# 2014-2015 Reference Guide for Arts and Letters Chairpersons and Faculty

## Table of Contents

- **Preface** .......................................................................................................................... 9
- **Executive Committee of the College and Their Direct Reports** ............................... 10
- **Office for Undergraduate Studies** ............................................................................... 15
- **Timetable For Important Requests And Deadlines** ....................................................... 18
- **Part One: Faculty** .......................................................................................................... 18
  - **1.1 Hiring Procedures for Regular Faculty** ................................................................. 18
    - 1.1.1. Faculty Lines ........................................................................................................ 18
    - 1.1.2. Ads..................................................................................................................... 18
    - 1.1.3. Funding for Open Searches ............................................................................... 19
    - 1.1.4. Search Committees ............................................................................................ 19
    - 1.1.5. Notification to Applicants ................................................................................ 20
    - 1.1.6. Conducting a Search ......................................................................................... 20
    - 1.1.7. Hiring for Diversity ........................................................................................... 22
    - 1.1.8. Building a Diverse Pool .................................................................................... 23
    - 1.1.9. Hiring for Mission ............................................................................................. 24
    - 1.1.10. Presence Provision .......................................................................................... 25
    - 1.1.11. Target-of-Opportunity Hires .......................................................................... 26
    - 1.1.12. Spousal Hires .................................................................................................. 27
    - 1.1.13. The Campus Visit ............................................................................................ 27
    - 1.1.14. The Decision to Hire ....................................................................................... 30
    - 1.1.15. Recruitment ..................................................................................................... 31
    - 1.1.16. Negotiating with the Candidate ....................................................................... 32
    - 1.1.17. Visa and Green Card Expenses ........................................................................ 38
    - 1.1.18. Incoming Faculty Database ............................................................................. 38
    - 1.1.19. Computer Needs ............................................................................................... 38
    - 1.1.20. Office Space and Campus Arrival ..................................................................... 39
    - 1.1.21. Welcoming New Faculty Members ................................................................. 39
    - 1.1.22. Departmental Orientation ................................................................................. 40
    - 1.1.23. Welcoming Reception ....................................................................................... 40
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4.5.</td>
<td>Promotion Procedures</td>
<td>66</td>
</tr>
<tr>
<td>1.5</td>
<td>FACULTY DEVELOPMENT</td>
<td>68</td>
</tr>
<tr>
<td>1.5.1</td>
<td>Mentoring</td>
<td>68</td>
</tr>
<tr>
<td>1.5.2</td>
<td>Annual Faculty Performance Evaluations</td>
<td>69</td>
</tr>
<tr>
<td>1.5.3.</td>
<td>Principles for the Review</td>
<td>70</td>
</tr>
<tr>
<td>1.5.4</td>
<td>Communicating the Review</td>
<td>72</td>
</tr>
<tr>
<td>1.5.5</td>
<td>Salary Recommendations</td>
<td>73</td>
</tr>
<tr>
<td>1.5.6.</td>
<td>The Process</td>
<td>75</td>
</tr>
<tr>
<td>1.5.7.</td>
<td>Salary Appeals</td>
<td>75</td>
</tr>
<tr>
<td>1.5.8.</td>
<td>Differential Course/Service Loads</td>
<td>76</td>
</tr>
<tr>
<td>1.5.9.</td>
<td>Course Buyouts</td>
<td>76</td>
</tr>
<tr>
<td>1.5.10.</td>
<td>Journals</td>
<td>77</td>
</tr>
<tr>
<td>1.5.11.</td>
<td>Service</td>
<td>77</td>
</tr>
<tr>
<td>1.6</td>
<td>LEAVES</td>
<td>82</td>
</tr>
<tr>
<td>1.6.1.</td>
<td>Leave Applications</td>
<td>83</td>
</tr>
<tr>
<td>1.6.2.</td>
<td>Leave Deadlines</td>
<td>84</td>
</tr>
<tr>
<td>1.6.3.</td>
<td>Leaves for Assistant Professors</td>
<td>84</td>
</tr>
<tr>
<td>1.6.4.</td>
<td>Leaves for Tenured Faculty</td>
<td>85</td>
</tr>
<tr>
<td>1.6.5.</td>
<td>Leaves for Associate and Full Professors Who Have Recently Joined the Faculty</td>
<td>86</td>
</tr>
<tr>
<td>1.6.6.</td>
<td>Extended Leaves for Multiple Grants</td>
<td>87</td>
</tr>
<tr>
<td>1.6.7.</td>
<td>Administrative Leaves</td>
<td>87</td>
</tr>
<tr>
<td>1.6.8.</td>
<td>Salary Award Targets for Externally-Supported Leaves</td>
<td>88</td>
</tr>
<tr>
<td>1.6.9.</td>
<td>Leaves for Faculty with Course Buyouts</td>
<td>89</td>
</tr>
<tr>
<td>1.6.10.</td>
<td>Leave Approvals</td>
<td>89</td>
</tr>
<tr>
<td>1.6.11.</td>
<td>Leave Notification</td>
<td>90</td>
</tr>
<tr>
<td>1.6.12.</td>
<td>Leave Obligations</td>
<td>90</td>
</tr>
<tr>
<td>1.6.13.</td>
<td>Leave Reports</td>
<td>91</td>
</tr>
<tr>
<td>1.6.14.</td>
<td>Course Reductions and Leaves</td>
<td>91</td>
</tr>
<tr>
<td>1.6.15.</td>
<td>Leave Funding</td>
<td>91</td>
</tr>
<tr>
<td>1.6.16.</td>
<td>Leaves to Teach at Another Institution</td>
<td>92</td>
</tr>
<tr>
<td>1.6.17.</td>
<td>Leaves to Consider Another Position</td>
<td>92</td>
</tr>
<tr>
<td>1.6.18.</td>
<td>FMLA and Notre Dame Medical Leaves</td>
<td>92</td>
</tr>
<tr>
<td>1.7</td>
<td>COURSE REDUCTIONS</td>
<td>94</td>
</tr>
<tr>
<td>1.7.1.</td>
<td>Approval and Disclosure</td>
<td>94</td>
</tr>
</tbody>
</table>
1.7.2. Department Chairpersons ................................................................. 94
1.7.3. Principles For Appointments In Departments And Programs .......... 95
1.7.4. Directors of Undergraduate Study (DUS) ......................................... 95
1.7.5. Directors of Graduate Studies (DGS) .............................................. 96
1.7.6. Directors of Interdisciplinary Minors ............................................... 97
1.7.7. Directors of Institutes, Programs, and Centers ............................... 98
1.7.8. Editors ......................................................................................... 98
1.7.9. Grants ......................................................................................... 98
1.8 CIVILITY & RESPONSIBILITY .............................................................. 99
1.9 DRUG AND ALCOHOL POLICY ......................................................... 99
1.10 COMMENCEMENT ........................................................................... 99
1.10.1. Commencement Exercises ............................................................ 100
1.10.2. Departmental Commencement Ceremonies ................................. 100

PART TWO: UNDERGRADUATE STUDENTS AND TEACHING ....................... 100
2.1 ADVISING ....................................................................................... 100
2.1.1. The Strategies and Structures of Advising ..................................... 100
2.1.2. Welcoming Students / Making Basic Information Available .......... 101
2.1.3. Community Atmosphere ............................................................... 102
2.1.4. Enhancing the Undergraduate Experience ................................... 102
2.1.5. College Initiatives ........................................................................ 103
2.1.6. Guidelines for the Sponsorship of Student Internships ................. 103
2.2 CULTIVATING A COMMUNITY OF LEARNING ..................................... 105
2.2.1. Colloquia on the Boyer Commission Report ................................. 105
2.2.2. Dialogue-Intensive Courses .......................................................... 105
2.2.3. Teaching Beyond The Classroom Grants .................................... 106
2.2.4. Documenting Undergraduate Research ...................................... 106
2.2.5. Faculty Dining with Students – Table Talk .................................. 108
2.2.6. Bridging Academic and Residential Life ..................................... 108
2.2.7. Undergraduate Research Opportunity Program (UROP) ............... 108
2.2.8. Post-Graduate Opportunities ...................................................... 109
2.2.9. The Center For Undergraduate Scholarly Engagement (CUSE) .... 109
2.2.10. The Departmental Honors In The College Of Arts and Letters .... 110
2.2.11. Ongoing Evaluation ................................................................. 111
2.3 CURRICULAR ISSUES ...................................................................... 111
2.3.1. University Seminars .............................................................. 111
2.3.2. College Seminar Program .................................................. 112
2.3.3. Writing-Intensive Courses .................................................. 112
2.3.4. International Study Programs .............................................. 112
2.3.5. Faculty Opportunities Abroad ........................................... 113
2.3.6. Team-Taught Courses ...................................................... 113
2.3.7. Grade Inflation ................................................................. 116

2.4 Policies .................................................................................. 116
2.4.1. Scheduling ......................................................................... 117
2.4.2. Course Assignments ......................................................... 117
2.4.3. Course Cancellations ......................................................... 117
2.4.4. Large Classes .................................................................... 117
2.4.5. Syllabus ............................................................................. 118
2.4.6. Faculty Absences ............................................................... 118
2.4.7. Student Absence Policy .................................................... 118
2.4.8. Excused Absences for Postgraduate Opportunities .......... 119
2.4.9. Final Examinations ............................................................ 119
2.4.10. Office Closings ............................................................... 119

2.5 Evaluation and Recognition .................................................. 119
2.5.1. Evaluation of Teaching ...................................................... 119
2.5.2. Course Instructor Feedback (CIF) ................................... 120
2.5.3. Awards ............................................................................ 120
2.5.4. Charles E. Sheedy Award For Excellence In Teaching .... 120
2.5.5. Joyce Teaching Awards .................................................... 121
2.5.6. Dockweiler Award For Excellence In Undergraduate Advising ... 121
2.5.7. Dondanville Family Graduate Award in Arts and Letters ... 121

2.6 Enrollment Management ..................................................... 122
2.6.1. Under-Enrolled Classes ................................................... 122
2.6.2. Canceling Classes ........................................................... 122
2.6.3. Class Size ........................................................................ 122
2.6.4. Course Management Information and Training .............. 122

2.7 Education Program in Cooperation with Saint Mary’s College ..... 123
2.7.1. Education Program .......................................................... 123

Part Three: Graduate Studies .................................................. 123
3.1. GRADUATE STUDIES AND RESEARCH ................................................................. 123
  3.1.1. Overseeing Graduate Studies ................................................................. 123
  3.1.2. Fostering Excellence in Graduate Studies ............................................ 123

3.2 TEACHING AND RESEARCH OPPORTUNITIES FOR GRADUATE STUDENTS .......... 124
  3.2.1. Teaching Fellowships Through the Writing Center .............................. 124
  3.2.2. Kaneb Center Pre-Doctoral Fellowship .............................................. 124
  3.2.3. ISLA Awards for Graduate Students .................................................. 125
  3.2.4. Arts and Letters Postdoctoral Fellowship Program ............................ 125

PART FOUR: RESEARCH ......................................................................................... 127
  4.1. External Grants .......................................................................................... 127
  4.2. Equipment Restoration and Renewal Grants .......................................... 127
  4.3. Institute for Scholarship in the Liberal Arts (ISLA) ............................... 128
    4.3.1. ISLA’s Mission ................................................................................. 128
    4.3.2. ISLA Awards .................................................................................. 129
    4.3.3. Undergraduate Research Opportunity Program (UROP) ................. 129

PART FIVE: STAFF, BUDGET, AND OPERATIONS .................................................. 129
  5.1. Staff .......................................................................................................... 129
    5.1.1. Staff Reviews .................................................................................. 130
    5.1.2. Basic Expectations of Non-Exempt Staff ......................................... 130
  5.2. Budgets .................................................................................................... 131
    5.2.1. Three Budgets .............................................................................. 131
    5.2.2. Salary Budget .............................................................................. 131
    5.2.3. Non-Salary Budget ...................................................................... 132
    5.2.4. Faculty Research and Professional Activity Funding ...................... 132
    5.2.5. Non-Regular Faculty Budget ....................................................... 135
    5.2.6. Compensation for Replacement Teaching from Institutes and Centers 136
    5.2.7. Insurance ..................................................................................... 137
    5.2.8. Research and Professional Activities Accounts ............................ 137
    5.2.9. Endowed Chair Research and Professional Activities Accounts .... 140
    5.2.10. Computer Purchases .................................................................... 142
  5.3. Space ........................................................................................................ 142
    5.3.1. Administration of Space ................................................................ 142
    5.3.2. Offices .......................................................................................... 143
    5.3.3. Furniture/Office Accessories ....................................................... 143
5.3.4. Renovations .......................................................................................................... 144
5.3.5. Laboratory Space................................................................................................... 144
5.4 PRINT AND WEB COMMUNICATION ............................................................................... 145
5.4.1. Office of Communications ................................................................................... 145
5.4.2. The Center for Creative Computing ..................................................................... 146
5.5 ADMINISTRATIVE COMMUNICATION ............................................................................. 146
5.5.1. University Scheduling .......................................................................................... 147
5.6 SPECIAL SERVICES FOR FACULTY ............................................................................... 147
5.6.1. Arts and Letters Document Delivery Service....................................................... 147
5.6.2. Faculty Support Services..................................................................................... 147

PART SIX: DEVELOPMENT ............................................................................................................ 148
6.1. STEWARDSHIP ............................................................................................................... 148

PART SEVEN: COLLEGE COUNCIL AND ARTS AND LETTERS COMMITTEES .............................................................. 149
7.1. ELECTIONS .................................................................................................................... 149
7.2. ARTS AND LETTERS COLLEGE COUNCIL ................................................................ 150
7.3. ARTS AND LETTERS COMMITTEE ON REVIEWS AND PROMOTIONS FOR PROFESSIONAL SPECIALISTS ............................................................................................................................. 151
7.4. ARTS AND LETTERS DEAN’S FELLOWS PROGRAM ........................................................ 152

PART EIGHT: COOPERATION WITH OTHER UNITS ON CAMPUS ................................................................................ 152
8.1. ADMISSIONS .................................................................................................................. 152
8.2. TRANSITION FROM FIRST YEAR OF STUDIES ................................................................ 152
8.3. KANEK CENTER FOR TEACHING AND LEARNING ........................................................ 152
8.4. THE CAREER CENTER ................................................................................................... 153
8.5. AWARD OF APPRECIATION ............................................................................................ 153

RESOURCES FOR NEW CHAIRPERSONS .............................................................................................. 154

CHAIRING A DEPARTMENT ........................................................................................................ 154
A. DEVELOPMENT AND OPPORTUNITIES .............................................................................. 154
B. DEPARTMENT MEETINGS AND MINUTES ........................................................................ 155
C. MANAGING STAFF ........................................................................................................... 157
D. MENTORING FACULTY .................................................................................................... 157
E. CULTIVATING EXCELLENCE IN TEACHING AND RESEARCH .................................................... 160
F. MEETINGS OF DEANS AND CHAIRPERSONS ...................................................................... 161
G. COLLEGE COUNCIL ............................................................................................................. 162
H. ACTING CHAIRPERSONS .................................................................................................. 162
I. PUBLICITY ............................................................................................................................ 162
J. PERFORMANCE REVIEWS FOR CHAIRPERSONS .............................................................. 162
POLICIES ...................................................................................................................................... 164
**Preface**

The Academic Articles are the normative statement of University policies. However, they are generally cast as broad principles. This *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 and policies 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 *Reference Guide* also contains a collection of best practices and creative ideas that have emerged in discussion over the years.

We make the *Reference Guide* as widely available within the College community as possible. An electronic version is available on the College website 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.

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.

[Signature]
EXECUTIVE COMMITTEE OF THE COLLEGE AND THEIR DIRECT REPORTS

DEAN

JOHN T. MCGREEVY
I.A. O’Shaughnessy Dean

As dean of the College of Arts and Letters at the University of Notre Dame, John T. McGreevy is responsible for the overall vision and strategy of the College. He oversees both the academic core and the support structure of the College. In cooperation with faculty members and other administrators, the dean seeks to advance Arts and Letters while integrating the various aspects of Notre Dame’s triadic identity as a residential liberal arts college, a dynamic research university, and a Catholic institution of international standing.

The dean oversees the University’s programs in the Division of the Arts, the Division of the Humanities, and the Division of the Social Sciences; appoints and oversees associate deans and the chairpersons of 20 departments as well as selected directors and support staff; and supports and evaluates the teaching and research of faculty members.

Dean McGreevy’s key responsibilities include: overall vision and strategic planning; tenure and promotion decisions; high-level appointments to faculty positions, including external recruitment to full professorships and endowed chairs; appointment and review of department chairpersons; fundraising and external representation and advocacy; major budgeting responsibilities and priorities; leadership development within the College; departmental reviews and evaluations.

- MATTHEW ZYNIEWICZ, Dean’s Executive Administrator
- CINDY SWONGER, Assistant to the Dean

DEAN’S EXECUTIVE ADMINISTRATOR

MATTHEW ZYNIEWICZ
Dean’s Executive Administrator

As the Dean’s Executive Administrator, Matt coordinates the development, assignment, and execution of special projects at the dean’s direction and serves as the administrative
liaison for the College Council, the Executive Committee, and the meetings of deans and chairpersons. He performs advanced, diversified, and confidential executive support for the Dean, striving to relieve the Dean of as much administrative detail as possible. Matt works with members of the executive team and staff and with others across campus, across the U.S. and abroad to help accomplish multiple tasks, providing research and advice where appropriate to the Dean regarding sensitive issues that arise. He directs the planning and execution of the College of Arts and Letters annual diploma ceremony during commencement weekend.

ASSOCIATE DEANS

PETER HOLLAND
Associate Dean for the Arts

Peter coordinates with all departments in the Division of the Arts on faculty recruitment, offers, leaves, non-regular faculty appointments and salaries, department program reviews, graduate program development, and strategies for faculty and department development. He also serves as point of contact to all Arts and Letters departments for Special Professional Faculty (SPF) hires and renewals. Additionally, Peter will develop and implement strategies for integrating the arts into the life of the College, recruiting student majors in the arts, implementing the Decade of the Arts, and serve as liaison to the DeBartolo Performing Arts Center (DPAC), the Snite Museum of Art, and the School of Architecture.

- KARIN DALE, Senior Administrative Assistant

MAURA A. RYAN
Associate Dean for the Humanities and Faculty Affairs

MARGARET MESERVE,
Acting Associate Dean, Fall 2014

Maura coordinates with all departments in the Division of the Humanities on faculty recruitment, offers, leaves, non-regular faculty appointments and salaries, department program reviews, graduate program development, and strategies for faculty and department development. Additionally, Maura serves as liaison to the Office of the
Provost, the Office of General Counsel, and Human Resources.

- **KATHY FISCHER**, *Senior Administrative Assistant*

**MARK SCHURR**

*Associate Dean for the Social Sciences and Research*

Mark coordinates with all departments in the Division of the Social Sciences on faculty recruitment, offers, leaves, non-regular faculty appointments and salaries, department program reviews, graduate program development, and strategies for faculty and department development. Additionally, Mark provides coordination and serves as the College point-of-contact on research in the College, including the administration of research funding for the College, and coordinates with departments regarding compliance issues, administering and initiating requests for cost-sharing, supervising and reviewing the College grants processes, approving all grant submissions, coordinating with journals, interdisciplinary centers, and programs, and overseeing the Institute for Scholarship in the Liberal Arts (ISLA). Mark serves as liaison to the Office of Research, the Graduate School, and the Center for Research Computing (CRC).

