Web page and stories of successful graduates. This could be a modification of the Why Major in xxx brochures that the Office of News and Publicity helped to produce. Data indicate that students are persuaded by concrete information, including a sample of established employment options after graduation. The Career Center would welcome the opportunity to provide assistance in gathering this information. These proactive career development efforts should help our students find meaningful internships and employment opportunities before and after graduation. Our collaboration with the Career Center will enhance our ability to collect this information in order to attract Notre

Dame's most competitive students to pursue a liberal arts education.

As reinforced by Lee Svete, Director of the Career Center, none of this should come at the expense of the intellectual development and academic challenges of our students, but we can at least point them in other directions in order to allow them to flourish in every realm possible. Svete states, "As a former history major, I developed an incredible education that stressed the ability to develop critical thinking and writing skills."

We urge departments to contact the Career Center and to explore ways of working collaboratively to promote the careers of our graduating students.

219. INTERNSHIPS

Internships should be a priority for Notre Dame, as they represent a desirable bridge between the intrinsic value of a liberal arts education and the importance of finding a meaningful vocation. This is particularly true in the current climate where employers are placing a heavier emphasis on internships as a pipeline for future hires. The Career Center's Director has made internships one of his priorities. Under his leadership, more than several thousand internship opportunities were available to students through his office in 2004-2005. According to the Career Centers' annual survey, over 1,000 students obtained internships in various locations and industries in 2004. The College welcomes your support of this initiative, either through the direction of students to the Career Center or through the development of internships that are specifically related to your discipline or program.

A summary of the Advisory Council discussion of internships follows: Many parents do not fully grasp the remarkable skills that their children are developing as liberal arts graduates, and so there is great pressure to send them to the Mendoza College of Business. At the same time, we do not do a good enough job in preparing our liberal arts graduates for the shift to employment. Internships are a wonderful bridge. High school seniors and their parents are aware of their importance, and so internships can also become an important recruiting tool. With the exception of a few programs, such as the

Hesburgh Program in Public Service, we have not traditionally invested in this area, but have begun to do so. The timing is good, as we have been communicating our needs to a rejuvenated Career Center. The Career Center has a five-person Arts and Letters team, led by Ms. Anita Rees, dedicated to serving students in the College. This team would assist students in individual advising sessions, recruit relevant employers and organizations to campus, and also conduct various workshops and class presentations for Arts and Letters majors.

Group 1

- Build a database of opportunities. Include corporate contacts. Get the Alumni Association involved. Place an article in the *Notre Dame Magazine* to raise awareness of the internship need.
- Improve career awareness among Arts and Letters students. Send a letter to parents encouraging them to talk to their students about career opportunities. Make parents aware of opportunities available in particular disciplines so that they can share these ideas with their children.
- Add additional resources to the Career Services Office. Increase their awareness of needs of Arts and Letters by having them prepare seminars on career opportunities in Arts and Letters departments.
- Teach students how to use the internet for job searches. Place more emphasis on interviewing skills and make interviewing workshops a mandatory part of the internship grade requirement. An internship is useless if held by an unsuitable or ill-prepared student.
- Improve faculty awareness of career paths for Arts and Letters students. Encourage faculty to propose academic internships. Encourage more departments to require internships. Give academic credit for internships. Place articles in the *Observer* connecting internships with career opportunities. Bombard first- and second-year students as well as advisors and directors of undergraduate studies with suggestions.
- On the corporate side, ensure there is a mechanism for feedback.

Group 2

Three tasks: finding internships; finding the right student for the internship; finding funding for the internship experience.

- Place someone in charge to find internships. Use the Alumni Association at the University level to identify companies that could provide good internships. Place an article among short upfront pieces in the *Notre Dame Magazine*.
- Encourage recruiters to offer internships as part of the *quid pro quo* for the privilege of recruiting on campus. Encourage major donors to see their support of Notre Dame in action. Reinforce to both recruiters and students that good jobs often come by way of internships.
- Find the right internship for the right student and include a monetary incentive so that the students can earn dollars over the summer.
- Advertise success stories. Publicize these successes on our Website (with permission from the student and employer).
- It would be most useful to publicize the students' own success stories: this is what I did, this is what it was like, this is how I have benefited.

In addition to the above proposals, the Director has proposed the following:

- Utilize The Career Center's Notre Dame Alumni Career Networking and Mentoring Program for Arts and Letters students. This is an on-line system where alumni/ae volunteer to help students with the career development process. The Career Center worked with Bill Sexton's staff to launch the new program at Alumni/ae Reunion in June 2001.
- Work in concert with The Career Center to develop a new career shadowing program where current students meet with alumni/ae in the workforce to explore careers and internships. This program is flexible and could involve a one-day or half-day orientation program.
- Place Arts and Letters students in two-week externships with alumni/ae over winter break for them to gain experience, build their résumés, and explore career avenues.

- Invite Notre Dame Arts and Letters alumni/ae to campus for career panel presentations with the theme of the program focusing on "What can I do with a major in XX?" series with each academic department.

220. AWARD OF APPRECIATION

In 2002-2003, the College of Arts and Letters introduced the Award of Appreciation. It is designed to honor an outstanding colleague outside the College of Arts and Letters whose work adds immeasurably to the College and enriches its life. The first recipient was Lee Svete, Director of the Notre Dame Career Center. The award winner for 2003-2004 was Alex Hahn, Director of the John A. Kaneb Center for Teaching and Learning. The award winner for 2004-2005 was Sr. Kathleen Cannon, O.P., Associate Dean, College of Science. The award winner for 2005-2006 was Matthew Storin, Associate Vice President of News and Information. In 2006-2007, the award winner was Ani Abrahamian, Professor and former chairperson of Physics.

