**2009-2010 REFERENCE GUIDE FOR ARTS AND LETTERS CHAIRPERSONS AND FACULTY**

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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. It exists in a printed version for chairpersons to have as a reference tool in their office and in an electronic version for all faculty to consult. Because some material is mildly sensitive, the Guide can be accessed only through a Notre Dame address.

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

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]
COLLEGE DEANS AND OFFICE STAFF

DEAN

JOHN T. McGreevy

I. A. O'Shaughnessy Dean

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

- MATTHEW ZYNIEWSICZ, Executive Assistant to the Dean
- CINDY SWONGER, Assistant to the Dean

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. 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.

- KRISTY LEININGER, Senior Administrative Assistant
MAURA A. RYAN

Associate Dean for Faculty Affairs and the Humanities

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 the College point-of-contact on faculty personnel issues, especially those requiring the involvement of the Office of General Counsel and Human Resources. She also serves as point of contact to all Arts and Letters departments for Special Professional Faculty (SPF) hires and renewals. Maura serves as liaison to the Office of the Provost, the Office of General Counsel, and Human Resources.

• Kathy Fischer, Senior Administrative Assistant

DANIEL J. MYERS

Associate Dean for Centers, Research, and the Social Sciences

Dan 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, Dan 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, coordinating with journals, interdisciplinary centers, and programs, and overseeing the Institute for Scholarship in the Liberal Arts (ISLA). Dan serves as liaison to the Office of Research, the Center for Creative Computing (CCC) and the Center for Research Computing (CRC), University libraries, and University institutes.

• Diana Dickson, Senior Administrative Assistant
DAYLE SEIDENSPINNER-NÚÑEZ

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

Dayle develops and implements the College’s strategic planning efforts, prepares development proposals for the College as well as departments and programs, conducts College donor relations, and conducts and evaluates facilities and space planning and management for Arts and Letters. Additionally, she serves as coordinator for all annual reports from College departments, programs, and centers and researches and compiles College statistics. Dayle serves as liaison to the Office of Development, the Office of Institutional Research, the Alumni Association, and the Office of Strategic Planning.

- **Laurie Echterling,** Senior Administrative Assistant
- **Kristy Leininger,** Senior Administrative Assistant

STUART GREENE

Associate Dean for Undergraduate Studies

Stuart supervises the Office of Undergraduate Studies. He oversees all Arts and Letters undergraduate degree programs, including College-wide undergraduate programs not directly housed in a department and those offered in affiliated centers, programs, and institutes. Additionally, he helps coordinate and develop inter-collegiate programs, as applicable, with the Colleges of Business, Engineering, Law, Science, and the School of Architecture and supervise supplemental majors, interdisciplinary minors, and area studies minors. Stuart 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 (OIS), the Career Center, the Center for Social Concerns (CSC), the First Year of Studies, the Kaneb Center for Teaching and Learning, and the Office of Undergraduate Admissions.

- **Joann Norris,** Senior Administrative Assistant
DIRECTOR OF BUDGET AND OPERATIONS

ROBERT J. BECHT

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

- T.D. BALL, Staff Accountant
- MO MARNOWCH, Assistant Operations Manager
- LINDA BRADY, Office Coordinator/Receptionist

OFFICE OF COMMUNICATIONS

MARIE BLAKEY

Director of Communications

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

- TED FOX, Writer/Editor
- CHANTELL SnyDER, Graphic Designer
- JOSH STOWE, Web Content Editor
- KATIE LOUVAT, Communications Coordinator

ASSOCIATE DIRECTOR FOR UNDERGRADUATE STUDIES

AVA PREACHER

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

**ASSISTANT DEANS**

**ADELA PENAGOS**

Adela Penagos’s areas of specialty in advising are: international studies, undergraduate research, and graduate and professional schools. She also hopes to create a closer link between residential life and academics at Notre Dame and work closely with First Year promising students interested in Arts and Letters. In addition, she is a member of the College Council, the Committee on Collegiate Procedures and serves with other assistant deans on the Collegiate Admissions Committee.