- **DIANA DICKSON**, *Senior Administrative Assistant*

**JOANN DELLA NEVA**

*Associate Dean for Undergraduate Studies and Director of the Office for Undergraduate Studies*

JoAnn is the Director of the Office for Undergraduate Studies and oversees the work of the assistant deans. She monitors all Arts and Letters Undergraduate degree programs, including College-wide undergraduate programs not housed in a department (such as Glynn Family Honors) and those offered in affiliated centers, programs, and institutes; she helps to coordinate and develop inter-collegiate programs and supervises supplemental majors, interdisciplinary minors, and area studies minors. JoAnn chairs the Undergraduate Studies Committee, which reviews student proposals for self-designed majors and faculty proposals for departmental and interdisciplinary minors as well as general undergraduate matters. She works with departments on College-wide requirements and initiatives that include thesis writing, undergraduate research, writing
intensive requirements, honors tracks, and both the University and College Seminars. Her duties also include overseeing the selection of faculty teaching awards in the College, monitoring enrollment issues, handling appeals in Honor Code violation cases, and helping to coordinate and plan the collegiate portion of University events such as First Year Orientation and admissions recruitment visitations. She oversees two faculty funding initiatives: Table Talk and Teaching beyond the Classroom. JoAnn serves as liaison to a number of University units including the Office of the Registrar, the Office of Student Affairs, the Office of International Studies, the Career Center, the Center for Social Concerns, the First Year of Studies, the Kaneb Center for Teaching and Learning, the Office of Undergraduate Admissions and the other Colleges in the University.

- BRENDA TESHKA, Senior Administrative Assistant

INSTITUTE FOR SCHOLARSHIP IN THE LIBERAL ARTS (ISLA)

TOM MERLUZZI
Director, Institute for Scholarship in the Liberal Arts (ISLA)

Tom directs the Institute for Scholarship in the Liberal Arts (ISLA), which was founded to build, sustain, and renew a distinguished faculty in the arts, humanities, and the social sciences, to foster graduate and undergraduate research, and to facilitate and enhance the intellectual life of the college and campus. Tom and his staff oversee the provision of grants for faculty research, travel to international conferences, curriculum development, speaker series and conferences, publication subventions, and other research expenses. The staff of ISLA also oversee the funding of the Undergraduate Research Opportunity Program (UROP), which provides small supervised research grants for undergraduates, and graduate student research awards. In addition to internal grant support, Tom and his staff provide information, advice, and assistance in finding and obtaining grant and fellowship funds from public and private agencies to support faculty scholarship. To support faculty and graduate students’ scholarship efforts, ISLA provides seed money for projects that prepare the way for the grant and fellowship applications. ISLA staff offer a variety of other faculty development activities, such as workshops on academic writing and academic press publishing and assistance with conference and lecture series planning and execution. Finally, Tom and his staff maintain lines of communication with the Office of Research, the Graduate School,
Corporate and Foundation Relations in Development, and other Notre Dame Institutes that support research.

- **KEN GARCIA**, Associate Director, Grants and Fellowships
- **LORI LOFTIS**, Assistant Director, Grants and Fellowships
- **KARLA CRUISE**, Assistant Director, Student Programs
- **HARRIET BALDWIN**, Director, Academic Conferences
- **LAURI ROBERTS**, Assistant Director, Academic Conferences
- **ELIZABETH KUHN**, Academic Conferences Specialist
- **CHRISTINA RIES**, Administrative Assistant, Academic Conferences
- **THERESE BLACKETOR**, Administrative Assistant, Student Programs
- **PAT BASE**, Administrative Assistant, Faculty

- **AFFILIATED STAFF**
  - **LORI MCDONALD**, Post-Award Financial Management

**FINANCE AND ADMINISTRATION**

**ROB BECHT**

*Senior Director, Finance and Administration*

Rob oversees the College’s fiscal management and administrative systems. This includes coordinating and submitting the College’s annual unrestricted budget and directing stewardship of the College’s restricted resources. His role facilitates the management and administration of all College offices with department chairs and directors. 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 (DCL Services) and the College supervision of the Arts and Letters Computing Office (ALCO). He also provides oversight and direction for the College’s academic space planning and management.

- **MO MARNOCHA**, Personnel and Operations Specialist
- **MATTHEW FULCHER**, Facilities Administrator
- **T.D. BALL**, Staff Accountant
- **LINDA BRADY**, Office Coordinator/Receptionist
Communications

Jane Murphy
Director of Communications and Marketing

This position leads key internal and external communications and marketing to a variety of audiences, including potential and current students, parents of undergraduates, current and potential faculty recruitment, other internal constituents, alumni, academic peers, the media, etc. The Office of Communications also assists departments, centers, institutes, and special programs in the College with top-priority communications—online, by email, in print, and at events.

- Kate Garry, Assistant Director
- Chantelle Snyder, Graphic Designer
- John Slott, Web Content Editor
- Carrie Gates, Communication Specialist
- Todd Boruff, Videographer

Development

Maria Di Pasquale
Director of Academic Advancement

This position serves as the liaison between the Dean, the faculty, and the development office, working to generate support for the academic priorities of the College.

Office for Undergraduate Studies

Associate Dean

JoAnn Della Neva
Associate Dean for the Office of Undergraduate Studies

JoAnn is the Associate Dean for the Office for Undergraduate Studies and supervises the assistant deans. She is also a member of the Executive Committee; for her duties on this
committee, please see above under Executive Committee on the College and their Direct Reports.

ASSISTANT DEANS

All assistant deans advise undergraduate students in matters which include study abroad, overloads, dropping and adding classes, leaves, dismissals and other general policy matters, as well as scholarship and fellowship possibilities, funding for research and internships, and individual academic interests and trajectories. The assistant deans serve on the College Admissions committee for readmitted students, the College Council, and the Committee on Collegiate procedures.

COLLIN MEISSNER
Assistant Dean

Collin Meissner advises students in the A-E last-name cohort. In addition to general Arts and Letters advising, Dean Meissner is responsible for communicating college policies in various formats, including the Guide to Undergraduate Teaching. He also assists Dean DellaNeva in Honor Code violation appeals cases and serves on a selection of College committees.

AVA PREACHER
Associate Director for the Office of Undergraduate Studies

Ava Preacher supervises the office staff and advises undergraduate students in the M-Q last-name cohort at the sophomore, junior, and senior levels. She is the pre-law advisor for students in the Arts & Letters, Architecture, Engineering and Science colleges. She is the Arts and Letters TUSC manager and oversees changes to the University Bulletin of Information. She serves on the University Committee on Women Faculty and Students, the Committee on Sexual Assault Prevention and is an elected representative to Academic Council. She is also the faculty advisor for the Mock Trial Team and the Pre-Law Society.
NICHOLAS V. RUSSO  
Assistant Dean

Nick Russo joined the Office for Undergraduate Studies in 2011. He advises sophomores, juniors and seniors in the F-L last-name cohort. In addition to general Arts and Letters advising, Dean Russo also serves as contact for Notre Dame students enrolled in the Saint Mary’s College Education Certification Program. His other responsibilities include various technological initiatives such as piloting the e-Portfolio advising project and assisting Dean Preacher with TUSC management.

JOSEPH STANFIEL  
Assistant Dean

Joseph Stanfiel advises students in the R-Z last-name cohort. He oversees the implementation of various intellectual enrichment initiatives, including the Dean’s Fellows, the Journal of Undergraduate Studies, the annual public debate, and senior thesis opportunities. In addition, Joe advises and interviews Oxford Study Abroad candidates, is a member of the Rogers Internship Selection Committee.

VICKI TOUMAYAN  
Assistant Dean

Vicki Toumayan advises all students in the APH2 (Arts and Letters Pre-Health Professions) supplementary major. She has a particular interest in international study, overseeing the non-Notre Dame study abroad leaves of absence and participating in the Global Citizenship Learning Community. Vicki also serves on the Roger’s Summer Internship selection committee and the Campus-Wide Internships Programming Committee.

STAFF FOR THE ASSISTANT DEANS
- JOLENE BILINSKI, Administrative Assistant
- LISA SUHANOSKY, Administrative Assistant
- DARLA KARAF, Staff Assistant
TIMETABLE FOR IMPORTANT REQUESTS AND DEADLINES

The most up-to-date Administrative Calendar may be found under Resources for Faculty and Staff on the Arts and Letters website at http://al.nd.edu/assets/140370/administrative_calendar_revised_sept_2014.pdf

Note: Events from the Office of the Registrar (including summer session) and orientation schedules for Human Resources will not be posted on this timetable. For their latest schedules, please refer to the following websites: http://registrar.nd.edu and http://hr.nd.edu/nd-faculty-staff/toolkits/faculty-human-resource-orientation/

PART ONE: FACULTY

1.1 HIRING PROCEDURES FOR REGULAR FACULTY

1.1.1. Faculty Lines

Faculty lines are housed in the College and not in individual departments. 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, and lines vacated by assistant professors who have been denied renewal or tenure.

The decision to release a line for a search is made by the Dean on a case by case basis. The department will be notified in the summer of the authorized searches for the next academic year.

1.1.2. Ads

All advertisements should be reviewed at the College level before being released. Please forward draft announcements to the associate dean for your division for approval. Below is a model ad, especially useful for signaling our commitment to
attracting faculty from under-represented groups and highlighting our commitment to our Catholic mission.

Model Ad

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. 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.

It is important to advertise widely in both general and disciplinary publications. Your approved ad should be posted on your department’s webpage by your administrative assistant. In addition to posting the ad on your department’s webpage, a copy of the final approved ad should be sent to the divisional associate dean. A copy of the ad should also be sent (as a word document) to Sue Kobek (Kobek.2@nd.edu) in the Office for Recruitment Support to be posted on the University’s website.

1.1.3. Funding for Open Searches

The College will allocate $4,500 per authorized open search to departments to defray the cost of recruitment. In the case of a targeted search that requires courting a specific candidate outside of an authorized search, the department should keep a record of expenses. The College will reimburse the department for these expenses after an itemized report is submitted. If a department wants to court someone before they have an authorized search, the department must receive authorization from the associate dean for your division in advance. If you have questions, please contact the Associate Dean for Faculty Affairs or the Senior Director, Finance and Administration.

1.1.4. 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 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, interview candidates, and determine the finalists who will be invited to campus. The search committee report should be forwarded to the divisional Associate Dean who will approve the list of finalists to be invited to campus. In some cases, especially with senior searches, it may be advantageous to have faculty members from other departments as members of the search committee. In some 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. In such instances, the vote of the search committee is taken into account by the CAP and chairperson.

1.1.5. Notification to Applicants

Every application for a position should be acknowledged. Chairpersons or chairs of searches may acknowledge applications with a form letter or a postcard. It is a good idea to include some promotional material in the mailing, e.g., a departmental newsletter or brochure, website information, etc. At the end of the search process, every applicant should be notified.

1.1.6. 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.

There are a number of ways to identify the best possible candidates and interest them in applying. Here are some suggestions, especially for junior searches:

- Develop an advertisement that is as broad as possible. Overly narrow searches tend not to yield the strongest pools.
- It is a good idea to track exceptional Notre Dame 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. Some of these students may be attracted to Notre Dame as faculty members for the same reasons that they considered Notre Dame for graduate school.
- 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 are the very best students in the field.
- 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.
1.1.7. Hiring for Diversity

Notre Dame is strongly committed to enhancing diversity through hiring and mentoring women and scholars from underrepresented groups. Although the College’s efforts in recent years have been reasonably good, Notre Dame is behind the national norm in terms of the number of women and minority faculty, especially at advanced ranks. [See the charts in Appendix C for further information.] As we seek to become an institution that can compete with the best secular institutions, we must be a truly diverse campus, and we need to do 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. While affirmative action considerations play no role in tenure and promotion decisions, institutional commitments to increase the number of highly qualified women and faculty of color should be central in hiring decisions.

The most basic strategies for diversity are as follows:

1. Make sure that you have representation from under-represented groups in your applicant pool.
2. Weigh potential contributions to diversity as part of the complex equation that results in a final ranking.

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 hiring for diversity and mission. Please note the identity of this individual or individuals in the minutes of your CAP meeting. The Dean’s Office holds departments to a high standard of accountability for diversity and mission hiring in approving final candidates for campus visits.
Departments should have affirmative action policies, outlining strategies and goals for diversifying the faculty, whether as part of their CAP guidelines or as independent documents.

1.1.8. Building a Diverse Pool

Additional steps that may help departments expand the pool of applicants to include women and candidates from under-represented groups include:

- 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 and discussing recruitment strategies. It is important to contact the Office before beginning a search. All search committees should request a recent version of the Faculty Search Committee Toolkit prepared by the OIE.

- Advertise in places that may be of special interest to minority candidates, e.g., *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](http://www.HispanicOutlook.com).

- Search committees should explore minority locator services to identify potential candidates. *The Minority and Women Doctoral Directory* is available in the Office of Institutional Equity. Many professional organizations also have minority locator services.

- 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.
1.1.9. Hiring for Mission

“For Notre Dame to maintain its commitment to being a Catholic university and not simply a Catholic institution in a broader sense, the educational life of the university must be richly and diversely Catholic” (President Jenkins).

Hiring for mission is one of our greatest challenges. We must seek to fulfill two goals, which will occasionally, but not always, overlap: ensuring a critical mass of Catholic faculty, 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. Notre Dame is the only university with the resources to preserve and renew the Catholic intellectual and cultural tradition in its fullness. 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. [See Appendix C for more information on the composition of the faculty.]

Rev. Robert Sullivan, Associate Vice President for Academic Mission Support, oversees university efforts at recruiting for mission. Bob will assist departments in identifying Catholics and scholars of the Catholic intellectual tradition at the leading universities and colleges in the country and in the leading departments in each of our disciplines. 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. With Bob’s assistance, we aim 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.

Making mission-oriented materials (e.g. the University’s mission statement) available to prospective candidates and faculty in advance of interviews can help encourage open conversation regarding mission.

Some interview questions that might be helping in gauging a potential candidate’s potential contribution to the university’s Catholic mission include:
• “How might being at a Catholic university animate your teaching and research?”

• “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?”

• “What attracts you about Notre Dame’s distinctive identity?”

• “In what way would you view being at a Catholic university as an asset?”

“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?”

**1.1.10. 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 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. The “presence provision” refers to the important presence of the Holy Cross in fostering Notre Dame’s distinctive mission.

Funding for C.S.C. faculty members comes from a centralized budget in the University rather than from the College budget. Thus, if a department wants to hire a C.S.C. priest, 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.

1.1.11. Target-of-Opportunity Hires

Sometimes a candidate emerges who merits special consideration under our
“target of opportunity” initiative. Criteria for target-of-opportunity hires include:
• extraordinary quality;
• diversity;
• potential contribution to the Catholic character of Notre Dame.

If a department identifies 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. Barring budget constraints, we will consider covering the
salary of a new faculty member with bridge 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. If a department has identified a target-of-
opportunity hire but anticipates no retirements or departures in the coming years,
options should be explored with the Dean. Pre-hires 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.

Departments may request special funding in order to bring a potential candidate to
campus. 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, should be sent to your
divisional associate dean. 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.
1.1.12. Spousal Hires

Spousal hire issues are handled on a case-by-case basis. 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 systematic restrictions on the addition of new lines.

In Spring 2007, 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. Sara Ermeti is the Manager and she will oversee the Dual Career Assistance Program. A brochure outlining this program is available from the Provost’s Office. Sara Ermeti 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. Sara’s contact information is: 631-1858 or Sara.J.Ermeti.4@nd.edu.

Search committees, CAPs, and chairpersons are not permitted to ask a candidate about his or her marital status. However, if the candidate raises a concern about employment for a spouse, it is important to communicate that concern to the Dean’s Office as early in the process as possible.

1.1.13. The Campus Visit

All campus visits must be pre-approved by the **Associate Dean for your division**. The department chair should send a memo to the divisional Associate Dean containing 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 detailed description of the 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). The Associate Dean for Humanities and Faculty Affairs will interview all junior candidates within the Division of the Humanities. The Associate Dean for the Social Sciences and Research will interview all junior candidates for a position in the Division of Social Sciences. The Associate Dean for the Arts will interview all junior candidates for positions in the Division of the Arts. If the candidate is to be considered for a tenured appointment, please schedule an interview with the Dean, even if the candidate is also interviewing with an 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 19 and 20 and March 26. The following represents a default schedule.
Associate or Full Professor Level:

- Schedule 45 minutes with the Dean. You can schedule appointments through the Dean’s Assistant.
- Schedule 30 minutes with the Director of ISLA.
- 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 30 minutes with the associate dean for your division. If he or she is unavailable, please schedule the meeting with one of the other associate deans.
- Schedule 30 minutes 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 appropriate associate dean. This is the only College administrator who needs to meet with candidates for these positions. If the appropriate 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 not only that you provide opportunities for the candidate to interact with students and faculty in the department, but that you include visits with strong scholars from beyond your
own department.

All candidates should be reviewed with regard to their teaching potential. Submission of student reports on teaching should be routine at the finalist stage. During campus visits candidates should meet with graduate and undergraduate 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 make clear in the packet their understanding of the candidate’s teaching potential.

1.1.14. The Decision to Hire

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

First, the candidate should be an excellent teacher who is attentive to the value of a liberal arts education and able to communicate to a broader audience.

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. 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.

Third, the candidate ought to demonstrate the potential to be an excellent
academic citizen.

Fourth, the candidate should be willing to support, in his or her own way, the unique mission of Notre Dame. We are seeking Catholics and persons of other faiths and of no faith who can contribute to Notre Dame’s broader mission of intellectual, moral and spiritual development. 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.

1.1.15. Recruitment

Hiring is a two-way street: candidates need to sell themselves to us, and we need to sell ourselves to them. Search committees, CAP committees, chairpersons, and faculty in general are wise to keep in mind that 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. There are at least two areas that call for some reflection on the part of faculty who are involved in recruitment:

Identity: In persuading candidates of Notre Dame’s strengths, our distinctive nature can be an asset. Many of our students, faculty, administrators, and donors have chosen Notre Dame precisely because we are an international institution with a clear, focused, and admirable mission and a strong sense of community. Prospective faculty, whether or not they are religious believers, are often drawn to the fact that many of our disciplines study social justice issues, and our students are unusually committed to community service and the welfare of others. Many of our students take a great interest in the spiritual implications of their studies. The University’s emphasis on the humanities is another potential selling-point, an emphasis that promotes the discussion and debate of some topics that are sometimes ignored on other campuses. At Notre Dame, the unity of knowledge
across disciplines is valued and we seek to give our students an integrative experience that includes aspects of all of human knowledge and experience.

*Geography:* Obviously, we are not located in a large urban area and are at a competitive disadvantage when measured against large metropolitan areas. It may help to accentuate the advantages of living in the Michiana area, e.g., lower cost of living. 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.

Informative Websites to visit to compare cost of living include:

1. www.homefair.com
2. www.monstermoving.com
3. www.bestplaces.com

There are several sites that emphasize the strengths of the local community:

2. www.ci.south-bend.in.us

WALcome, (Women in Arts and Letters Coming Together) has a website containing extensive information about resources in the local community: http://wal.nd.edu/

**1.1.16. Negotiating with the Candidate**

When the chairperson and CAP have settled on a candidate, the chairperson should discuss the recommendation with either the Dean or the appropriate Associate Dean. The chairperson and the designated dean will work out the terms of the offer. It is important to note that all offers must be approved by the Provost and the approved offer letters are sent under the Dean’s signature. If you are sending a letter or e-mail to the prospective hire including the terms, the following language must be included:
Assuming our recommendation is approved by the President and Provost of the University, you will receive an offer letter from the Dean of the College offering you this position with a beginning salary of $XXXX, and any other items, i.e., research and professional development fund, teaching schedule, moving, etc.

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 appropriate Associate Dean handles such negotiations.

The following is a checklist for paperwork required in the new electronic hire process. [New Appointment Checklist may be found at http://al.nd.edu/assets/131979/ehire_newappointment.pdf]

- **Vitae** (not older than two years)

- **Cover letter** from chair to Dean (if senior hire) or Associate Dean for the respective division (all junior hires)

  This letter will address:
  
  - 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.

- **Offer letter/official contract** (formerly called the Departmental Letter). Each departmental administrative assistant has templates for the offer letter/contract for the appropriate rank. Most templates are limited in its modification. “Writable” areas include: rank; department name; tenured or tenure track; appointment effective first day of classes of Fall or Spring; year; salary; and payable beginning July 31. The next paragraph or line gives you the option to add anything out of the ordinary that has to do with any of the above information.