221. UNIVERSITY SERVICE

The College does not have sufficient funds to staff all of its courses with regular faculty. This situation is exacerbated whenever faculty members accept administrative assignments either on campus or in study-abroad programs without first allowing the College to arrange some form of compensation from the other administrative unit. We would like to encourage both kinds of assignments. At the same time, the College has been compensated only sporadically when our faculty members have assumed such positions. Faculty should consult with their chairperson or with the Executive Associate Dean before accepting such assignments, so that we can be sure to negotiate appropriate compensation for the College, more specifically, for each department.

222. CENTERS

There are a number of centers and institutes on campus with which we regularly collaborate. For details see Appendix K. This includes the revisions that were made in September of 2003.

223. TIMETABLE OF IMPORTANT REQUESTS AND DEADLINES

By August 15, 2007	Send a note to the Executive Associate Dean listing all course reductions in your unit for administrative or other reasons, providing a brief explanation for each reduction.
By August 25, 2007	Advertisements for job openings should be submitted to the Executive Associate Dean. If your discipline allows for later searches that will still allow you to reach a full audience of potential applicants, you may request a later date for submission.
By September 10, 2007	Spring 2008 Tentative Upcoming Schedule of Classes (TUSC) due in the Office of the Associate Dean for Undergraduate Studies, 104 O'Shaughnessy Hall.
By September 15, 2007	Leave application packets due in chairperson's office.
By September 22, 2007	Notify Dean of proposed promotions to associate or full professor.
By September 25, 2007	Space renovation request forms are due to Ms. Laurie Echterling, Arts and Letters Space Management, Office of the Dean.
By October 1, 2007	All SPF and Research Professor renewals, reappointments, reviews, and promotion packets due to the Executive Associate Dean, 100 O'Shaughnessy Hall.

By October 5, 2007	Submit leave application packets to the Associate Dean of the Faculty.
By October 12, 2007	Submit Appointment/Reappointment requests for non-regular faculty (adjuncts, visitors, etc.) appointed for the Spring 2007 semester to the Director of Finance and Operations, Office of the Dean.
By November 30, 2007	Submit Promotion/Tenure packets to the Dean's Office. This deadline is tentative; it is set annually by the Office of the Provost.
By January 15, 2008	Updated C.V. and biographies for all teaching-and-research faculty are due in the Dean's Office submitted via the Web form located at http://al.nd.edu/admin.
By February 15, 2008	Submit 2007-2008 budget requests for non-regular faculty teaching needs including visiting faculty, adjuncts, graduate student teaching assistants, and emeriti to the Director of Finance and Operations.
By March 28, 2008	Submit non-obligatory promotion applications to the Dean's Office.
By May 9, 2008	Submit Appointment/Reappointment requests for non-regular faculty for Academic year 2007-2008 to the Director of Finance and Operations.
By June 3, 2008	Submit departmental Annual Reports (15 copies, unstapled, printed on both sides) to the Dean's Office.

224. IMPORTANT REMINDERS

- If you have suggestions for next year concerning this manual, the *Reference Guide*, please contact the Executive Associate Dean.

- If a department chairperson would like to attend a seminar on chairing or visit another campus to meet with administrators and scholar-teachers of departments that have reputations for innovations and strategies for excellence, please send your proposal to the Executive Associate Dean.

- If you think any of the College's policies are unwise or inefficient, let us know. If you have suggestions for the University, which require the support of the College, please let us know.

- With each promotion packet, please forward to the Dean a separate folder containing all published book reviews of the candidate's works. It will be the candidate's obligation to provide these materials to the departmental CAP. Please note that this folder is separate from the materials requested (in definite sequence) from the Provost's Office for all promotion and tenure cases.

- Please forward a copy of your revised CAP document to the Associate Dean for Strategic Planning.

- If you are contemplating initiating a process for possible promotion to full professor, please use the Dean's Advisory Committee for Non-Obligatory Promotions (DAC) in the Spring semester. It is in most cases better not to initiate a process than to initiate a process that ends in a negative recommendation. The DAC helps provide guidance in deciding whether or not to proceed.

- If you wish to designate someone other than yourself as your departmental affirmative action liaison, please contact the Associate Dean of the Faculty.

- Department chairpersons should remind new faculty that we need to know their computing needs no later than April 30. Specifically, we need to know what type of computer they use (Mac, PC, or other) and what kinds of work they expect from it (e-mail, word processing, spreadsheets, databases, graphics, statistical programs, etc). ALCO will contact them; however, it is a good idea for new faculty to initiate the process. We also need to know as early as possible when new faculty members expect to arrive on campus. Offices are guaranteed by August 15.

- If your department has classes with more than 100 students that do not have tutorials, you should either introduce them or inform the Associate Dean for Undergraduate Studies what reasons prohibit the introduction of tutorials or render tutorials superfluous. Please do so in advance of the semester in which such courses are offered.

- The Dean's Office would welcome ideas about how you might creatively shift funds around within your unit.

- If you would like funding to enhance your Web pages, please contact the Office of Web Communications and Support or the Associate Dean for Strategic Planning.

- If you have suggestions for the College Web page, please forward them to the Director of News and Information.

This concludes the *Reference Guide*. If you are not a chairperson and would like copies of any of the appendices, please consult your chairperson. The College also draws your attention to the *University of Notre Dame Fact Book,* which is a rich resource of comparative information on Colleges and departments.