**JOSEPH STANFIEL**

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

**VICKY TOUMAYAN**

Vicki Toumayan’s areas of focus in advising are: students who are interested in going on to graduate school and Notre Dame students who wish to pursue an Education certificate through Saint Mary’s College. She also assists Jennifer Nemecek with the international studies issues. She oversees the *Journal of Undergraduate Research* and is faculty advisor for the College’s *Gazette*. 
PAULETTE CURTIS

Paulette Curtis is the newest member of the Office for Undergraduate Studies, joining the staff in August 2009. Like her assistant dean colleagues, she is responsible for advising students on matters including, but not limited, to studying abroad, overloads, dropping and adding courses, transfers and readmissions, student leaves, dismissals, and special appeals.

STAFF FOR THE ASSISTANT DEANS

- **LISA SUHANOSKY**, Senior Administrative Assistant
- **THERESE SPANN**, Administrative Assistant
- **KRISTINE PIAZZONE**, Office Services Coordinator

TIMETABLE FOR IMPORTANT REQUESTS AND DEADLINES

- **August 24, 2009**  Advertisements for job openings should be submitted to the Associate Dean for your division. If your discipline allows for later searches that will still allow you to reach a full audience of potential applicants, you may request a later date for submission.

- **August 28, 2009**  Space renovation forms for 2010-2011 are available online at the A&L Quickzone [http://www.nd.edu/~aldean/](http://www.nd.edu/~aldean/). Completed forms must be returned to Laurie Echterling, Arts and Letters Space Management, Office of the Dean, 100 O’Shaughnessy Hall by September 25th.

- **September 8, 2009**  Spring 2010 Tentative Upcoming Schedule of Classes (TUSC) due in the Office of the Associate Dean for
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<td>September 12, 2009</td>
<td>Leave application packets due in chairperson’s office.</td>
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<tr>
<td>September 25, 2009</td>
<td>Submit finalized space renovation request forms for 2010-2011 to Ms. Laurie Echterling, Arts and Letters Space Management, Office of the Dean.</td>
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<td>September 28, 2009</td>
<td>Preliminary list of upcoming T&amp;R faculty renewals and appointments due to the Office of the Dean.</td>
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<td>October 1, 2009</td>
<td>All SPF and Research Professor renewals, reappointments, reviews, promotion packets; all SPF and Research Professor non-renewals; all 1-year SPF reappointments; all Instructor reappoints due to the Associate Dean for Faculty Affairs, 100 O’Shaughnessy Hall.</td>
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<td>October 2, 2009</td>
<td>Submit leave application packets to Associate Dean for your division.</td>
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<td>October 16, 2009</td>
<td>Submit Appointment/Reappointment requests for non-regular faculty (adjuncts, visitors, etc.) appointed for the Spring 2010 semester to the Director of Finance and Operations, Office of the Dean.</td>
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<td>November 30, 2009</td>
<td>Submit Promotion/Tenure packets to the Dean’s Office.</td>
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January 15, 2010   Updated C.V.’s for all regular faculty are to be scanned into FileMaker Pro Document Library.

February 16, 2010   Submit 2010-2011 budget requests for non-regular faculty teaching needs including visiting faculty, adjuncts, graduate student teaching assistants, and emeriti to the Director of Budget and Operations, Office of the Dean.

March 8, 2010   Begin the evaluation or promotion process for all SPF or Research Professors by submitting to Maura Ryan, Associate Dean, 100 O’Shaughnessy Hall, the preliminary list of SPF and Research faculty whose three-year or five-year contracts ending in Spring 2011, or those who are one-year contracts who require the standard three-year review. This also includes promotion cases.

April 5, 2010   Submit non-obligatory promotion applications to the Dean’s Office.

May 7, 2010   Submit Appointment/Reappointment requests for non-regular faculty for Academic year 2010-2011 to the Director of Budget and Operations, Office of the Dean.