Paragraph 5 allows you to include all other agreed upon items, i.e., computer, start up, library fund, moving, etc. The moving information below must be added, if moving expenses are offered.
The following language is used for **full professors** and **endowed professors**:

*The College will pay all reasonable moving expenses as defined by IRS regulations (see IRS Publication 521 found on www.irs.gov for related information). For your convenience, you may arrange to have one of the preferred moving vendors directly bill the University for payment. Otherwise, all reasonable moving expenses will be reimbursed upon submission of receipts and filing of an expense report. The University has four preferred moving vendors. They are: Wiltfong Moving & Storage, Inc., Graeble American Movers, Inc., Crown Moving & Storage and Michiana North American. The use of one of our preferred vendors is optional but offered as a convenience to you. If you have any questions, please contact Rob Becht, Senior Director, Finance and Administration (Becht.1@nd.edu) or T.D. Ball, Staff Account (ball.24@nd.edu). They will be happy to address any questions associated with your move.*

The following language is used for **all other regular faculty** appointments:

*The College will pay xxxx that may be used toward your moving expenses to the South Bend area. We will issue you a check at your request. The IRS considers this payment taxable income unless you submit original receipts to the University to substantiate moving expenses as defined by IRS regulations (see IRS Publication 521 found on www.irs.gov for related information). We will need these receipts no later than October 1st or the University will be required to report this payment on your W-2. In the event your move costs less than the amount provided, the remaining amount may be used at your discretion. The University has four preferred moving vendors. They are: Wiltfong Moving & Storage, Inc., Graeble American Movers, Inc., Crown Moving & Storage and Michiana North American. The use of one of our preferred vendors is optional but we offer this as a convenience to you. To request your check or if you have any questions, please contact T.D. Ball, Staff Accountant in the Dean’s office (574-631-4290/ ball.24@nd.edu) or Rob Becht, Senior Director, Finance & Administration (574-631-7340/ Becht.1@nd.edu).*

While moving expenses are often determined on a case by case basis, the following scale will assist in determining the allotment:

**Moving Expense Allocation to be included with initial offers for**
### full-time regular faculty (T&R and SPFs)

<table>
<thead>
<tr>
<th>Distance from original Residence to Notre Dame</th>
<th>Assistant Professor and Assistant SPF</th>
<th>Associate Professor and Associate SPF</th>
<th>Full Professor</th>
<th>Endowed Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1000 miles</td>
<td>$5,000</td>
<td>$6,000</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>1000-1500 miles</td>
<td>$6,000</td>
<td>$7,000</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Greater than 1500 miles</td>
<td>$7,000</td>
<td>$8,000</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

* = reasonable moving expenses as per IRS regulations

Notre Dame’s preferred vendors are:

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

- **Crown Moving & Storage**
  - Wheaton Van Lines
  - 8040 Castleton Rd.
  - Indianapolis, IN 46250
  - Contact: Phil Beanblossom
  - US Toll-Free: 800-248-7960

- **Graebel American Movers, Inc.**
  - 1011 Asbury Drive
  - Buffalo Grove, IL 60089
  - Contact: Tara Word
  - Phone: 800-373-6401, ext. 3291

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

For additional information on the University’s moving expenses, policies, and procedures, please refer to the following link:

[http://controller.nd.edu/assets/91216/moving_relocation_expenses.pdf](http://controller.nd.edu/assets/91216/moving_relocation_expenses.pdf)

- **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. (Not applicable for non-regular hires).

- **Q Form** [Faculty Questionnaire Form (Form Q - dated January 2012)].
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. 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.

- **Additional correspondence** with the candidate (when applicable). All relevant correspondence with the candidate, including the letter of application should be included. (Not applicable for non-regular hires).

- **Letters of recommendation** (minimum 1) (Not applicable for non-regular hires).

- **Statement concerning Catholics and C.S.C.s.** This should provide 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. (Not applicable for non-regular hires).

- **Applicant and Appointment Review Form** (Affirmative Action Statement for Women and Minorities) (Not applicable for non-regular hires).

- **Faculty Recruitment and Compliance Form** (Not applicable for non-regular hires).

- **Faculty Selection and Compliance Form** (Not applicable for non-regular hires).

*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:

<table>
<thead>
<tr>
<th></th>
<th>Starting Date</th>
<th>Ending Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;R with a Fall Semester</td>
<td>August 22</td>
<td>January 6</td>
</tr>
<tr>
<td>T&amp;R with a Spring Semester</td>
<td>January 7</td>
<td>May 21</td>
</tr>
</tbody>
</table>

Professional Specialists

<table>
<thead>
<tr>
<th></th>
<th>Starting Date</th>
<th>Ending Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional</td>
<td>August 22</td>
<td>May 21</td>
</tr>
<tr>
<td>Administrative</td>
<td>July 1</td>
<td>June 30</td>
</tr>
</tbody>
</table>

Research

<table>
<thead>
<tr>
<th></th>
<th>Starting Date</th>
<th>Ending Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22</td>
<td>May 21 or</td>
<td></td>
</tr>
<tr>
<td>July 1</td>
<td>June 30</td>
<td></td>
</tr>
</tbody>
</table>

Fellows of an Institute

<table>
<thead>
<tr>
<th></th>
<th>Starting Date</th>
<th>Ending Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22</td>
<td>August 21</td>
<td></td>
</tr>
</tbody>
</table>

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 Associate Dean for the Arts.

It is important to remember that there is a **difference between** the **contract period** and the **pay schedule**. All new regular 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 and are paid over a 10 month period beginning, August 31 through May 31.
NOTE: The procedure that has previously been used to record new faculty job packets – NDjobs -- is being replaced by Interfolio’s ByCommittee. This new faculty applicant process is in progress and you will be notified when it is launched.

1.1.17. Visa and Green Card Expenses

There are costs associated with hiring faculty from abroad. Deborah Gabaree, Assistant General Counsel, provides faculty with legal assistance in the procurement of H-1B Visas and J-1 Visas. The following links provide procedural information as well as FAQ’s to help you navigate the process for international visitors:

http://generalcounsel.nd.edu/team-practices/immigration/

1.1.18. Incoming Faculty Database

As soon as an offer is made to an incoming faculty member, the departmental administrative assistant should enter status information into the FileMaker Pro database.

When a signed contract has been received, the Dean sends a letter of welcome to the newly hired faculty. 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.

1.1.19. Computer Needs

Faculty members noted as having accepted the University’s offer are contacted, via e-mail, regarding 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, if needed, but cannot purchase new ones for them.

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 and Professional Activities Accounts. Faculty must go through ALCO for computer orders and support. [http://policy.nd.edu/policy_files/ComputerPurchasePolicy.pdf](http://policy.nd.edu/policy_files/ComputerPurchasePolicy.pdf)

1.1.20. Office Space and Campus Arrival

Departments must enter all new faculty information into the database in order to insure office space for their incoming faculty. As dates change slightly each year, please refer to the Academic Calendar for the most recent calendar [http://al.nd.edu/assets/140370/administrative_calendar_revised_sept_2014.pdf](http://al.nd.edu/assets/140370/administrative_calendar_revised_sept_2014.pdf).

1.1.21. Welcoming 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. There are a number of ways that department chairpersons and faculty can help:

- Post photos of all new faculty (and perhaps all new graduate students) in the lounge or mail area. This is especially important in large departments.
- Set up specific social occasions for new faculty to meet colleagues informally.
- Take new faculty members to lunch.
- Facilitate a lunch or two with other faculty from within and outside of the department who might serve as mentors or as important colleagues.
- 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.
- Provide opportunities through course assignments to build a clientele among the majors or graduate students.
1.1.22. Departmental Orientation

There should be a formal orientation to the department for all new faculty. A department orientation should include:

1. Introduction to the undergraduate and graduate curricula, with sample syllabi for selected courses; introduction to CIF process;
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. Assistance in facilitating access to non-academic resources, such as child care, medical care, or housing;
6. Information concerning research funding.

1.1.23. Welcoming Reception

The Dean’s Office hosts a fall reception for all faculty following the first faculty meeting where new faculty are introduced. Bios for all new regular faculty, visitors, and post-doctoral fellows are also posted on the College website.


The Office for Undergraduate Studies provides a valuable orientation session for teaching in the College. New faculty are encouraged to consult the Guide to Undergraduate Teaching distributed by the OUS.

1.1.25. 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.
1.1.26. Instructor Appointments

An Instructor is an ABD on a tenure-track line. The appointment is for one year, with the assumption 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. If 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.

1.2 Hiring Procedures Non-Regular Faculty and Miscellaneous Appointment Matters

1.2.1. Adjunct Appointments

Adjunct faculty play a necessary and important role in the work of the College. Under current policy, an adjunct may only teach two courses in a semester. Exceptions to this policy require approval in both the Dean’s Office and the Provost’s Office. Please contact the appropriate divisional Associate Dean 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. The College has a fixed pay scale for adjunct faculty. Any exceptions must be approved by the appropriate divisional Associate Dean.

NOTE: The procedure that has previously been used to record new faculty job packets – NDjobs -- is being replaced by Interfolio’s ByCommittee. This new faculty applicant process is in progress and you will be notified when it has been launched.
Departments should have an updated curriculum vitae (CV) on file for each adjunct, in order to periodically review their teaching, and make quality decisions concerning such appointments and reappointments. Updated CVs, should be uploaded into the document library in the FileMaker Pro database.

1.2.2. Visiting Faculty
Visiting appointments apply to all ranks, and are normally reserved for faculty coming on a short-term basis from other institutions or recent PhD graduates under consideration for a tenure-track appointment. 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 appropriate divisional Associate Dean.

1.2.3. Visiting Scholars
The College has a generous policy in the appointment of visiting scholars. We welcome the presence of scholars from other institutions who come either to work with a specific member of our faculty or to conduct their own research. Visiting scholars typically do not receive any compensation from Notre Dame. We cannot guarantee space or computer resources for them. The appointment cannot exceed one year. It may be renewed, but the term is limited to a year.

1.2.4. 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.

Debbie Gabaree, General Counsel, determines the type of visa necessary through the use of the Immigration Request Form. If a J1, the contact in the International Student and Scholar Affairs Office is Rosemary Max @ jscholar@nd.edu. All other visa types go through General Counsel, Debbie Gabaree.

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.

1.2.5. **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 (e.g. teaching or serving on doctoral committees) should be specified by the unit that recommends the concurrent appointment. A concurrent appointment does not give the concurrent appointee voting rights in the department unless this is specified in the appointment.

Concurrent appointments are valid only if they are approved by the Provost’s Office.

Concurrent appointments extend indefinitely unless there is a contractual arrangement stating otherwise or the Dean’s office is notified by the department or the faculty member that the concurrent appointment will not be extended.
Concurrent appointments retain the rank of the primary appointment. An assistant professor in department x should be appointed as concurrent assistant 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. Thus, an associate special professional faculty member in department x would be appointed as a concurrent associate professional specialist in department y. Staff who have concurrent status in order to teach a course should have concurrent status as special professional faculty, not as T&R faculty.

1.2.6. Appointments

Adjuncts, visitors, and emeritus are limited appointments and require annual letters. We are no longer able to send e-mail offers to reappoint non-regular faculty. Going forward non-regular faculty need to be appointed annually with an official offer letter. With that, we will no longer be using the reappointment form. You will now need to send the appropriate offer letter (completed) that is available on the Provost’s website: https://provost.nd.edu/administrative-resources/appointment-letters/ via e-mail as an attachment to Mo Marnocha (mmarnoch@nd.edu). Typically the Dean’s FOAPAL pays for non-regular faculty but on occasion a different FOAPAL pays, in these instances, please include the FOAPAL in the e-mail. Also, because emeritus are continually active in the system, it is not necessary to appoint them annually, but the salary will need to be put in the system through Faculty Jobs with a comment about the course they are teaching.

Please pay close attention to the following language:

When they teach more than one course the following language should be used:
In the event that one or more of the courses you are teaching is cancelled, or you are unable to fulfill your duties, your salary will be prorated accordingly.

When they teach a single course the following language should be used:
In the event that the course you are teaching is cancelled, or you are unable to fulfill your duties, your salary will be prorated accordingly.

*If there are no other items related to the appointment, you should delete the following:*

The Department of xxxx and/or the University have agreed to the following items related to your appointment:

*Signatures for the Associate Deans are as follows:*

Mark R. Schurr  
Associate Dean for the Social Sciences and Research

Margaret Meserve  
Acting Associate Dean for the Humanities and Faculty Affairs (Fall 2014)

Maura A. Ryan  
Associate Dean for the Humanities and Faculty Affairs

Peter Holland  
Associate Dean for the Arts and Special Professional Faculty

1.2.7. Faculty Retention Procedures

When a faculty member receives an offer from another institution and a decision is made to extend a counter-offer, the chairperson prepares a letter with the terms as agreed upon by the Dean or the appropriate divisional Associate Dean. The letter normally contains the following stipulation: *The terms and conditions of this offer are contingent upon the rejection of any offer from another institution for the next two academic years.* The letter must have the signature of either the Dean of the College or the appropriate divisional Associate Dean as well as the department chairperson. (See Appendix Q for a sample letter)
When a faculty member decides to leave the University, s/he will be contacted by the Dean’s Office and the Office of the Provost to set up an exit interview.

### 1.3. **RENEWALS, TENURE, AND PROMOTIONS FOR TEACHING-AND-RESEARCH FACULTY**

The most sensitive and important tasks that departments undertake are hiring, renewals, and promotions. The following sub-sections are intended to address basic procedures and challenges typically encountered with renewals and promotions.

#### 1.3.1. **Renewals**

Renewals are important decisions. The review is a barometer for the candidate’s progress toward tenure. Decisions to renew are made only when there is evidence of a clear path to tenure.

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 work with the Dean to determine whether additional reviewers will be consulted.

#### 1.3.2. **Tenure Decisions**

The College hires tenure-track faculty we are prepared to tenure. Granting tenure to an individual is the most important decision a university makes; it is not surprising that Notre Dame sets very high standards for tenure. Excellence in all three areas of the profession is expected. It is important for chairpersons to communicate the standards clearly to the faculty and to take the lead in making sure that the appropriate standards are met.

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? If a case is in doubt, it should not be supported.

1.3.3. Required Materials for Renewal and Promotion Packets

Instructions for preparing renewal and promotion packets can be found on the website for the Office of the Provost:
https://provost.nd.edu/assets/136792/guide_to_the_rpt_process_2014_15.pdf

1.3.4. The C.V.

The guidelines issued by the Provost’s Office specify the following requirements for the C.V.:

- C.V., updated and including all information requested in part II of Form PT;
- Invited and/or refereed publications, with full bibliographic information, should be so indicated; reprints should be properly indicated as well;
- Refereed and non-refereed publications should be listed separately;
- Works submitted or under contract should be listed as such; include relevant citation information (e.g., name of the journal reviewing the manuscript, the publisher of monographs or books under contract, the date submitted to the journal/publisher);
- Professional or personal references should not be included;
- Page numbers should be included on the C.V.;
- C.V. should not include personal information (e.g., age, race, religion, children, date of birth);
- C.V. should not include social security number or passport number.

Chairpersons should return C.V.s not meeting appropriate guidelines to faculty for revision. (Some chairpersons provide advice concerning the C.V. as part of the annual review process for tenure-track faculty.)
Further items to stress in preparing the C.V.:

- All works should have basic bibliographical information, including page numbers;
- For some disciplines refereed journal articles should be listed separately from book chapters;
- Academic and popular works should be clearly distinguished;
- Co-authored works should list the names of the authors in the same order in 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. There should be some indication of work completed to date or time line for the future;
- Dissertations the candidate has directed or co-directed and the placement of the student should be noted. Dates should be included.
- Title, date and location of lectures and public presentations that the candidate has given should be included. 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.

1.3.5. External Letters

Packets for tenure and promotion cases 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.
Outside evaluations for tenure and promotion cases should come from faculty in leading or peer programs, or justification for their selection is necessary. 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. In addition, the guidelines issued by the Provost’s Office for external reviewers specify:

Evaluators whose objectivity could reasonably be questioned are generally disfavored, including the candidate’s dissertation advisor, a member of his or her dissertation committee, co-authors, co-editors, research collaborators, postdoctoral advisors, and undergraduate mentors. In limited circumstances, with approval of the Dean, the CAP may solicit a letter from such an evaluator based on its determination that the evaluator is essential to assessing the quality of the candidate’s case, in which case the CAP must provide in the packet a compelling justification for this determination. In addition, the CAP should avoid soliciting multiple evaluators from the same university, when possible.

**Honoraria:** As a general rule, we do not offer honoraria to external reviewers. However, if offering an honorarium is encouraged within a particular discipline, up to $200 may be offered with the permission of the Dean’s Office. If a department offers honoraria for this purpose, the Dean’s office will continue to share those costs 50/50 with the department.

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.

1.3.6. The Candidate’s Statement

The candidate’s statement may not exceed five pages in length – in general, 2 pages on research, 2 pages on teaching, and one page on service. The font size should be no smaller than twelve-point, so that the print is easily readable. It is permissible to use single spacing. 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.

1.3.7. 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 case. The same faculty member may not be the author of multiple reports.

All cases for renewal and promotion are evaluated using guidelines issued by ACPET (Advisory Committee to the Provost on the Evaluation of Teaching).

ACPET guidelines encourage 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 in and beyond the classroom; the evaluation of faculty members and students through peer visitations; and the candidate’s record in curricular development. In addition, PAC strongly encourages teaching reports that directly address issues such as low or fluctuating TCE scores, or low scores in student time, especially when low scores in student time align with high overall ratings.

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. 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. Solicitation should be random and student comments should be summarized.

TCE history for the packet, providing the quantitative material, should be requested through the Provost’s Office for all candidates hired before the transition to the CIF method of feedback. CIF analytic summaries are provided by each department.

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. 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. The report forwarded for one packet should not include references to any other cases pending before the department. Salary information should not be included in reappointments, promotion, and tenure cases.

1.3.8. Chairperson’s Letter

The chairperson’s letter sets out the chairperson’s decision and serves as a vital 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.

Disciplinary 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 his or her letter. 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.
Additional considerations for chairpersons:

- 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.

- 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.

1.3.9. 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.

1.3.10. Promotion To Full Professor

The standard in research for promotion to professor, according to the Academic Articles, is “widespread recognition as a scholar.” In such cases, PAC is looking for evidence of quantity, quality, and continuing activity. The standard practice is that in those disciplines that expect a second book publication for promotion to professor, the book is in print before the case is forwarded to external reviewers. 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 should wait for publication. It is desirable, although not necessary, to include favorable reviews.

A case for promotion to full professor should also demonstrate consistent activity in terms of journal articles, lectures, reviews or external grant activity. Quality of journal placement is especially important in the social sciences, but it is also important in the humanities.

Teaching is evaluated as seriously as is research at all levels of promotion. For promotion to professor the Articles speak of “excellence in teaching.” One expects to see not only excellent teaching, but also a range of courses and, where appropriate, curricular development. In departments with graduate programs, one normally expects considerable activity in graduate programs, including work on dissertation committees and ideally the advising of students. Teaching should be evaluated according to ACPET Guidelines.

Service is normally expected both within and beyond the department, at the College or the University level and in the profession. Leadership and participation in professional societies is considered service and not research.

1.3.11. Endowed Chairs

Departmental CAP documents should specify procedures for the appointment of faculty to endowed chairs, whether internal or external candidates. 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 a department has a sufficient number of endowed chairs, this body should consider the case for appointment. Otherwise, the Full Professor Committee may be the most reasonable choice.

Endowed chair packets should include at least six letters from eminent scholars who hold the rank of professor or endowed professor. As with other promotion
reviews, the letter writers should be persons who are independent and able to evaluate the candidate’s fitness for an endowed position objectively. 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.

The case for appointment to an endowed chair should be prepared by the departmental deliberating body 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 *Academic Articles* permit the possibility of bypassing departmental review of a candidate for endowed chair at the department’s request, however, it is preferable, especially in departments with multiple endowed chairholders, to have an initial review within the department.

Following the submission of a completed packet, the divisional associate dean convenes a College-wide committee of three endowed chairs (ideally one from each division if sufficient endowed chairs are available, and all outside of the candidate’s department) to review the case. The divisional associate dean functions as the ex officio chair of the committee. The minutes of this meeting and a letter from the 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.

1.3.12. Non-Obligatory Promotions

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 of all non-obligatory cases, that is, early tenure cases and all promotions to full professor. Candidates may submit materials to the Dean’s
Office—through their chairpersons—for an airing before the DAC. This committee consists of the Dean of the College, the associate deans for each division, 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 committee makes a recommendation to the candidate, either encouraging her to proceed or advising her to wait until a stronger case can be made. 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.

A submission to the Committee consists of: (1) a current C.V.; (2) a TCE history (requested via e-mail through the Provost’s Office to Collins.79@nd.edu with the following information included: (a) intended use for the report, and (b) full name of each faculty member and her/his 9-digit NDid number) and/or CIF reports; and (3) 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. Chairpersons are encouraged to be as candid and as thorough as they can be given the absence of external letters. 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.
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.

1.3.13. 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. Beginning in 2008, 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 and less conventional scholarly contributions such as textbooks, computer software publications, translations and creative work.

The CAP document should reflect the unit’s specific procedures for evaluating teaching, congruent with the ACPET *Guidelines*.

Probationary faculty members should be informed of the requirements for tenure, relevant time tables and deadlines, and the process of evaluation. Each new faculty member should receive a copy of the department’s CAP document.
CAP documents should be regularly reviewed. Revised CAP documents are submitted to the divisional associate dean. After preliminary approval, they are sent to the Dean and the Provost for final approval. Documents do not become legally binding until they have the signatures of the chairperson and the Dean.

1.3.14. CAP Meetings
CAP meetings must be conducted according to University and departmental procedures. All CAP members of the committee accept personal responsibility for assuring that reviews are procedurally correct, fair, and free of bias for all faculty members. Any procedural difficulties or other concerns about a review should first be brought to the attention of the relevant review body. If they cannot be resolved, they should be brought to the attention of the chairperson of the department or the Dean. If CAP members are uncertain about a procedure, they should contact either their divisional Associate Dean or the Dean before proceeding. Some departments appoint a member of the CAP to oversee that written procedures are observed, and that proceedings are carried out professionally and without bias.

Under the Academic Articles, CAP meetings and deliberations are confidential. A breach of confidentiality is a serious violation of professional ethics. If a faculty member is unable or unwilling to act according to this policy, he or she should withdraw from all CAP deliberations.

1.3.15. Retirement
There are few moments in an academic’s career as difficult and worrying as they move towards retirement. A department chair should not raise the issue of retirement unless and until the individual faculty member raises it first. However, once a faculty member seeks counsel concerning a decision to retire, it is important to provide support and clear and accurate information.
Currently, all available options for tenured faculty are covered in the Faculty Retirement Transition Program. Details of the Program, together with sample forms, are set out on the website of the Office of the Provost: https://provost.nd.edu/administrative-resources/faculty-retirement-transition-program/. Faculty who would like to discuss any issues concerning their retirement should meet with their Department Chair and/or the appropriate divisional dean. Such meetings are, of course, strictly confidential.

Information about retirement programs is also available on the Human Resources website: http://hr.nd.edu/benefits/retirement-savings/retirement-programs/.

1.3.16. Emeritus
Retiring faculty members may be appointed to the rank of emeritus faculty following a formal request from the department chairperson. Normally this request is part of the discussions with the divisional associate dean concerning terms for retirement.

1.3.17. Feedback to Faculty
Chairpersons should provide constructive feedback to candidates after renewal, tenure, and promotion decisions. In addition, the progress of all junior faculty should be reviewed by the CAP annually, followed by an annual evaluation letter from the chairperson. The evaluation should cover research, teaching, and service. All annual review letters should be submitted to the associate dean for your division for approval. Once the letter has been approved and sent to the junior faculty, a copy is sent to the Provost’s Office. Annual evaluations are not included in tenure and promotion packets.

1.4 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.

1.4.1. The Ranks

Special Professional Faculty hold the ranks of assistant, associate and full. Qualifications for each rank and terms of appointment can be found in the Academic Articles, Article III.3(d), available at: http://facultyhandbook.nd.edu/assets/103710/academic_articles_effective_april_17_2013_1_.pdf

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. SPF 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.

1.4.2. Responsibilities

The assignment of responsibilities varies widely and is determined on an individual basis. 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 appointed as staff.

The standard load for those who are principally hired as instructors is the equivalent of a 4:4 course schedule. The schedule is calculated on the basis of the workload of teaching-and-research (T&R) faculty who are required to carry a 2:2 course schedule and devote as much time to research as they do to teaching. The
4:4 schedule 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.

All faculty are expected to contribute service to the University and to participate in the development and governance of their respective departments, the College, and the University.

1.4.3. **Reviews/Renewals**

Packets or reappointment forms for any SPF or RF whose contracts are up for renewal are due October 3. The College strongly encourages departments to conduct reviews of SPF and RF during the Spring semester, well in advance of the Fall deadline. Departments are welcome to submit their packets to the Dean’s Office in the spring or summer. **Packets for SPF faculty who are recommended for non-renewal must be received by the Dean’s office by October 3.**

**ANNUAL REVIEWS**

SPF and RF should be reviewed annually prior to the setting of salaries for the following year. 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. 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 provide written feedback. Reviews for clearly high-performing SPFs and RFs do not need to be overly long. 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.

**RENEWALS**

All reappointments of SPF and RF require, under the Academic Articles, that
(a) The faculty member “is notified in advance of the evaluation process and submits a statement and evidence on the faculty member’s own behalf for use in the evaluation process.”

(b) The Chairperson consults with the CAP

(c) The Chairperson submits a written recommendation to Associate Dean Holland (serving as the Dean’s designate.)

For reappointment of any SPF on one-year contracts, there is a difference in the extent of the process in the first and second year of any three-year cycle compared with the third year when the individual will be subject to a renewal review (see below). In years one and two, a chairperson’s recommendation may be made using the template letter:

Dear Associate Dean Holland,

I recommend that (xxx) be reappointed as an (Assistant/Associate/blank) SPF from xxx to xxx. Both the Department’s Committee on Appointments and Promotions and I have considered the materials submitted and we have evaluated the case. I shall discuss with (xxx) the evaluation of (his/her) work, drawing special attention to the following areas where the CAP and I adjudged there was room for improvement: (xxxx).

Sincerely,

(signature of chairperson)

Assistant SPFs or assistant RFs must have a renewal review every third year or in any year that there are serious reservations about the performance of the faculty member, as noted above under annual reviews. It may also serve as an annual review, but is far more comprehensive. The Dean’s Office has provided a check list to indicate what must be included in the packet (see Appendix E). Associate and full SPFs and Associate or full RFs must have a renewal packet 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 (CAP) 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 following is clarification of one, three, and five year contract timelines.

Assistant SPF or RF

Contrats
- All contracts are one-year contracts.

Renewal/Reappointment
- Letters with reappoints that are recommended by the chair and CAP can be submitted as e-attachments to Assoc. Dean of the Arts and Special Professional Faculty if there are no changes in the individual’s duties. If the duties have changed, the letter must specify those changes.
- Full packet every third year (process begins in the spring of the second year) or any time that renewal is in question.

Associate SPF or RF

Contracts
- Contracts may be one or three years in length. [A three-year contract may be requested after three consecutive years of employment.]

Renewal/Reappointment
One-year contracts:
- Letters with reappoints that are recommended by the chair and CAP can be submitted as e-attachments to Assoc. Dean of the Arts and Special Professional Faculty if there are no changes in the individual’s duties. If the duties have changed, the letter must specify those changes.
- Full packet every three years (process begins in the spring of the second year.)

Full SPF or RF

Contracts
- Contracts may be one, three, or five years in length. [A multi-year contract may be requested after five years of continuous employment.]
**Renewal/Reappointment**

One, three or five-year contracts:

- Letters with reappoints that are recommended by the chair and CAP can be submitted as e-attachments to Assoc. Dean of the Arts and Special Professional Faculty if there are no changes in the individual’s duties. If the duties have changed, the letter must specify those changes.
- Full packet every five years. (process begins in the spring of the fourth year) (full packet produced in the spring of the fourth year)
- Three-year contracts, full packet (process begins in the spring of the second year).
- One-year contracts, full packets required every third year (process begins in the spring of the second year)

A member of the special professional faculty with at least six years of full-time service with the University who is notified that his or her contract will not be renewed is normally entitled, upon request, to a terminal-year contract.

**For any SPF or RF whose 3 or 5 year contracts are ending, refer to the administrative calendar for the date that packets are due in the Dean’s office.**

1.4.4. **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.

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. Teaching at average levels is not a basis for promotion; the quality must be excellent. It is also imperative that a candidate for promotion demonstrate professional development since the date of hire or the last promotion.

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 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 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.

1.4.5. Promotion Procedures

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 with the support of the department or director. 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.

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. In departments having associate or full SPF or RF on the faculty, the CAP committee should 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 to 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 for SPF or RF not in departments will be handled by the College of Arts and Letters Committee on Promotion to 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 for the Arts, 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 by October 1st each fall. The Associate Dean for the Arts (or the Dean) makes an independent recommendation. When the associate dean (or Dean) anticipates a disagreement with the department or the College committee’s recommendation, the Associate Dean for Faculty Affairs 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. The case proceeds from the Provost’s Office to the President who makes the final decision.

1.5 **Faculty Development**

1.5.1 **Mentoring**

If granting tenure is one of our most important decisions, mentoring is one of our most important obligations. In many ways, all senior faculty should naturally serve as mentors in varying degrees. Junior faculty members in most departments are given support and advice, although we can always do better. Because mentoring is highly individualized, it is important to consult with newly-hired probationary faculty early in the first year to determine the best form of mentoring relationship. [More information on mentoring may be found at the end of this]
Even though much of mentoring is informal, some aspects are formalized in University and College policies. The University requires all chairpersons to send annual letters of review to probationary faculty. Drafts are to be submitted to the divisional associate dean in advance; final copies are forwarded to the Provost’s Office and kept in faculty personnel files, although annual evaluation letters are not part of reappointment, tenure, or promotion files. The letters should be encouraging in tone, but provide clear advice, e.g. about the best journal or press placements, priorities for teaching and research, etc. It is important to remember that these are not letters of evaluation, but letters that are intended to help faculty move successfully toward tenure. Many departments involve the CAP in reviewing candidates’ materials and offering advice.

Chairpersons should also take a leading role in the promotion of teaching within their department. 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.

1.5.2 Annual Faculty Performance Evaluations

Every faculty member, including every administrator, benefits from regular, constructive feedback on performance. In most cases, feedback will be given as part of the annual faculty performance review. Chairpersons should solicit an annual report (or updated cv) from each faculty member, giving the faculty member an opportunity to submit any information that would be useful in making salary recommendations to the Dean. In some departments, performance reviews are done 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
1.5.3. 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, chairpersons ordinarily review their faculty in January for the last calendar year.

Every member of the faculty is required to submit electronically an updated cv to their respective department’s administrative assistant by January 13. The administrative assistant will enter it into the Document Library in the Database as well as put a copy on the department’s webpage. The College recommends that chairpersons solicit, in addition, an annual activity report (see Appendix B) that includes information on faculty activity in teaching, research, and service. 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.

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. The general practice for the College is to evaluate tenured faculty on a 40/40/20 basis: 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%. For tenure-track faculty, the general practice in the College is to evaluate with the standard of 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. 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 ordinarily review quantitative TCEs, peer visitation reports, and materials submitted by the instructor (syllabi, narrative TCEs, student work, etc.).

When evaluating research, 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. As in all 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.

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 adjusted.

1.5.4 Communicating the Review
Chairpersons should establish a means for providing annual feedback to faculty members about their performance. While this is a significant challenge for chairpersons of the largest departments, it is an important task. The performance review allows the chairperson to recognize extraordinary performance and contributions to the work of the department as well as to identify areas of concern.

Some departments have instituted a process for more formally reviewing tenured faculty (particularly associate professors) on a regular basis, e.g. every three years. The review addresses areas that need improvement if the candidate is to make acceptable progress toward promotion, as well as recognizing significant contributions. 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 faculty members in achieving departmental goals and University standards. In the case of a faculty member who is performing below standards, a written evaluation should be given, articulating strategies for improvement and offering whatever assistance is needed.
1.5.5 Salary Recommendations

In keeping with the recommendations of the College Committee on Salary Policy [See the final report in Appendix N] chairpersons are asked to provide the Dean’s Office with a detailed list of recommendations and a ranked list of faculty. The standard increase should be recommended for faculty members meeting the high expectations appropriate to Notre Dame as an international teaching-and-research university. No increase or a less-than-standard increase should be recommended for any faculty member who is not meeting expectations. Additional adjustments should be recommended where the chair believes there are equity concerns or extraordinary merit. Each year, the University Budget Group determines the standard faculty raise pool. 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 base their recommendations on fair and thorough evaluations of a faculty member’s performance over the past year. Even if a committee or the CAP is involved in the annual review, only a chairperson may make salary recommendations. Recommendations should be submitted in advance of the scheduled salary meeting and should provide enough narrative background (e.g., # of publications or performances, venues, quantitative and qualitative information on teaching, some indication of the quality of departmental citizenship) to justify recommendations. In order to provide a check for general impressions, many chairs assign to each area—teaching, research, and service—an appropriate percentage (e.g., 40%, 40%, and 20%, respectively) and then 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.
Here is one model: 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.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Research</th>
<th></th>
<th>Teaching</th>
<th></th>
<th>Service</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% S WS</td>
<td>% S WS</td>
<td>% S WS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Prof</td>
<td>40% 3 1.2</td>
<td>40% 2 .8</td>
<td>20% 4 .8</td>
<td>2.8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.5.6. The Process

Once a chairperson has submitted the salary recommendations, a meeting is scheduled with the Dean and the divisional associate dean. The meeting will afford the deans the opportunity to ask questions, and 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 in consultation with the Provost. The Senior Director of Finance and Administration contacts department chairpersons when the budget has been finalized by the Provost, and department budgets are ready for signature.

1.5.7. Salary Appeals

Faculty members who are dissatisfied with the raise that they received are welcome to meet with the chairperson or appropriate associate dean to express their concerns. If the faculty member wishes to file a formal salary appeal, 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 divisional associate dean along with a recommendation. If the chairperson finds the complaint ungrounded, he or she should respond to the faculty member in writing (it is a good idea to review the salary appeal letter and the written response in advance with the Associate Dean for Faculty Affairs). The evaluation of any appeal should take into account all three areas of the profession: teaching, research/scholarship, and service. The next avenue of appeal is the divisional associate dean. The associate dean will consider an appeal only if the chairperson has responded first. All appeals will be reviewed by the Dean as well.
All College salaries are reviewed regularly for equity. In addition, the Provost’s Office annually conducts an equity audit of all faculty salaries.

1.5.8. Differential Course/Service Loads

The University of Notre Dame made a decision to become a research university in the nineteen sixties. At that time, a standard faculty course schedule of 2/2 was adopted. While most faculty have taken advantage of this reduced teaching schedule to increase research productivity, it is not universally true. The college has not formally adopted a policy assigning additional courses to faculty members whose research productivity is below expectations. However, a pattern of sub-standard research productivity ordinarily results in a below-standard raise or no raise. In order to provide faculty whose research productivity is below expectations with the opportunity to receive a standard or above standard raise, faculty may elect to accept additional courses or to continue exceptional service loads. Chairs are encouraged to explore options with faculty in these cases. Exceptional contributions to the College in teaching and service will be recognized as are exceptional contributions in research.

1.5.9. Course Buyouts

Faculty can use 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. In most cases, a portion of the funds from a course buy-out will be used to fund replacement teaching in the department from which the course has been lost.

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).
1.5.10. 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 be directed to the Associate Dean for the Social Sciences and Research. 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 the Social Sciences and Research before submitting a formal proposal for consideration.

1.5.11. Service

College expectations for service aim at a balance between protecting faculty from overextending themselves thus impeding the development of their careers, and encouraging all faculty to contribute to the advancement of the department, the University, the academy and civic society. They are intended to promote a culture that both encourages a sense of community among faculty and protects the conditions for excellence in teaching and research. Obligations will vary according to individual interests and as faculty members advance through the ranks. Over time, all faculty members are expected to make noteworthy contributions to our University and to their respective professions. Appropriate service contributions are taken seriously in decisions concerning reappointment, tenure, and promotion.

Chairpersons should allocate departmental service assignments for the year with attentiveness to an equitable distribution. Special notice should be given to disproportionate service expectations on women and minority faculty members. 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. The
most important assignments, such as search committees or other committees with especially important work for the given year, should be made first to ensure that members are not over-committed. 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 able to take on additional service.

Persons on leave, especially assistant and associate professors, should be counseled to refrain from service contributions during this period. When this is not possible, the extent of the contribution should be weighed carefully. Questions on this issue may be directed to the appropriate divisional Associate Dean.

**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 no more than 5% of the total workload. 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. We strongly discourage instructors from becoming involved in time-consuming University service.

*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. In addition, service contributions help socialize assistant professors into the roles that they will play to a greater extent later in their academic careers. 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 their divisional Associate Dean.

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.

**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. For this reason, we normally 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.

At this stage, it is assumed that faculty members will begin to assume some leadership roles in professional societies or editorial boards. National visibility is an important consideration for promotion to full professor and can be enhanced by national service.

It remains imperative for department chairpersons to monitor the service work of associate professors and to protect their time so that they can progress toward 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.

*Full Professors and Endowed Chairs*

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

Faculty members at the rank of full or endowed professor 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.

The difference between the service expectations for 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. The percentage distribution for professors and endowed professors is normally 20%, however we are expecting stronger quality contributions than associate professors in most cases. The percentage should be adjusted upward for those serving in administrative positions.

Some assignments are restricted to full professors: the Full Professor Committee (FPC) in the department and the Provost’s Advisory Committee (PAC). Ordinarily, department chairperson would hold the rank of full professor.

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.

Special Professional Faculty (SPF)
Special Professional Faculty are similarly expected to contribute to the construction and advancement of our intellectual community. Since research is not normally expected as a primary aspect of their responsibilities, 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 SPFs to devote their greatest energy to their teaching and to service responsibilities connected to teaching. Since many instructional SPFs 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.

Visitors
Visiting faculty members may be assigned service responsibilities, depending on the person’s position description. The service contributions will ordinarily relate to the visitor’s teaching or administrative responsibilities.

1.6 LEAVES
1.6.1. Leave Applications

The College of Arts and Letters currently grants research leaves within the guidelines stipulated by the Academic Articles (III.11). Teaching-and-research (T&R) faculty are encouraged to apply for research leaves on a regular basis.

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 whether the leave is a result of a contractual agreement, renewal, administrative service, or a proposed research leave. We strongly recommend that faculty within subareas of departments confer with one another on a regular basis to plan for course coverage.

All requests for leaves (research or administrative) require the completion of a leave application. Included must be:

- Form L;
- Statement of leave history at Notre Dame;
- Concise description of the leave project outlining the project’s significance, history, methods, time frame, and plans for dissemination (2-3 pages); Applicants may substitute a current fellowship proposal submitted to an external agency for the leave statement.
- Report on the most recent leave;
- Letter from the department chairperson;
- 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 to University Institutes or Programs (e.g. the Notre Dame Institute for Advanced Study, the Kroc Institute, or the Kellogg Institute) are not considered applications.
for **external funding**. Leave applications that do not meet these criteria are routinely denied.

**Faculty members should consult with the department chairperson and with ISLA before submitting a leave application or applying for external funding.**

1.6.2. Leave Deadlines

Leave application requests for 2015-16 are due in chairpersons’ offices on September 12, 2014 and should be forwarded by the department to the divisional Associate Dean by October 10, 2014. Check with your departmental administrative assistant for the most up-to-date leave form and checklist.

1.6.3. Leaves for Assistant Professors

Assistant professors whose contracts are renewed for a second term will normally receive either a one-semester paid leave or a full year at half salary during their second probationary period. Assistant professors may choose between a one-semester paid leave or a full year at half salary. 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. However, faculty members are not permitted to take a University-funded leave immediately following an externally-funded leave. They must return to the University for at least two semesters of full-time teaching before assuming a University-funded or a second externally-funded leave. Except in very unusual circumstances, external grants may not be combined with a University-supported leave in order to extend the leave period beyond a year. Assistant professors are strongly advised to consider the
importance of developing a successful and substantive teaching record at Notre Dame prior to tenure review in planning research leaves.

**Post-tenure leaves:**

If an assistant professor wins a major external fellowship or two course buyouts for his or her guaranteed leave in the second probationary period, he/she remains eligible for a post-tenure leave after promotion to the rank of associate professor with tenure. To be eligible, a faculty member must apply to a minimum of two funding agencies for major grants and have a viable research project. In addition, he or she must have taught for at least four semesters following any previous leave. Following this post-tenure leave, the faculty member will be eligible for a University-supported leave after every ten semesters 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 ten semesters 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.

1.6.4. Leaves for Tenured Faculty

Notre Dame T&R faculty members will be considered for University-funded leaves if they submit a strongly competitive proposal to take a research leave after ten or more semesters of teaching since their most recent University-funded leave. Only under exceptional circumstances will University-funded leaves be granted sooner than after six semesters of teaching at the University or sooner than after ten semesters of teaching since the previous University-funded leave. These applications must also be accompanied by two applications for external support. An externally-supported leave does not count against the ten semester clock for a University-funded leave. For example, if a tenured faculty member receives a major fellowship after six semesters of teaching since the previous leave, the ten
semesters of teaching that are expected before the next University-funded leave would include the six semesters before the faculty member obtained outside funding. This means that after four additional semesters 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. An internally funded grant (e.g. as awarded by a University Institute such as the Kroc Institute or the Institute for Advanced Study) of $30,000 or more will normally be supplemented to allow for a full year of leave. However, leaves in these cases are considered University-funded leaves.

Faculty members are normally not permitted to take a University-funded leave immediately following an externally-funded leave or to take a leave supported by an external source immediately after a leave funded by the University or another external agency. Faculty are normally expected to return to full-time teaching at the University for at least four semesters before executing any other leave. Exceptions are only permitted under special circumstance and must be approved by the Dean of the College.

1.6.5. Leaves for Associate and Full Professors Who Have Recently Joined the Faculty

Associate and full professors who have recently joined the University are eligible for an initial University-funded leave after six or more semesters 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.
1.6.6. Extended Leaves for Multiple Grants

Some faculty members win multiple major, externally funded grants in a single competition cycle. In such cases, the College will permit a member of the faculty to extend a full year leave at full salary to 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 faculty member 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 intact 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 for the faculty member’s division. Exceptions will not be granted if the proposal to fund an extension of the leave was submitted after an award notification has already been received for the first year of leave.

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. It is important that the faculty member ensure that the funding agencies approve of such an arrangement in advance.

1.6.7. Administrative Leaves

Department chairpersons, deans and associate deans who serve for a full three-year term are eligible for a one-semester administrative leave after their term expires or 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.
Earned administrative leaves are considered separate from the normal ten semester 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 four semesters 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 four semesters of the required ten for a routine University-supported leave, but could not count the six years of administrative service towards the ten semester teaching requirement.

Administrative leave applications do not require applications for outside funding. However, administrators returning to the faculty are strongly encouraged to explore available sources of research funding.

1.6.8. Salary Award Targets for Externally-Supported Leaves

Salary award targets for externally funded leaves are $30,000-$40,000 for assistant and associate professors and $50,000 for full professors. The targets are minimum levels for salary and benefits in most cases (if the funding agency does not cover benefits, the full amount is applied to salary.) Direct costs (research materials, travel, staff or student wages, etc.) do not count toward the target. In the case of major grants of $30,000 or more, the University will normally supplement the faculty member’s stipend to provide a full year leave at full salary. If a faculty member receives a grant for substantially less than the target amount (e.g. $20,000), the Dean will consider granting the full year’s leave at full pay, but will count the leave as a University-supported leave.

If an assistant professor is eligible for a leave after renewal and receives a major grant with substantial indirect cost recovers (F&A) for the College from a source that does not cover academic year salaries, the indirect costs may be used to meet the salary award target. Requests to apply indirect costs to the leave salary target will be considered by the Associate Dean for Research on a case by case basis.
1.6.9. Leaves for Faculty with Course Buyouts

Some faculty may 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 College treats course buyouts as equivalent to fellowships for the purposes of determining leave eligibility. In other words, if a faculty member receives a grant (or combination of grants) that provides externally funded course buy-outs for at least two classes within a single academic year and the amount provided meets or exceeds the thresholds specified in 1.6.8, then the faculty member can instead be awarded a full-year of leave at full salary, subject to the policies and considerations discussed Herein (see especially sections 1.6.5 and 1.6.8). These leaves are not treated as University-supported leaves.

1.6.10. Leave Approvals

Chairpersons should forward leave applications with a cover letter explaining the nature of the requests [contractual, administrative, eligible for University supported leaves, and not eligible for University supported leaves (i.e., early)] to the associate dean for their division. In addition to indicating whether each application for research leave warrants support on its merits, the chair should explain how departmental and mentoring obligations will be covered (with existing faculty) should all the leaves submitted (including contractual and administrative leaves) be approved. 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.

Final decisions on leave requests are made by the Provost and the President upon recommendation of the divisional associate deans. Faculty members who receive major external fellowships to underwrite sabbatical-year salary will normally receive approval for a leave.
Unpaid leaves are generally discouraged, but faculty members in good standing may request an unpaid leave of absence, especially to conduct research. Under normal circumstances, a faculty member may take no more than two semesters of unpaid leave during a five-year period. Exceptions are only permitted under special circumstance and must be approved by the Dean of the College.

1.6.11. Leave Notification

The official notification of a leave approval comes from the Provost’s Office. Faculty members eligible for a University-supported leave will ordinarily be notified before the start of the Spring semester. Applicants dependent on external funding will be notified as soon as possible after ISLA receives notification of the award, or, if unsuccessful in securing funding, after the awards cycle is complete. Faculty members under review for renewal who have applied for a leave will be notified after renewal decisions are announced. In cases where renewal was denied, the leave application is denied.

1.6.12. 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. [http://policy.nd.edu/policy_files/ConflictofCommitmentPolicy.pdf](http://policy.nd.edu/policy_files/ConflictofCommitmentPolicy.pdf).

Further, they agree, as outlined on form L, 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.
1.6.13. 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 Leave of Absence Final Form to the Office of the Provost. A copy should be sent to the associate dean for his/her division. Copies of LOA Final Form can be obtained from the Office of the Provost.

1.6.14. 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 member is on leave. (For example, if a faculty member has a course reduction for editorial work on a journal and goes on a University-supported leave in the Fall semester, she will offer two courses in the Spring semester.) Course reductions do not roll forward from one year to the next as a result of a leave.

1.6.15. Leave Funding

Funding agencies often route awards directly to the University of Notre Dame. The faculty member receives her or his normal paycheck and benefits from the University. Faculty members should contact ISLA immediately upon notification of an external grant for assistance in finalizing budget paperwork and setting up accounts.

In cases where the awarding agency prefers to pay the faculty member directly, the faculty member should contact ISLA to arrange for continuation of salary and benefits. In some cases the College will reduce the faculty member’s salary and benefit contributions equal to the amount of the external award. We recommend that the faculty member also consult the University Tax Director for personal income tax issues related to external funds not paid directly to the University. The Tax Director is familiar with the IRS requirements and has worked with many faculty members regarding these fellowships.
1.6.16. Leves to Teach at Another Institution

Under normal circumstances, we discourage leaves to teach at another institution. Exceptions to this principle include prestigious fellowships or lectureships that would clearly advance a faculty member’s career or an invitation to teach in a graduate program for faculty in departments without graduate programs. We do not normally grant permission to teach at an institution that is ranked lower than Notre Dame. It is expected that the host institution will be responsible for salary and benefits.

Ordinarily, requests for leave to accept a visiting appointment during the following academic year must be submitted to the Dean’s Office no later than March 1.

1.6.17. Leves to Consider Another Position

Leaves to consider another position are not ordinarily approved. Exceptions are determined individually.

1.6.18. FMLA and Notre Dame Medical Leaves

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. Full-time regular faculty are eligible for paid medical leave for their own serious medical condition under the University benefit policy. Faculty needing leave under FMLA should contact Human Resources at 631-5900. More information about FMLA benefit is available at http://facultyhandbook.nd.edu/university-policies/fmla/.

Maternity–Related Teaching Relief:

A faculty member whose due date for the birth of her child is any time during the semester is relieved from all teaching responsibilities during that semester.
Contact the Associate Dean for Faculty Affairs to request teaching relief. When a faculty member’s due date falls outside of a semester, she should contact the Associate Dean for Faculty Affairs regarding whether she will be relieved from teaching responsibilities. Any faculty member relieved of teaching responsibilities under this policy may be assigned other service and administrative responsibilities during the period when the faculty member is not on family and medical leave but is relieved from teaching.

Faculty members who take family and medical leave for reasons unrelated to childbearing should contact the Office of the Provost regarding whether they will be relieved from teaching responsibilities during those portions of a semester that they are not on family and medical leave.

**Primary Caregiver Extension**

As specified in the Faculty Handbook, the probationary period of an untenured member of the teaching and research faculty is extended one year in connection with the arrival of the faculty member’s newborn or adopted child if: (1) the faculty member, preferably before the child’s arrival but no later than six months after arrival, elects such an extension by notifying the departmental chairperson, in writing, that the faculty member intends to act as the child’s primary caregiver during the year following the child’s arrival and (2) the faculty member acts as the primary caregiver during the year following the child’s arrival.

Faculty members who become eligible to take a primary caregiver extension during their first three-year appointment may elect to apply the extension to their first three-year appointment or they may defer such extension and, if reappointed, apply it to the second three-year appointment period. Nothing in this policy entitles a faculty member to any reappointment and, when a faculty member chooses to defer the extension until the second three-year appointment but is not
reappointed, the extension is lost. In no event are the probationary periods specified in article III, section 5(a) increased under this policy or any other policy more than a total of two years.

**Graduate Students**

As of Fall 2006, the University policy allows 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.

Information about this policy is available at [http://gradlife.nd.edu/assets/79875/family_accommodation_policy.pdf](http://gradlife.nd.edu/assets/79875/family_accommodation_policy.pdf).

1.7 **COURSE REDUCTIONS**

1.7.1. **Approval and Disclosure**

The College permits course reductions to provide faculty with relief time from teaching to assume other administrative or editorial responsibilities. All course reductions, for tenure-track as well as special professional faculty, require the approval of the Dean or divisional associate dean.

Course reductions for administrative posts within departments follow the guidelines contained in the Administrative Compensation Report (Appendix P). Please note that semesters with zero course offerings are not permitted; faculty members with course reductions must teach at least one course per semester.

1.7.2. **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 schedule.

1.7.3. Principles For Appointments In Departments And Programs

The following procedures should be followed in making departmental or College-wide administrative appointments for 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 Q);

- A fixed term for the appointment (normally 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.

- 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 an 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 schedule for SPF in administrative positions should be a 1:1 or a 2:2, depending on the nature of their responsibilities.

1.7.4. Directors of Undergraduate Study (DUS)

In some small departments or programs, the department chairperson or director 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.

- 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.

- 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. This heavy service load should be taken into account when making committee assignments and when reviewing the faculty member for annual raises.

- 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.

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 respective divisional Associate Dean for special consideration.

1.7.5. Directors of Graduate Studies (DGS)

Only T&R faculty may serve as DGS.

- 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. This heavy service load should be taken into account when making committee assignments and at the time of annual salary review.

- 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.

1.7.6. Directors of Interdisciplinary Minors

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

• Programs that fail to create and sustain interest among the undergraduates will reviewed by the Undergraduate Studies Committee or the College Council and may be discontinued.

• 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.
1.7.7. Directors of Institutes, Programs, and Centers

Currently, the standard compensation for a director of such a unit is a $5,000 research stipend or a one-course reduction. In a few instances, both may be appropriate.

1.7.8. Editors

The Associate Dean for Research reviews applications for College support of faculty who serve as editors of journals.

1.7.9. Grants

The College provides course-release for grants that meet the following thresholds:

- Total grant must be at least $300k.
- The grant period must be no more than 3 years @$300k. If the grant period is longer, then the total grant amount required must be increased by the same fraction. In other words, 4 years requires $400k, etc. Note that 1, 2, or 3 years require $300k.
- The grant award must include at least $50k in indirect funds.
- If these thresholds are met, a one-course release will be granted to the PI team, which can be taken by one of the PIs on any year of the grant. By doing so, the PI cannot reduce his or her teaching load below 1-1 for that Academic Year. If the course release cannot be taken during the grant period for this reason or any other, it cannot be “banked”, i.e., it cannot be used outside of the grant period and if forfeited. The course release is tied to the specific grant project/PI and cannot be transferred or converted into any other kind of support.
- This program is available only to grants submitted starting July 1, 2010. It cannot be retroactively applied to current or pending support.
- To receive this supplementary support, PIs must appeal to the Associate Dean for Research and receive approval before the grant is submitted. The course release must be indicated as College-level cost-sharing in the grant proposal.
- Multiple course releases based on multiples of the above thresholds (for example, two course releases for 2 PIs winning $600 on a 3-year grant with $100k in indirec) will be considered on an ad hoc basis by Associate Dean for Research.

These guidelines will be adjusted from time-to-time to reflect the necessary levels of incentives and support.

1.8 **CIVILITY & RESPONSIBILITY**

All colleagues 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. Tenured and tenure-track faculty are reminded that participation in Commencement is a requirement of their contract. Professional standards of conduct are expected of all faculty members in interactions with students, colleagues and staff. Breeches of professional standards of conduct should be addressed directly. If a behavior problem cannot be resolved at the departmental level, it should be brought to the attention of the Associate Dean for Faculty Affairs (for faculty) or the Senior Director, Finance and Administration (for staff). The Dean’s Office may consult with the Provost’s Office or Human Resources.

1.9 **DRUG AND ALCOHOL POLICY**

Guidelines concerning the use of alcohol and drugs can be found in the Faculty Handbook at [http://facultyhandbook.nd.edu/university-policies/drugs-and-alcohol/faculty-guidelines](http://facultyhandbook.nd.edu/university-policies/drugs-and-alcohol/faculty-guidelines). 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, Hugh Page. No reimbursements will be approved for the purchase of alcohol without prior approval from the Office of the Provost.

1.10 **COMMENCEMENT**
1.10.1. Commencement Exercises

Attendance at the College Diploma Ceremony and University Commencement Exercises is considered a professional responsibility for faculty members in the College of Arts and Letters.

1.10.2. Departmental Commencement Ceremonies

In addition to the University graduation ceremony, every department should sponsor a graduation event for their graduates, ideally including a brief ceremony that recognizes each student. Well-orchestrated and meaningful departmental celebrations are greatly appreciated by students and their families.

PART TWO: UNDERGRADUATE STUDENTS AND TEACHING

2.1 ADVISING

2.1.1. 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 for Undergraduate Studies.

Beginning in Fall 2011, The Undergraduate Advising Office will use a cohort system for advising, based primarily on last names, as follows:

- ALP2 – Dean Vicki Toumayan
- A-E – Dean Collin Meissner
- F-L – Dean Nicholas Russo
- M-Q – Dean Ava Preacher
- R-Z – Dean Joseph Stanfiel

The heart and soul of disciplinary advising occurs at the departmental level. Timely and accurate information is of the essence. 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 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.

2.1.2. 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.

2.1.3. Community Atmosphere
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. Possibilities include:

- 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

2.1.4. Enhancing the Undergraduate Experience
There are a number of other department strategies for enhancing the experience of undergraduate students:

- regular mailings to majors, electronic newsletters, listservs
- 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
- student membership on various departmental committees
- language tables
- cultivating a robust senior thesis culture
• 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

2.1.5. College Initiatives
The College has undertaken a number of initiatives in recent years to provide students with enrichment opportunities:
• Undergraduate fora focusing on undergraduate research opportunities.
• Post-graduate advising through the Office for Undergraduate Studies.
• The addition of informal collegial space as part of the College’s overall space planning.

2.1.6. Guidelines for the Sponsorship of Student Internships
The University of Notre Dame is a Catholic community of higher learning dedicated to the pursuit and sharing of truth for its own sake. As a Catholic university, Notre Dame aims to provide a forum where the Catholic intellectual tradition intersects and engages all forms of knowledge found in the arts, sciences, and professions. The University’s distinctive educational and religious mission includes creating “a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice.” In advancing its mission, Notre Dame supports those organizations whose mission is compatible with ours and ensures that University resources are not used to directly support or promote activities that are contrary to Church teaching. In complex cases, we use the Principle of Cooperation to discern what forms of collaboration are appropriate with groups or organizations who may share our concern for the common good but do not share our religious and moral commitments.

Internships can support this mission, in part, by providing students opportunities to explore professional vocations while gaining hands-on experience that joins classroom learning to career development. Notre Dame encourages
students to pursue opportunities that not only contribute to professional growth but also allow them to see more fully how their own education will “become service to justice.” In keeping with University policies and practices, support for or sponsorship of internships should be consistent with our religious and educational mission. [http://al.nd.edu/advising/academic-policies/internship-credit/](http://al.nd.edu/advising/academic-policies/internship-credit/)

The College of Arts and Letters does not award academic credit for the internship experience alone. However, students may earn academic credit through the satisfactory completion of academic work done in conjunction with the internship. Further details about academic credit can be found in the College’s Guidelines for Internship Approval.

Consistent with the Principle of Subsidiarity, departments and academic programs usually will be best situated to evaluate specific internships and specific organizations offering internships in light of the University’s Catholic mission. The dean of the College of Arts and Letters, however, retains final responsibility to ensure that sponsorship in a given case is appropriate.

Several factors should be considered in any decision to facilitate, sponsor, or provide financial support for internships that contribute to institutions or organizations whose primary mission is contrary to Catholic teaching: the degree of involvement with or promotion of the activity that is contrary to Church teaching, the moral gravity of the activity itself, the good at stake, and the availability of alternatives. In general, the decision to facilitate, sponsor, or fund a questionable internship will depend on the degree of separation of the student’s work from the activity that is contrary to Church teaching. The more removed the student’s work is from the problematic activity, the less problematic is the internship from the perspective of Notre Dame’s Catholic mission. For example, when a student works on a project or in a unit of an organization that is distinct from projects or units that perform or promote activities contrary to Church teaching, it may be appropriate for the University to facilitate, sponsor, or fund
the internship. By contrast, when the student’s work participates in an activity contrary to Church teaching or directly and significantly contributes to that activity, it would be inappropriate for the University to sponsor or fund the internship. In all cases, but particularly in morally complex or controversial cases, our primary obligation is to retain the integrity of the University’s mission. Department chairpersons and program directors are encouraged to contact the Office of the Dean with any questions concerning the application of these guidelines in particular cases.

Internships that are not sponsored, facilitated or funded by the College may be listed on department or program websites. However, there should be a clear statement indicating that listing internships does not constitute an endorsement of the mission or activities of these organizations by the department, program or University.

2.2  CULTIVATING A COMMUNITY OF LEARNING

2.2.1. 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.

2.2.2. 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. The Kaneb Center is a good resource for developing these courses, specifically as it relates to identifying strategies and resources for encouraging students to speak in class.

2.2.3. Teaching Beyond The Classroom Grants

Teaching Beyond the Classroom grants are available to faculty who wish to enrich student learning by inviting all students in a class to participate in a local or regional cultural excursion or by arranging for a cultural or intellectual event to take place on campus. Examples of these activities include taking students to a play, concert, exhibit or other cultural activity located on campus, in the South Bend community, or within a relatively short distance from campus, inviting a guest lecturer to speak primarily to undergraduate students (within a class or a specific department), inviting undergraduates to accompany a faculty member to an academic conference, or organizing a department-wide event (such as a cultural festival). Faculty may request up to $1500 per year for TBC grants for their own classes; this amount may be divided among the professor’s classes over the course of the academic year. Additionally, Directors of Undergraduate Studies or others charged with arranging departmental events may request further funding for support of programs not affiliated with an individual class. TBC grants are administered by the Office for Undergraduate Studies. Further information is available at: http://al.nd.edu/assets/73879.

2.2.4. 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.

2.2.5. Faculty Dining with Students – Table Talk

Learning is deepened when students develop an intellectual relationship with their professors. In order to encourage more faculty-student interaction outside the classroom, the College funds meal tickets that can be used by faculty members when dining with students in the student dining halls. Tickets are available in the Office for 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 for Undergraduate Studies for faculty members who would like to host students in their homes. Reimbursements range from $50 to $180, 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 for Undergraduate Studies. Further information may be found at http://al.nd.edu/advising/special-opportunities/faculty-resources/table-talk/

2.2.6. Bridging Academic and Residential Life

We welcome requests to hold classes in residence halls or for occasional evening classes. Evening classes must be electives or courses, such as the College Seminar, that have multiple sections. Evening courses must be approved by the Associate Dean for Undergraduate Studies.

2.2.7. Undergraduate Research Opportunity Program (UROP)

ISLA’s Undergraduate Research Opportunity Program (UROP) enhances undergraduate education by providing financial support to students who wish to engage in independent research, do creative projects, or present their research at conferences. Students may design projects independently or propose a project related to some aspect of a faculty member’s research. In either case, a faculty member must endorse the proposal and supervise the project. (Detailed
2.2.8. Post-Graduate Opportunities

Assistant Dean Vicki Toumayan serves as the College’s advisor for AL students taking pre-med courses, while Dean Ava Preacher is the University’s pre-law advisor. Additionally, all Assistant Deans are happy to discuss graduate school advising in conjunction with departmental advisors. Departments are encouraged to provide opportunities for students to learn about graduate study in the discipline of their major, e.g. by inviting 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 or encourage students to attend and even present papers at national conferences.

We urge all academic units to encourage students to visit the Center for Undergraduate Scholarly Engagement, housed in 233 Geddes Hall. There are extraordinary opportunities for talented graduates.

2.2.9. The Center For Undergraduate Scholarly Engagement (CUSE)

The Center for Undergraduate Scholarly Engagement (CUSE) aims to encourage and to assist undergraduates and recent baccalaureates with external fellowships. The Center is charged with three tasks: to raise awareness of the intellectual benefits of scholarship programs and oversee the administration of the application process; to increase the pool of viable candidates for scholarship opportunities; and to coach students through the application and interview process.

The Center 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 students are identified, the Center will work with faculty to offer mentoring services to maximize the potential of these students for winning awards. We encourage all
faculty to work with this office in identifying and mentoring students who are promising candidates for national fellowships. ([http://fys.nd.edu/fys-resources/center-for-undergraduate-scholarly-engagement/](http://fys.nd.edu/fys-resources/center-for-undergraduate-scholarly-engagement/))

2.2.10. The 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:
  - Assessment of overall academic performance within the University and/or department;
  - Minimum GPA—either cumulative or within the major (the minimum GPA could be set either as an entrance or as an exit requirement);
  - Departmental invitation;
  - Application process.

- *Appropriate preparatory work.* 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.

The recommended time to declare the honors track is the second semester of the junior year.

2.2.11. 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.

2.3 CURRICULAR ISSUES

2.3.1. University Seminars

University Seminars are designed to foster intense interaction between first-year students and faculty in small settings of approximately 18 students where class discussion is the dominant mode of instruction in introducing the paradigms of a given academic discipline. These are writing intensive courses in which students will write and read simultaneously and continuously throughout the semester. A minimum of 24 pages and at least one rewrite of a corrected paper are expected. Every first-year student must take one University Seminar, and these courses are open only to first-year students. Consequently, University Seminars provide a unique opportunity to showcase the value of a liberal arts education at a pivotal moment when students are choosing their major and their College.
department in the College of Arts and Letters offers a prescribed number of
University Seminars, which will satisfy the university requirement in history,
literature, fine arts, social science, or the first course of the requirement in
philosophy or theology.

Information concerning University Seminar requirements can be found in the
Guide to Undergraduate Teaching in the College of Arts and Letters. You may
obtain a copy of the guide by contacting the Undergraduate Dean’s Office, 631-7098.

2.3.2. College Seminar Program
The College Seminar is a unique one-semester course experience shared by all
students majoring in the College of Arts and Letters. The course offers students an
introduction to the diversity and distinctive focus of Arts and Letters. Information
about the College Seminar, including resources for teaching CSEM, is available
at www.nd.edu/~csem and in the Guide to Undergraduate Teaching in the
College of Arts and Letters (a copy of which may be obtained by contacting the
Undergraduate Dean’s office, 631-7098).

2.3.3. Writing-Intensive Courses
Departments are encouraged to designate one or more of the major’s courses as
writing-intensive courses. If you have any questions about the requirements
please speak to the Associate Dean for Undergraduate Studies.

2.3.4. International Study Programs
Since 1964, Notre Dame has made it possible for students to earn credits toward
graduation in international study programs. The Office of International Studies
(OIS) administers over 40 academic-year programs and seven summer programs
in 20 countries. 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 students may also apply to Saint Mary’s College programs. The Office of International Studies also facilitates applications to approved programs in Athens and Cairo.

Information about study abroad opportunities can be found at [http://www.nd.edu/~ois/](http://www.nd.edu/~ois/). Students are 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. Students considering such programs should consult Dean Vicki Toumayan in the Office for Undergraduate Studies.

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.

The Office of International Student Services and Activities assists with the needs of international students studying at Notre Dame. Copies of the *Handbook for International Students and Scholars and Notre Dame*, published annually, may be obtained through OISSA.

### 2.3.5. Faculty Opportunities Abroad

The Office of International Studies also provides information on teaching and research opportunities abroad for faculty.

### 2.3.6. Team-Taught Courses

Team-teaching offers rich possibilities for interdisciplinary learning both within and among departments and programs. Team-teaching (on the graduate and undergraduate level) is encouraged under the following guidelines:
Guidelines for Team-Teaching in the College of Arts and Letters:

- Ordinarily, full credit for teaching a course can be shared by no more than two faculty members.
- A course may be offered three times for full credit. After the course has been offered three times, it will be reviewed in consultation with the Dean’s office and a decision will be made concerning the assignment of course credit.
- It is assumed that both members of the team offering a course will actively participate in all phases of the course. Courses in which two faculty members split responsibilities (e.g., one covers material for one portion of the semester while the other faculty member covers material for the remaining portion) are not considered team-taught courses for our purposes.
- A department or program may offer no more than 20% of its courses in a team-taught format.
- Ordinarily, team-taught courses should have a minimum enrollment of 12 undergraduates or 8 graduate students (i.e., double the minimum enrollment for single instructor courses). Exceptions must be approved by the Dean’s office.
- Team-taught courses that have been previously approved will be reviewed in consultation with the Dean’s office after the course has been taught three times. A decision will be made at that time concerning the assignment of credit.

Application procedures for new team-taught courses to be offered Spring 2015:
Faculty members who wish to offer a new team-taught course should submit a brief proposal (e.g., two-page single-space maximum) to their department chairperson(s) specifying 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 been offered as a singly-taught course in the past; in the case of the latter, the frequency with which the course has been offered.
• Learning goals for students in the course.
• Procedures and standards for evaluating student performance
• Description of responsibilities and areas of expertise of involved faculty
• Anticipated enrollment

The chairperson, in consultation with the department curriculum committee, should send a letter of support addressing how the course will enrich the curriculum as well as how it might enhance the faculty member’s own professional growth. If a department forwards more than one proposal, the chairperson will need to provide a rank-ordering of the proposals. In cases where faculty members are from different departments or Colleges, both department chairpersons should send a letter indicating their support.

Proposals will be evaluated according to the following criteria:

• Intellectual Considerations
  o *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?
  o *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?
  o *Faculty development*. Does the course facilitate the faculty members’ scholarly or pedagogical growth? If so, how?

• 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? (Ordinarily, first-time courses will receive higher priority than a course that has been offered repeatedly.)
- Will this course attract sufficient student enrollment?
- Does the department have a reasonable plan to address the loss of a course?

Proposals and letters from the chairpersons should be submitted to the associate dean for your division (or both associate deans in the case of courses involving faculty in more than one division) by August 29, 2014 for courses taught in the spring 2015 semester and January 23, 2015 for courses taught in the Fall 2015 semester.

- Faculty are also encouraged to consider the Provost’s Initiative on Team Teaching [http://provost.nd.edu/assets/60380/provostinitiativeonsteamteaching_fall2010procedures.pdf](http://provost.nd.edu/assets/60380/provostinitiativeonsteamteaching_fall2010procedures.pdf) for faculty who wish to teach a course together and who are from two or more colleges. Contact Associate Provost Hugh Page (hpage@nd.edu) for more information.

### 2.3.7. Grade Inflation

The administration’s perception that grade inflation is a growing problem at the University and by a mandate to offer recommendations for developing fair, consistent, and rigorous grading practices that have the potential to foster learning has led to a report by the Associate Dean of Undergraduate Studies. Please see Appendix S for this report.
2.4.1. Scheduling
Faculty are expected to work collaboratively with their colleagues to build a schedule that places student needs first and fully utilizes classroom space across the entire scheduling grid. Please make an effort each semester to schedule classes across the full range of times available to you; it is expected that no more than 40% of a department’s classes will be scheduled in prime-time slots. The most underutilized times currently are 8:30 a.m. on Mondays and Wednesdays, Fridays all day, and afternoons throughout the week. 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.

2.4.2. Course Assignments
The availability of courses remains a source of concern for our students. Long-range and long-term curricular planning will result in more balanced offerings over the course of a year.

2.4.3. Course Cancellations
Circumstances occasionally arise that require cancellation of already subscribed classes. Such cancellations should be exceptional and must be reviewed by the Associate Dean for Undergraduate Studies before the Registrar is contacted.

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.

2.4.4. Large Classes
Classes with more than 100 students should ordinarily have tutorials. Exceptions should be discussed with the Associate Dean for Undergraduate Studies.
2.4.5. Syllabus

A syllabus must be prepared for every course and submitted to the department. A syllabus should contain:

- Basic information about the course and the instructor, including contact information and offices hours;
- A clear statement of learning goals, course requirements and general expectations of students;
- Attendance policies and criteria for evaluating assignments; grading percentages and policies;
- Required and optional texts;
- Tentative schedule of topics and assignments;
- Statement on the Honor Code and plagiarism.

Faculty are reminded that they should give at least one assignment (with evaluation) before midterm.

For further information see Guide to Undergraduate Teaching in the College of Arts and Letters. You may obtain a copy of the guide by contacting the Undergraduate Dean’s Office, 631-7098.

2.4.6. Faculty Absences

If an instructor will miss two classes or be out of town for more than three to four days, the absence should be cleared in advance with the chairperson. Faculty members missing classes because of scholarly activities and professional travel are expected to reschedule these classes.

2.4.7. Student Absence Policy

Class attendance policy should be stated clearly in the syllabus. 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 for Undergraduate Studies for the appropriate form. For information concerning the University’s absence policy: https://www3.nd.edu/~provost/for-current-
2.4.8. **Excused Absences for Postgraduate Opportunities**

The Academic Council recommends that faculty members take into account the crucial importance of interviews for undergraduate students seeing postgraduate opportunities and that faculty members exhibit flexibility and good judgment in allowing senior 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.

2.4.9. **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 or schedule changes should be addressed to the Associate Dean for Undergraduate Studies. No examinations should be scheduled for study days. Take-home examinations should be due at the time of the regularly scheduled examination.

2.4.10. **Office Closings**

A policy regarding office closings has been established to ensure the departments maintain operations during critical times. The Dean’s Office must be notified and a dean must grant approval so that proper response and coverage can be established. (Policies are found at the end of this Guide.)

2.5 **Evaluation and Recognition**

2.5.1. **Evaluation of Teaching**

All cases for renewal and promotion are evaluated using guidelines issued by ACPET (Advisory Committee to the Provost on the Evaluation of Teaching). ACPET Guidelines are available at [https://www.nd.edu/~provost/for-current-.](https://www.nd.edu/~provost/for-current-).
ACPET guidelines encourage 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 in and beyond the classroom; the evaluation of faculty members and students through peer visitations; and the candidate’s record in curricular development.

2.5.2. **Course Instructor Feedback (CIF)**

Beginning in the fall of 2008, the TCE, a University-wide instrument by which all students evaluate their courses and teachers, was replaced by an on-line instrument (CIF). Information on the CIF process, including how to assign specific learning goals to courses, can be found in the *Guide to Undergraduate Teaching in the College of Arts and Letters* at [http://al.nd.edu/advising/faculty-teaching-resources/the-guide-to-undergraduate-teaching/](http://al.nd.edu/advising/faculty-teaching-resources/the-guide-to-undergraduate-teaching/)

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

2.5.3. **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.

2.5.4. **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. The recipient is chosen by a committee of former winners and current undergraduate students. Nominations, from both faculty and students, are welcome at any time and should be addressed to the Associate Dean for Undergraduate Studies, JoAnn DellaNeva. For a list of
former Sheedy Award recipients, please consult http://al.nd.edu/about/the-faculty/sheedy-award.

2.5.5. Joyce Teaching Awards
The Joyce Award, formerly known as the Kaneb Teaching Award, was established in 2007 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://al.nd.edu/news/13453-teaching-awards-honor-work-with-undergraduates.

2.5.6. 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. For more information on the award, see http://al.nd.edu/news/12907-20-faculty-and-staff-receive-first-joyce-dockweiler-awards.

2.5.7. Dondanville Family Graduate Award in Arts and Letters
The Dondanville Family Graduate Award in Arts and Letters, awarded annually, emphasizes the vital importance of maintaining undergraduate teaching excellence while promoting graduate programs. The award consists of a $1,000 stipend, paid through the University to a graduate student in Arts and Letters who has been most effective in working with undergraduate students in a teaching capacity.
2.6  **Enrollment Management**

2.6.1. **Under-Enrolled Classes**

For pedagogical as well as financial reasons, the College keeps to a minimum the number of classes with fewer than eight students or more than 50 students.

Currently, undergraduate course enrollments below eight require justification, and graduate enrollments below five require justification. In cases where there are sound reasons to offer a course with low enrollment, approval should be sought from the Associate Dean for Undergraduate Studies by the first day of the semester.

2.6.2. **Canceling Classes**

If a course is cancelled, it must be made-up either by re-assignment or by increasing the faculty member’s teaching schedule in a subsequent semester. If it is necessary to cancel a class after TUSCs have been submitted, please contact the Associate Dean for Undergraduate Studies.

To insure that a class is cancelled, a course cancellation form must be completed and submitted to the Office for Undergraduate Studies.

2.6.3. **Class Size**

Enrollment caps are set by department chairpersons in consultation with the Dean’s office. The Registrar’s office will refer all requests by individual faculty members to the department chair.

2.6.4. **Course Management Information and Training**

Training workshops for Notre Dame’s Banner System, which provides information on courses, including enrollments for each coming semester, and information on individual students, can be arranged by contacting the Registrar’s office.
2.7 **Education Program in Cooperation with Saint Mary’s College**

2.7.1. **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 coursework and one semester of student teaching, students are eligible for state certification. Additional questions should be referred to Assistant Dean Nicholas Russo in the Office for Undergraduate Studies (631-7098).

**Part Three: Graduate Studies**

3.1. **Graduate Studies and Research**

3.1.1. **Overseeing Graduate Studies**

The associate dean for each division is the point person in the College for issues related to graduate studies. He or she is responsible for the evaluation of graduate programs, promoting best practices among graduate programs, reviewing the current graduate program budgets, and vetting requests for additional graduate funding. The College helps to fund graduate stipends in a number of ways. The most important of these is “topping off” some stellar students’ stipend offers to make Notre Dame’s offers more competitive with those they have received from peer or better programs. This program is administered by the Associate Dean for Research in the period of the spring when students are making their decisions about where to attend graduate school. There is no specific formula for the top-off—each is customized after discussion with the Department Director of Graduate Studies.

3.1.2. **Fostering Excellence in Graduate Studies**

Evaluation of graduate programs includes broad consideration of factors indicating and affecting the success of the program including, for example, the quality of incoming students (measured by indicators such as GRE scores, GPA, baccalaureate institution, percentage of applications accepted, and so forth),
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. All requests for new funding for graduate studies, including tuition waivers and stipends 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.

Our dual identity as a liberal arts college and a research university gives us an ideal context for the training of graduate students. Placement is a continuing challenge. 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 for facing the job market. One successful strategy is to designate a member of the faculty other than the DGS as the placement officer. 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.

3.2 Teaching and Research Opportunities for Graduate Students

3.2.1. Teaching Fellowships Through the Writing Center
The Writing Center offers ten Graduate Teaching Fellowships. Fellows teach one course in their respective departments and one section of first year writing. For information see: http://www.nd.edu/~fwriting/fyc/graduate-fellowships/

3.2.2. Kaneb Center Pre-Doctoral Fellowship
Jointly-sponsored by the Graduate School, the College of Art and Letters, and the Kaneb Center for Teaching and Learning this Pre-Doctoral Fellowship Program provides four advanced graduate students of the College of Arts and Letters with a mentored experience of research and teaching at a prominent liberal arts college or research university. For more information
3.2.3. ISLA Awards for Graduate Students

ISLA offers Graduate Student Research Grants (GSRAs) and American Dream Summer Grants (undergraduates eligible as well) to help defray a range of expenses. Maximum award is $4,500. For further information, visit http://isla.nd.edu/for-graduate-students/internal-funding/graduate-student-research_awards_gsra/

3.2.4. Arts and Letters Postdoctoral Fellowship Program

The Graduate School and the College of Arts and Letters offer a post-doctoral fellowship program for the academic year, 2015-16. Notre Dame Ph.D. graduates who have or will complete their degrees between August 24, 2014 and August 22, 2015 are eligible. All academic requirements for the degree must be completed by August 22, 2015 in order to hold the position, otherwise the offer will be withdrawn.

This program provides one academic year of support for new scholars to further their research and publication profile. Applicants must solicit agreement from an Arts and Letters faculty member to serve as a research mentor during the fellowship. It is preferred that this faculty member be someone other than the dissertation advisor. Fellows will also teach either a 1-1 or 1-2 course commitment, depending on the nature of the courses and department needs. Specifics will be negotiated with the home department chair and approved by the Associate Dean for Research in Arts and Letters.

Fellows will receive a salary of $20,000 for the academic year appointment and also are eligible for a standard benefits package (details are available on the Human Resources website at: http://hr.nd.edu/assets/24038/family_sub_family_definitions.pdf
(Note: The College does not provide office space, but does provide access to TA space for office hours. Additional space needs should be worked out with the host department.)

Application Procedures
Eligible applicants must be a current doctoral student at the University of Notre Dame and in good standing. Preference will be given to those applicants whose teaching and research record show strong potential and who will graduate in less than six years of enrollment. Completed applications and letters should be sent to the Mark Schurr, Associate Dean for Research, (100 O’Shaughnessy Hall) by Monday, March 16, 2015, 4:00 PM.

Application Materials
The application packet includes the following materials:

1. Cover Sheet including:
   - Applicant’s Name
   - Academic Department
   - Doctoral advisor’s name
   - Date of entry to the graduate program at Notre Dame
   - Name of research mentor for the fellowship
   - Estimated date of graduation

2. Research and Teaching Statement
   Applicants must submit a statement (no longer than 5 pages) discussing their teaching experience and research project for the postdoctoral fellowship. Applicants should also identify the faculty member who has agreed to serve as their research mentor during the fellowship and describe why this faculty member has been chosen.

3. Curriculum vitae
4. Copies of Course Instructor Feedback Report (CIFs) if the student has taught a course

5. Letter of Recommendation from the Dissertation Advisor. Applicants must submit the name of the dissertation advisor, who should write a letter of recommendation submitted separately to:

   Mark Schurr, Associate Dean for Research,
   100 O’Shaughnessy Hall

   The letter must arrive by Monday, March 16, 2015, 4:00 PM.

 PART FOUR: RESEARCH

4.1. External Grants

   The College encourages faculty to work with the Institute for Scholarship in the Liberal Arts (ISLA) in locating sources of external funding. Although we submit fewer grants than some universities, especially in the social sciences, our record of obtaining grants is nationally competitive. Grant activity should be weighed at the time of annual performance reviews.

   If a grant application requires additional space, renovation costs, or other infrastructure needs, it is important to consult with the Director of Finance and Operations before submitting an application. All reasonable expenses should be included in a proposal. When possible, grant proposals should include funding for graduate students.

4.2. Equipment Restoration and Renewal Grants

   The Equipment Restoration and Renewal Grant 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 are solicited for single capital
investment needs with a cost greater than $50,000. 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://or.nd.edu/funding-opportunities/nd-internal-grants-
programs/nd-internal-grants-programs-archives/. Faculty are encouraged to speak with
the Associate Dean for Research for more information and guidance on writing the
proposal.

4.3. Institute for Scholarship in the Liberal Arts (ISLA)

4.3.1. ISLA’s Mission

The purpose of the Institute for Scholarship in the Liberal Arts (ISLA) is to help
build, sustain, and renew a distinguished faculty through research in the arts,
humanities, and social sciences and to enhance the intellectual life on campus.
ISLA provides grants for faculty research, travel to international conferences,
curriculum development, speaker series/conferences, publication subventions, and
miscellaneous research expenses.

In addition, ISLA is the College’s clearinghouse for information, advice, and
assistance in finding and obtaining grant funds from public or private agencies for
a range of academic and artistic purposes. ISLA staff members 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
also maintains a grant reference library which includes computerized grant search
databases, and hosts several grant proposal workshops during the year. Finally,
the Institute offers a variety of other faculty development activities such as
workshops on academic writing and publishing with an academic press, as well as
assistance with conference and lecture series planning.
4.3.2. ISLA Awards

ISLA provides a variety of internal awards to regular faculty members. For more information and specific guidelines, visit ISLA’s website at http://isla.nd.edu, call (574) 631-7531, or stop by the Institute office located in 101 O’Shaughnessy Hall. Faculty members are reminded to route all external grant proposals through ISLA.

4.3.3. Undergraduate Research Opportunity Program (UROP)

During the academic year, UROP provides support through Senior Thesis Grants ($2,250), Conference Presentation Grants ($1,500), and Research and Materials Grants ($1,750). For summer research and creative projects, UROP offers: Summer Comprehensive Grants, Da Vinci Interdisciplinary Grants, and American Dream Grants. The maximum award for these grants is $4,500. As each grant has its own eligibility and application guidelines, students and supporting faculty members are urged to consult the grant program's webpages for details (http://isla.nd.edu/undergraduate-research/about/).

PART FIVE: STAFF, BUDGET, AND OPERATIONS

5.1 Staff

Department chairpersons provide leadership and direct supervision of departmental staff. This leadership/supervision includes maintaining a positive, appreciative and engaging atmosphere. The primary vehicle for establishing this atmosphere is communicating the expectations for the department and staff on an ongoing basis. Staff are often the link that provide continuity in an office. We depend on staff not only to accomplish their respective tasks, but to acquaint faculty with administrative and managerial functions and processes inherent in office life and to cultivate a welcoming atmosphere for all who enter. The level of professionalism of the office will be obvious to all who enter, whether faculty, students, or guests.
Staff should always be treated professionally and courteously. Staff should be recognized when specific instances of their work exceed expectations. It is important to find creative ways to reward staff for their accomplishments. A recommendation for a raise is only one way that a department chairperson can express appreciation for exceptional work.

5.1.1. Staff Reviews

One of the most sensitive areas that a department chairperson will encounter is the review of staff. All staff supervisors, including department chairs and directors, are required to follow the University policies and procedures regarding staff performance management and performance reviews. For information and materials, consult the HR website at:

http://hr.nd.edu/nd-faculty-staff/forms-policies/annual-performance-review---procedures/

Human Resources also provides training and support for staff performance management and performance reviews.

The Senior Director of Finance and Administration oversees the staff performance management processes for the College and establishes specific timelines and parameters for the College’s performance reviews. All completed annual staff performance reviews (due on approximately May 1st each year) are reviewed by the Senior Director of Finance and Administration for annual merit raise consideration and as the second level supervisor for all staff in the College. Feel free to contact the Senior Director of Finance and Administration for any questions, concerns, or assistance with staff performance management or performance reviews.

5.1.2. Basic Expectations of Non-Exempt 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 stated
office hours should be communicated to and approved by the Senior Director of Finance and Administration.

- The University’s policies related to sick time, vacation, personal leaves, funeral leaves, etc. can be found at http://hr.nd.edu/nd-faculty-staff/forms-policies/.
- Please see the position description and position notebook for information relevant to basic staff duties, tasks, and responsibilities.
- All staff are expected to adhere to the University’s value system and participate in the University’s mission.

The Dean’s Office conducts monthly staff meetings during the academic year where University and College policy issues, upcoming events, changes in systems, etc. are discussed. Your staff should attend these meetings to ensure awareness of current policies, procedures, and forms. Invited guest speakers from across campus are also frequently included to provide short training opportunities during such meetings.

5.2. Budgets

5.2.1. Three Budgets

Most department chairpersons will receive up to three budgets from the College: a salary budget (faculty and staff), a non-salary budget, and a non-regular teaching budget.

5.2.2. Salary Budget

The Dean will issue a memorandum at the beginning of February outlining the details for preparing the budget for the upcoming fiscal year. Department chairpersons should make salary recommendations (for faculty and staff), Research and Professional Activities Accounts 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 their divisional associate dean. The deans will use these recommendations and make relevant adjustments for inclusion in the budget for the entire college. The Provost reviews the salary requests and may make adjustments prior to finalization. After the budget is finalized, copies are distributed to each chairperson.

5.2.3. Non-Salary Budget

The second component of a department budget is for non-salary support. Non-salary budgets include all departmental operating costs that are of a non-labor nature. This would include travel, postage, telecommunications, entertainment, supplies, etc. Allocations may vary based on discipline. Budget versus actual amounts should be monitored by the department throughout the course of the fiscal year.

5.2.4. Faculty Research and Professional Activity Funding

Faculty research and professional activities, including travel, are funded via the following mechanism which supports faculty endeavors:

1. Faculty have existing research and professional activity accounts which can be used for faculty scholarship and University business purposes.

2. Each spring the dean, divisional associate dean, and the department chair meet as part of the annual faculty evaluation process. During this meeting, department chairs present individual faculty member needs. Each department chair should consider the best way to obtain information for this discussion, i.e., require faculty to provide research needs as part of his or her annual report. The dean, in consultation with the department chair, allocates amounts for additional funding to faculty accounts. In making this determination, information such as existing balances, previous expenditures, upcoming needs, scholarship, and overall teaching and research productivity may all be considered.
3. By mid June, allocations to faculty accounts are transferred to individual faculty accounts for use during the upcoming fiscal year.

4. Recognizing the imperfection of forecasting needs, the dean will accept requests for additional transfers to faculty accounts from department chairs at other times of the year. When making such a request, department chairs should consider the existing account balance, previous expenditures, upcoming needs, and scholarship before making a case to the dean.

Key facets of the faculty research funding process are:

1. The department chair serves as gatekeeper and key decision-maker in the process. All research funding requests originate and flow through the department chair. The department chair makes the request for individual faculty travel resources.

2. The dean makes the final determination of funding, in consultation with the department chair, taking into consideration the totality of the request.

3. Existing account balances and availability of sufficient funding in the faculty member’s account during the current fiscal cycle is a determining factor in whether additional funding will be provided.

4. Once funding is provided to the faculty account, individual faculty members will manage his or her account resources and be accountable for sound stewardship.

Reimbursement for research and University business expenses -

The TravelND system is utilized for reimbursement of University (research and professional activities) expenses. The two most important factors for timely reimbursement are (1) proper documentation and (2) a sufficient explanation of the business or University purpose justifying the expense. Both are absolutely critical and closely scrutinized especially on federal grants and fellowships. For example, if submitting for reimbursement for a meal activity, the itemized receipt should be included (not just the credit card authorization), the people attending should be noted, and any alcohol included should be separated under its own
code. TravelND provides an input field for business purpose. You should use that field to provide a business purpose explanation/justification which links the expense to a University purpose/need. When in doubt, opt for over-explanation of business purposes. The description of the business purpose should be of sufficient clarity and completeness that a third-party reviewer could readily understand the relationship of the expense to a university business purpose. Examples of inadequate descriptions and adequate descriptions include:

**Inadequate Descriptions:** Attend Conference; Research; Book Research; Collaboration; Meet with Colleagues; Site Visits; Give a lecture; Speaker.

**Adequate Descriptions:**
- Attend Annual American Solar Scientists Conference
- Interview Candidate for xxx position
- Interview prospective Ph.D. Candidate
- Speaker for April 5 Symposium on ..........
- Research for Brain Imaging Project
- Give Lecture on Economic Trends in Oregon
- Collaborate with Jane Jones at USC about Title IX impact on PAC 10 athletes for upcoming paper

Common reasons why a TravelND submission may not be readily approved or will not immediately reimburse include:
- Missing conference agendas
- Receipts don’t show proof of payment (e.g., Expedia, Hotwire, Priceline, etc.)
- Chase Visa travel card charges fed to Concur (to assist with data entry) are being mistaken as substitute for receipts – receipts are still needed.
- Concur e-receipt for flights are not enough in seeking reimbursement (if not charged to FOAPAL). Still need to prove cost was incurred either by
linking travel card to Concur or including credit card statement if personal credit card was used.

[See 5.2.8 for more information related to these faculty accounts.]

For additional information on the University’s Travel, Entertainment and Business Expenses Policy, please see
http://controller.nd.edu/assets/93684/travelpolicy_current.pdf. Schedules A and B on pages 28 and 29 are particularly helpful.

5.2.5. 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, grad students, 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 each 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. Each divisional associate dean is responsible for this budget. He or she is assisted by the Senior Director of Finance and Administration who tracks the allocations and assists with the decisions.

The Senior Director of Finance and Administration sends out specific forms to departments for non-regular faculty budget requests. These are due in the Dean’s Office in mid-February. 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 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.

We have standardized rates for adjunct and visitor salaries. Any deviations from these amounts require justification regardless of the source of funding. Please consult with the appropriate divisional associate dean about any deviations. If he or she is unavailable, please speak with the Senior Director of Finance and Administration. 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 appropriate associate dean, who will review your course offerings and enrollments and consult with the Senior Director of Finance and Administration concerning budgetary options.

5.2.6. 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 and significant senior faculty teaching and leadership is lost. Thus, the College and department should negotiate a reasonable compensation with the center or institute to compensate for lost courses and the void felt by the department due to the center or institute appointment. This compensation may vary from the cost of replacing the faculty member’s courses to a pro rata amount of the faculty member’s base salary based on overall loss to the department.
5.2.7. 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 deductible 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.

5.2.8. Research and Professional Activities Accounts

All new teaching and research faculty are awarded Research and Professional Activities Accounts as a part of their start-up package. In addition, some research funding is awarded annually to continuing faculty members in consultation with the department chairpersons. The intent of these accounts is to assist a faculty member with research-and-teaching expenses.

The University policy on the use of research and professional development funds (including a list of eligible and non-eligible expenses) is found
College research and Research and Professional Activities Accounts may not be used to supplement any faculty member’s salary, either through a course reduction, summer salary, or any other means.

Faculty with Research and Professional Activities Accounts may request reimbursement for the purchase of supplies and equipment or for travel-related expenses by using the TravelND expense reporting system https://travel.nd.edu/ Faculty may also have a procard that is linked directly to their Research and Professional Activities Accounts. This allows them to charge supplies and equipment directly to the credit card. An application for a procurement card may be requested 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 GLEz.

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 made within 60 days of the incurred expense. Reimbursements made after 60 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 for Faculty Affairs 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).

Unless other written arrangements are approved by the dean, departing faculty members with Research and Professional Activities Accounts balances will be limited to $3,000 in applicable expenditures until his or her effective separation date. This policy does not apply to faculty becoming emeriti who are covered under a separate emeriti policy and procedure.

Please feel free to contact the Senior Director of Finance and Administration or the Staff Accountant with any questions concerning these accounts.
5.2.9. **Endowed Chair Research and Professional Activities Accounts**

All endowed professors receive Research and Professional Activities 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 research and professional development funds are intended to support teaching-and-research activities. The University policy on the use of research and professional development funds (including a list of eligible and non-eligible expenses) is found at [http://facultyhandbook.nd.edu/university-policies/use-of-discretionary-funds-policy](http://facultyhandbook.nd.edu/university-policies/use-of-discretionary-funds-policy).

Endowed professors are expected to cover eligible expenses such as professional travel and the purchase of supplies and equipment from their Research and Professional Activities Accounts. 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 through the new TravelND expense reporting system ([https://travel.nd.edu/](https://travel.nd.edu/)). You will find instructions to set up your initial Profile, as well as a Quick Reference Guide to walk you through all steps necessary to request reimbursement. Should you need any assistance in setting up your profile or in completing your form, each department has at least one super user who has had additional training in the reimbursement process. The names may be found at [https://travel.nd.edu/assets/92720/certified_travelnd_experts.pdf](https://travel.nd.edu/assets/92720/certified_travelnd_experts.pdf). You may also contact the Procurement Help Desk at 631-4289.
Endowed professors may also request a pro card that is linked directly to their Research and Professional Activities Accounts—this allows them to charge supplies and equipment directly to the credit card. 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 Research and Professional Activities Accounts. Accounts should be reconciled on a monthly basis. This is possible through the GLez system on InsideND. GLez is located under Administrative Tools. 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 a substantial balance, the University has traditionally chosen not to replenish the fund until it is spent down.

The use of endowed funds to enhance departmental events, recruit graduate students or support visiting scholars is greatly appreciated. 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.

Unless other written arrangements are approved by the dean, departing faculty members with Research and Professional Activities Accounts balances will be limited to $3,000 in applicable expenditures until his or her effective separation date. This policy does not apply to faculty becoming emeriti who are covered under a separate emeriti policy and procedure.
Please feel free to contact the Senior Director of Finance and Administration or the Staff Accountant with any questions concerning these accounts.

5.2.10. Computer Purchases
Faculty who purchase a computer unit using funds from their Research and Professional Activities Accounts are required to purchase their computer through ALCO (Arts and Letters Computing Office). This includes iPads, tablets, and similar devices. ALCO staff will assist in the setup and support of the unit. The University Policy on the purchase of computers can be found at http://policy.nd.edu/policy_files/ComputerPurchasePolicy.pdf

The University is not obliged to reimburse the faculty member for the purchase of a unit from non-approved vendors or purchased outside of the University Computer Purchase Policy.

If you buy a computer with funds from a Research and Professional Activities Accounts, the computer belongs to the University. You will eventually need to return it to ALCO.

For information on ALCO see http://www.nd.edu/~alco/.

5.3 Space

5.3.1 Administration of Space
The Dean’s Office College Space Management Committee is responsible for the administration and planning of departmental office space and faculty office space. Any renovations must be approved by the Dean’s Office. Department chairpersons and directors do not have the authority to allocate any faculty or department office without conferring with the Dean’s Office. The College has appointed a Facilities Administrator to manage this function.
5.3.2. Offices

Faculty office assignments are based on the faculty member’s department, affiliation, and/or assignment. When applicable, the Dean’s Office will collaborate with the Department Chairs on specific assignments. The following notes eligibility:

Regular Faculty members are guaranteed an office by July 27th (note: if that date falls on Saturday or Sunday, the date would be the following Monday), if the Dean’s Office has received this notification by April 30th.

Emeriti/ae Office Space: The College shall provide emeritus faculty with semi-private office space based on availability of space and the necessity of providing such space to support the retired faculty member’s teaching and research needs.

Visiting Faculty who teach within departments will be provided a shared office space as available. There is limited space for this purpose and there may be occasions when this is not possible.

Adjunct Faculty are not provided office space as the College is simply not resourced for this accommodation.

Graduate Student shared space may be available on a year-to-year basis to be decided in August after all other space has been allocated.

5.3.3. Furniture/Office Accessories

Requests for minor furniture and office accessories are done through the departments with the approval of the Dean’s Office. It is expected that academic departments will cover these costs (endowed professors and faculty with Research and Professional Activities Accounts may be asked to cover the cost of some items, especially if they are above the norm). The complete Non-Project Minor
5.3.4. Renovations

Requests for space renovations are submitted annually through a space survey administered by the Academic Space Management Department (ASM). These survey items are included as part of a department’s Annual Report Requests and can be formally submitted in the Facilities/Space section of this report.

Appropriate requests will be incorporated into the campus-wide ASM process by the Dean’s Office and prioritized by the College Space Management Committee which includes: the Facilities Administrator, Sr. Director of Finance and Administration, and the 3 divisional Associate Deans.

Safety is the first priority in addressing ASM renovation requests. Lab space, departmental needs, classroom needs, and building improvements are also considered. Requests are then prioritized and matched strategically within the context of the College’s broader priorities and goals.

The requests from each College are reviewed by the Vice President and Associate Provost and the Director of Academic Space Management. At this point, the requests are again prioritized based on the availability of funds and the still broader University goals and objectives.

Under the direction of the Provost Office, the Academic Space Management department then determines which projects are approved and notifies the Colleges in the middle of the Spring Semester.

5.3.5. Laboratory Space

Many of our new and existing faculty members in the social sciences require laboratory space for their research.
**New Faculty**: 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 Matthew Fulcher and Associate Dean Mark Schurr. Currently we do not have a mechanism in place that enables us to guarantee lab space. However, the Dean’s Office will make every effort to make the availability of lab space possible by working with the department and the new hire to articulate the timeline and design of the lab. Please advise us by March 1 (earlier if possible) of any potential lab space needs.

**Existing Faculty**: As grant requests are submitted, please notify the Dean’s Office if they will require lab space. Provide as much detail as possible. Contact Matthew Fulcher and Associate Dean Mark Schurr. Currently we do not have a mechanism in place that enables us to guarantee lab space. However, the Dean’s Office will make every effort to make the availability of lab space possible by working with the department and the faculty member to articulate the location, timeline, and design of the lab.

### 5.4 Print and Web Communication

#### 5.4.1 Office of Communications

Through Web initiatives as well as print and electronic media, the Office of Communications serves to heighten awareness of the College’s varied and vibrant research, teaching, and supporting activities among internal audiences and key external constituencies.

For assistance with communications and marketing projects, you may contact Jane Murphy at j.murphy@nd.edu or 631-1451. The Office will either assist with your project or provide appropriate referrals.
5.4.2. 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 and offers learning spaces in two 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.

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.

5.5 Administrative Communication

All faculty members are expected to have active e-mail accounts. A faculty member may petition the departmental and College for permission not to activate an e-mail account. Faculty members receiving such a dispensation should designate a staff person to receive email messages on their behalf.
5.5.1. **University Scheduling**

Within the College of Arts and Letters, all deans, department chairpersons, and directors utilize Google calendaring to schedule meetings, classes, free time, etc. Doing so greatly improves the ease of scheduling meetings.

If you have not already set up your Google calendar, please contact the Arts and Letters Computing Office (ALCO) or the OIT Help Desk to do so.

5.6 **SPECIAL SERVICES FOR FACULTY**

5.6.1. **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/docdel/](http://www.library.nd.edu/docdel/). The photocopying expenses associated with this delivery service are absorbed by the Hesburgh Library and the College of Arts and Letters.

5.6.2. **Faculty Support Services**

The College provides Faculty Support Services through numerous channels:

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 301 O'Shaughnessy Hall. DCL provides full-service black-and-white and color duplicating, print, and design facilities as well as other faculty logistics services. A complete description of available services can be viewed at [http://dcl.nd.edu/](http://dcl.nd.edu/).
The Arts and Letters Computing Office (ALCO) provides strategic planning, consultation and support to College faculty, administrators and staff. ALCO is located at 251 O'Shaughnessy 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.

**PART SIX: DEVELOPMENT**

6.1. **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 Academic Advancement Director coordinates stewardship in Arts and Letters in collaboration with the Office of Development. Fund administrators and chairs are requested to copy the Academic Advancement Director on all correspondence to donors and also provide copies of annual stewardship reports to donors.

**PART SEVEN: COLLEGE COUNCIL AND ARTS AND LETTERS COMMITTEES**

**7.1. 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://facultyhandbook.nd.edu/assets/103710/academic_articles_effective_april_17_2013_1_.pdf

A listing of Arts and Letters faculty members currently serving on University committees as well as those serving on Arts and Letters committees are located on the College’s website at http://al.nd.edu/faculty/#reference_guide.

The Arts and Letters Nominating and Elections Committee oversees elections in the College; the Sr. Administrative Assistant to the Associate Dean for the Humanities and Faculty Affairs provides the Committee with administrative support, maintains the elections files, and monitors the results of all committees. 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. All voting is done electronically. 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.

7.2. 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 (2007-2008
The Arts and Letters College Council consists of the deans, the chairpersons, the Director of the College Seminar Program, the Director of ISLA, the Director of the Medieval Institute, an equal number of elected faculty members, and four student members (two undergraduate students and two graduate students.) Each year approximately one-third of the elected faculty members rotate off of the College Council.

Beginning in the 2014 fall semester, the Arts and Letters College Council will establish the following standing committees: Agenda, Undergraduate Studies, Graduate Studies, Library and Research, and Faculty Affairs. A detailed description of the standing committees may be found at Standing_Committees_College Council.docx

The duties of the College Council are outlined in Article IV, Section 4 of the Academic Articles. The meeting schedule for the upcoming academic year is posted on the College’s administrative calendar. If you have suggestions for agenda items, please contact the Dean or the Executive Administrator to the Dean.

7.3. ARTS AND LETTERS COMMITTEE ON REVIEWS AND PROMOTIONS FOR PROFESSIONAL SPECIALISTS

The Committee on Reviews and Promotions for Professional Specialists meets as needed each fall semester in order to review the position reviews and the promotion packets of professional specialists who would like to be considered for promotion; in addition, this committee reviews all applications for renewal or promotion by special professional faculty in units without a departmental CAP. The Committee is an advisory committee to the Associate Dean for the Arts.

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.

### 7.4. Arts and Letters Dean’s Fellows Program

The Arts and Letters Dean’s Fellows Program is a student group that works on diverse and various projects, including enhancing student-faculty interaction and improving services to students. The Associate Director for the Office for Undergraduate Studies, along with the other assistant deans, mentors the Dean’s Fellows throughout the academic year. Each year two Dean’s Fellows will serve one-year terms on the College Council.

### Part Eight: Cooperation with Other Units on Campus

#### 8.1. 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 outlining exciting opportunities for study in a particular discipline.

#### 8.2. Transition from First Year of Studies

Beginning in 2009-2010, the College Council has partnered with the Undergraduate Studies Office and the First Year of Studies to devise ways of providing a substantive exposure to a major field early in the first year.

#### 8.3. 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. Although the Center is a good resource for faculty members experiencing teaching difficulties, the purpose of the Center is to advance pedagogy on our campus.

8.4. 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 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. 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.

For resources available through the career center see: [http://careercenter.nd.edu/for-undergrads](http://careercenter.nd.edu/for-undergrads)

8.5. 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. Past winners include: Rev. William M. Lies, C.S.C, Vice President for Mission Engagement and Church Affairs (2012); Kevin Barry, Interim Director, Kaneb Center for Teaching and Learning (2011); M. Jean Gorman, Senior Philanthropic Adviser and Louis M. Nanni, Vice President, University Relations (2010); Scott Malpass, Vice President and Chief Investment Officer (2009); Diana Matthias, Curator, Snite Museum of Art (2007); Ani Aprahamian, Professor and former Chairperson of Physics (2006); Matthew V. Storin (2005), former Associate Vice President for News and Information and Adjunct Professor of American Studies; Sr. Kathleen Cannon, O.P. (2004), Associate Dean in the College of Science, Concurrent Associate Professor in the Department of Theology; Alexander J. Hahn (2003), Professor of Mathematics, Co-Director of the Glynn Family Honors Program, and Director of the Kaneb Center for Teaching and Learning; Lee J. Svete (2002), Director of the Notre Dame Career Center.

# RESOURCES FOR NEW CHAIRPERSONS

CHAIRING A DEPARTMENT

A. DEVELOPMENT AND OPPORTUNITIES
The position of department chairperson is one of the most important administrative posts in the University. The chairperson is the contact point for both faculty and administration 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.

Disciplinary organizations, such as the Modern Language Association, sponsor workshops for new and experienced chairpersons. Two organizations offer general workshops for chairpersons: The Council of Colleges of Arts and Sciences (see http://www.ccas.net/i4a/pages/index.cfm?pageid=1) 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 your divisional dean if you are interested in attending such a workshop. 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 your divisional dean.

There are numerous contemporary publications on leadership in American higher education. 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); and The College Administrator’s Survival Guide, by CK Gunsalus (Harvard, 2006).

B. DEPARTMENT MEETINGS AND MINUTES

Department chairpersons are responsible for running department meetings. Every department should have a scheduled monthly meeting to conduct business. It is vitally important to run an efficient and productive departmental meeting. Here are some suggestions to assist you in running an effective meeting:
• Send out the announcements in advance.
• Have a written agenda. 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.
• You may want to combine some recurring topics, e.g., curriculum.
• 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.
• Do not leave issues open indefinitely.

The department chairpersons are responsible for providing electronic copies of the minutes of department meetings to those on the following list. 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 – Sgotsch@nd.edu
2. Thomas G. Burish, Provost– Leichty.1@nd.edu
3. Christine M. Maziar, Vice President and Senior Associate Provost - Maziar.1@nd.edu
4. Hugh Page, Vice President and Associate Provost for Undergraduate Affairs – hpage@nd.edu
5. Daniel J. Myers, Vice President and Associate Provost for Faculty Affairs – dmyers@nd.edu
6. J. Nicholas Entrikin, Vice President and Associate Provost for Internationalization – jentriki@nd.edu
7. Laura Carlson, Dean, Graduate School – lcarlson@nd.edu
8. John McGreevy, I. A. O’Shaughnessy Dean – McGreevy.5@nd.edu
9. JoAnn DellaNeva, Associate Dean – jdella@nd.edu
10. Peter Holland, Associate Dean – pholland@nd.edu
11. Maura Ryan, Associate Dean – Ryan.61@nd.edu
12. Mark Schurr, Associate Dean – Schurr.1@nd.edu
Departmental minutes are important records. Minutes should reflect accurately the issues, arguments, and the conclusions that the faculty reach. Minutes should not include discussion of particular candidates for faculty positions or any confidential personnel issues.

**C. MANAGING STAFF**

Chairpersons depend heavily on the staff. It is imperative to help them to develop to their potential. This is best done through a healthy relationship in which expectations are clear and honest feedback is provided. Performance reviews of staff persons should be fair, detailed, and constructive. If you have not reviewed a member of the staff before, please contact the Senior Director of Finance and Administration or Human Resources for advice. See also section 5.1.1. above for information re: University procedures for staff performance reviews. We should encourage staff who want to take University-sponsored workshops in areas for which they are developing responsibilities.

The Senior Director of Finance and Administration holds monthly operations meetings for all departmental staff. At least one staff member from each department is required to attend these meetings.

**D. MENTORING FACULTY**

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. Department chairpersons should ask entering faculty about the type of mentoring they would like—formal or informal, within the department or from outside—and discuss the new faculty member’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. It may be appropriate in some cases 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. It is a good practice to meet individually with new faculty at the end of the year to assess the effectiveness of the mentoring.

There are a number of definitions of a mentor. Most 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, especially when visits are done over a series of semesters and a series of types of courses.

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 danger in this arrangement, however, is that the line between mentoring and evaluating can be blurred. 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:

- **Establish an effective relationship from the beginning.** Ideally, mentors should be assigned prior to the arrival of new faculty members so that new faculty 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 typically decreases, 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. 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 Associate Dean for Faculty Affairs) 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.

Ideally, we should continue to mentor faculty who have just been promoted from assistant to the associate level. Associate professors of long standing pose a special sort of mentoring challenge. 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/for-faculty/internal-funding/career-enhancement-grants-for-tenured-faculty/](http://isla.nd.edu/for-faculty/internal-funding/career-enhancement-grants-for-tenured-faculty/)). Departments are encouraged to think of other ways in which to mentor and support associate professors.

### E. CULTIVATING EXCELLENCE IN TEACHING AND RESEARCH

As a residential liberal arts college and a dynamic research university, Notre Dame sometimes wrestles with the tension between teaching and research. There are at least
four overlapping strategies for striking a balance: 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.

F. MEETINGS OF DEANS AND CHAIRPERSONS

Meetings of deans and chairpersons are scheduled on a regular basis, usually once per month. All are scheduled from 9:30 to 11:30 a.m. in 119 O’Shaughnessy Hall
(* with the exception of the Kick-off meeting on Friday, Sept. 5 at 3:00-4:30 p.m.)

Friday, September 5, 2014 * (Kick-off meeting)
Monday, September 15
Monday, October 13
Monday, November 10
Monday, December 8
Monday, January 19, 2015
Monday, February 16
Monday, March 16
Monday, April 6

If there is an item you would like to put on the agenda, please contact the Executive Administrator 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.

We encourage department chairpersons to share their best practices with their colleagues in these meetings. 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.
G. **COLLEGE COUNCIL**

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/about/the-faculty/college-council/](http://al.nd.edu/about/the-faculty/college-council/)

H. **ACTING CHAIRPERSONS**

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. In some cases the DGS or associate chairpersons (T&R), or a former chairperson can serve in this capacity. Please notify your divisional associate dean of your choice by August 15th. In the rare case that a chairperson needs to be away for an extended period of time, arrangements will be made to compensate the acting chairperson. Please see the Dean of the College or your divisional associate dean to work out these arrangements in advance.

I. **PUBLICITY**

Chairpersons should work with the Communications Office to publicize the research achievements and activities of faculty in the College. These offices can provide a range of assistance from preparing news releases to highlighting faculty expertise for the national media.

J. **PERFORMANCE REVIEWS FOR CHAIRPERSONS**

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. In
addition, at each mid-point of a chairperson’s term the Dean’s office asks faculty and staff colleagues to fill out an evaluation. A sample form is attached in Appendix B. The associate dean for your division will prepare a quantitative chart of the results as well as a summary of the major points in the narrative comments to be used as a springboard for a more general discussion of performance to date and an opportunity to brainstorm about strategies for the future. Finally, 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 a formal written review at the end of your service as a chairperson.

The Dean’s Office is open to suggestions about how we 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.
A. RESERVING COLLEGE CONFERENCE ROOMS

A.1 DEAN’S OFFICE CONFERENCE ROOM 100 O’SHAUGHNESSY USAGE

Only direct reports to the Dean of the College of Arts and Letters and their administrative assistants have rights to set up and hold meetings in the 100 O’Shaughnessy Conference Room.

Meetings held in the conference room must be conducted by a dean or direct report to the Dean or a direct report’s administrative assistant.

If the Dean of the College schedules a luncheon meeting, the Coordinator of Office Services will order the food and make other necessary arrangements. All other individuals scheduling meetings in the conference room will have his or her respective administrative assistant order food or make other required arrangements. Drinks for meetings conducted are available in the 100 O’Shaughnessy kitchen refrigerator.

Phone conferencing, computer, and wide-screen TV services are available in the conference room. For assistance, the Coordinator of Office Services will make certain the appropriate services or person is contacted.

Rationale: This policy has been established to ensure the proper use and availability of the Dean’s Office conference facilities and to assure that the conference room is primarily available for the Dean and direct reports to the Dean.

A.2 COMMON CONFERENCE ROOMS USAGE

Staff and Faculty of the College may reserve common conference room resources for academic/University purposes. Arts and Letters staff and faculty have access rights, through Google Calendar, to reserve 351 Decio, and 451 Decio. Only one
staff member in each department has access rights to reserve *119 O’Shaughnessy and 131 Decio. If that person is not available, then Linda Brady is the backup person. To utilize any of these rooms, the room must be reserved through Google and the request must include:

1. A purpose,
2. The number of attendees, and
3. The name of the person running the meeting (if you are scheduling as a delegate for the person who will be running the meeting, please include your name).

Please note: If you plan to have food at your meeting, please reserve time before the meeting for set-up and time after the meeting for clean-up.

This information should be included in the body of the request. In the event that a room has been reserved and the meeting is cancelled, you must delete the meeting from the calendar. A phone and computer are available in 119 O’Shaughnessy. 131 Decio, 351 Decio and 451 Decio have phones but do not have any technology included. Any other media needs must be secured by the meeting planner.

The use of these meeting rooms should be for the sole purpose of meetings, seminars or luncheons. **These rooms may not be used as classrooms.**

Failure to comply with this procedure may result in becoming ineligible to reserve room resources in the future.

**Rationale:** This policy has been established to ensure the proper use and availability of the various Arts and Letters meeting spaces.

*119 O’Shaughnessy is designated as a Dean’s meeting room and is available for use by staff and faculty only when not in use by the Dean. In the event that the use of the room has been approved by the Dean’s office and there is a sudden need by the Dean, you may be bumped from the room.*
B. DEAN’S OFFICE INTERVIEW CHECKLIST FOR T&R FACULTY CANDIDATES

Departments are responsible for arranging campus interviews for T&R candidates. No later than 24 hours prior to the scheduled interview with the appropriate Dean, the following seven (7) items in a folder must be forwarded to the Dean’s Office for all interviewees being routed to the Dean’s office:

1. The candidate’s campus/interview itinerary
2. Most recent CV
3. Letter of application, if available
4. Copy of the job advertisement
5. An abstract of the candidate’s dissertation, if available
6. A brief narrative by the chair describing the rationale or support of this candidate
7. A label on the folder which includes:
   a. Name of Candidate
   b. Department
   c. Rank
   d. Date and Time of interview

Please check that all items are included in the candidate’s folder that is forwarded to the Dean’s Office. If subsequent changes are made to the candidate’s itinerary after the folder is forwarded to the Dean’s Office, a revised itinerary must be sent as an attachment to the appropriate dean’s administrative assistant. Interview cancellations must be communicated ASAP via an e-mail or phone call to the appropriate dean’s administrative assistant.

Rationale: This policy has been established to ensure the Dean’s Office is prepared for faculty candidate interviews and that the appropriate dean has sufficient information and time to prepare for critical faculty interviews, which includes also helping to recruit candidates to departments.
C. **OFFICE CLOSURE NOTIFICATION AND APPROVAL**

Each College department, program, office, institute, or center must notify the Dean’s Office of its intent to close its office during normal College business hours (8am-5pm on regularly scheduled University business days). The notification shall include a rationale for the closure, details related to date and time of closure, and a request for dean approval. The notification and request should be made at least one week in advance of the intended office closure, notwithstanding unforeseen circumstances. The notification and request may be emailed to the Senior Director of Finance and Administration, or his or her administrative support, for processing and approval. Within two business days of the receipt of the notification, an approval or denial will be provided by the Dean’s Office.

**Rationale:** This policy has been established to ensure that departments maintain operations during critical times. The Dean’s Office must be notified and a dean must grant approval so that proper response and coverage can be established.

D. **OWNERSHIP, REIMBURSEMENT AND ENCRYPTION OF UNIVERSITY OWNED, SUPPLIED, OR SUPPORTED LAPTOP COMPUTERS**

Laptops that are purchased with University funds, whether directly or via reimbursement from research and professional development funds, remain the property of the University. In accordance with University policy, such laptops must be purchased through exclusive vendor arrangements to ensure discount pricing and proper minimum configuration specifications. See [https://buy.nd.edu/contracts/](https://buy.nd.edu/contracts/) for details regarding IBM/Lenovo as the exclusive provider of Windows laptops. The University also contracts with Apple for Mac laptops. Generally, only laptops which are owned by the University may take advantage of University software licenses.

The College supports the mandatory use of encryption technology to secure laptop computers. Any and all newly acquired College owned, supplied, or supported laptop computers must have hard-disk encryption enables. The Office of Information Technology through the Arts and Letters Computing Office has provided funding and
support to implement this policy. This encryption policy applies to laptops purchased through the Computer Workstation Program (CWP), by departmental or College resources, with the use of research or research and professional development funds, and when a laptop purchase is reimbursed in any way with University funds. This policy applies to laptops, whether purchased through approved University channels or purchased personally and reimbursed later through University mechanisms.

**Rationale:** The University has obtained extraordinary advantages through quantity discount contracting with exclusive vendors and has massively increased supportability of computing technology by limiting computer additions to such exclusive vendors. This has created a more consistent platform across campus which can be more efficiently supported. The University is also better able to track computer asset acquisition for tax reporting purposes if new purchases can be restricted through specific vendor channels.

Encryption reduces the security risk associated with laptop loss. Given the portable nature of laptops, encryption is required so that laptops that are either lost or stolen will not create an undue information security risk in areas such as identity theft or misuse of other personal identifying information or University data and computing resources. Encryption does not degrade laptop performance and therefore the benefit of encryption far outweighs the associated costs.

Reference: See the website for University policies regarding information security: [http://oit.nd.edu/policies/itpolicies/infosec.shtml](http://oit.nd.edu/policies/itpolicies/infosec.shtml).

E. **Preference for Double-sided Copies and Printing**

When practical, copies and printing should be made on double-sides of paper. This is especially true for bulk printing and copying of larger materials or when significant numbers of copies are required. Network printers and copiers, and associated print drivers, should have default settings that initiate double-sided printing. The College recognizes that many personal printers and copiers do not have this capability. If you do not have the capacity to print or copy on double-sided paper, when bulk printing or
copying is required, please forward such jobs to DCL Services for double-sided printing or copying.

**Rationale:** Reduced paper consumption is environmentally-friendly while at the same time reduces the College’s overall cost of copying and printing.

**F. COLLEGE HONORARIA POLICY**

College faculty are frequently requested by numerous entities to give talks, participate on panels, and generally participate or engage in academic-related activities across campus. College entities have requested guidance on whether honoraria payments should be offered, and if any, what amounts would appropriate.

**Policy:** Generally, faculty are encouraged to take part in academic-related activities. These activities should be considered part and parcel with being a faculty member at the University and are a vital part of being a member of the intellectual community of our campus. Because this is a normal expectation for faculty, it is not necessary for College entities to offer honoraria for faculty participation. This is particularly true for University, College, or Department funded activities. College entities may desire to provide a small token as a ‘thank-you’ for participation. These should generally be no more than $50 in value. In line with University rules, if the token is in the form of cash or a cash equivalent, i.e. a gift card of any sort, the amount must be reported as taxable income. Token honoraria are by no means required.

Payment of honoraria by College entities is appropriate in two circumstances. First, it is proper to pay honoraria to non-ND faculty for participating in our academic-related activities. Second, in situations where outside funding has been provided to support a specific academic-related activity, an appropriate honoraria may be paid. An example of this would be a foundation grant provided to fund a conference or colloquium where our faculty may be participants. Even though the grant is being managed by ND and the conference/colloquium may take place on campus, because there is an outside sponsor of the activity, our faculty (along with other non-University faculty) may participate in
appropriate honoraria for their services. When honoraria are paid, amounts should not exceed what is reasonable and typical for the particular academic service.

G. **EMERITI/AE FACULTY**

The College shall provide emeriti faculty with shared, semi-private office space, based on availability, for a period of three years after retirement, currently located in Flanner Hall. Retired faculty with a rank of endowed professor, full professor, or associate professor are eligible. Faculty who have been emeriti for more than three years are not eligible for an emeriti office. Emeriti faculty who are in their third year of office eligibility will be scheduled for an office move at the end of the academic year. Each spring, the Facilities Coordinator will contact faculty with emeriti offices to confirm office continuation for the upcoming year, if eligible, and will notify those no longer eligible of move-out time frames and assistance. The Facilities Coordinator will also contact faculty moving to emeriti status at the end of the academic year to determine emeriti office need.

**Home option** – Upon request, retired faculty members will be provided assistance to relocate from a campus office to a local home address. To request relocation assistance, please notify the College’s Facilities Coordinator. All local move requests will be honored.

**Emeriti hoteling office** – An unassigned faculty office will be incorporated within the Flanner emeriti pod. The office will be outfitted with a desk, phone, etc. and may be reserved by emeriti faculty. The office may be used for meeting with students and other on-campus University business purposes.

**Transition policy** – All emeriti faculty in an office during the 2013-14 academic year are eligible to continue a shared emeriti office for the 2014-15 academic year, regardless of eligibility under the policy. With the conclusion of the 2014-15 academic year, emeriti faculty who do not meet the eligibility requirements will no longer be provided emeriti offices, e.g. non-tenure faculty or retired more than three years previously. Faculty
moving from an emeriti office will be provided assistance to a local home address as noted above.