June 10, 2010   Submit departmental Annual Reports electronically to the Dean’s Office, attention: Kristy Leininger.
1. **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. 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. Please submit final ad copy to Kathy Fischer who will see that it is posted on the College Website.

1.1.3. **FUNDING FOR SEARCHES**

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

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 then recommends its selections to the department and through the chairperson to the Dean’s Office. In some cases, especially with senior searches, it may be advantageous to have faculty members from other departments as members of the search committee. 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. AFFIRMATIVE ACTION

Notre Dame is strongly committed to affirmative action in the form of its
support for women and minorities. 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 able to compete on affirmative action as well, and we need to do even better. Ethnic diversity is an area with which Notre Dame students have been less than content. Faculty hiring decisions play as great a role here as do admissions decisions for students. 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 principles of affirmative action are as follows:

1. Make sure that you have representation from under-represented groups in your applicant pool.

2. Weigh the positive rationale for affirmative action (the possibility of modeling and potential contributions to diversity) as part of the complex equation that results in a final ranking.

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

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

- The Office of Institutional Equity is available to help departments expand the applicant pool. The office is pro-active and will help in any way that it can. The services include, for example, expanding recruitment pools, coordinating meetings with minority groups on campus so that a candidate will gain some awareness of the extent of diversity on campus 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.

- 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
There is a small pool of exceptionally talented minority candidates on campus every year. The Erskine A. Peters Dissertation Year Fellowship Program has become one of the nation’s leading fellowship programs for African-American doctoral students who are looking for a residential dissertation fellowship. There are two ways in which departments can benefit from this program. First, the Department of Africana Studies has files for all of the applicants for the last six years. It would be worth asking a member of the Search Committee to take a look at these files to determine whether any past candidate might be worth a closer look. Second, the Erskine Peters Fellows go through a rigorous screening process before they are selected. Departments should become familiar with the Fellows in their respective disciplines. Please consider the Fellows for open positions in your department. Several departments have sponsored Fellows for a second year from their recovery money or through a cooperative agreement with the College. These second-year Fellows typically teach a course a semester and are candidates for a position in the department. The year in the department gives the faculty an opportunity to get to know the Fellows and enables the Fellows to become acquainted with the department.

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 the Associate Dean for your division. 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. Dorothy Mincy is the new Manager and she will oversee the Dual Career Assistance Program. A brochure outlining this program is available from the Provost’s Office. Dorothy will be available to provide pre-offer spousal consultation services during the interview process; and job search assistance, resume, CV, and cover letter critique, etc., after the candidate has accepted the offer. Referrals can be made by a chairperson, a member of the Dean’s Office, or a member of the Provost’s Office. Dorothy’s contact information is: 631-1858 or mincy.1@nd.edu.

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 communicate that concern to the Dean’s Office as early in the process as possible.

1.1.13. **The Campus Visit**

Starting this fall 2009, there is a new procedure for obtaining the required
pre-approval for campus visits. Chairpersons in the Division of the Arts should send to the Dean or Associate Dean for the Arts a ranked list of candidates whom they wish to bring to campus for an interview. Chairpersons in the Division of Social Sciences should send to the Dean or Associate Dean for Research, Centers and the Social Sciences a ranked list of candidates they wish to bring to campus. Chairpersons in the Division of the Humanities should send to the Dean or Associate Dean for Faculty Affairs and for the Humanities a ranked list of candidates they wish to bring to campus. The memo or e-mail should include the following: a brief description of the position, the time-frame for the proposed visits, a description of the process used to develop the applicant pool, a paragraph on each of the proposed finalists, a paragraph providing an assessment on the success or failure to identify viable candidates to promote diversity and mission, and any other relevant information. If the final list of three candidates does not include a woman, a member of an under-represented group, or a Catholic, a detailed statement explaining why the list of finalists does not include a member of one of these groups must be included. The College reserves the right to cancel a search before campus interviews if the pool is unjustifiably narrow.

Departments are responsible for arranging the campus interviews. It is imperative to provide each interviewing office with a copy of the candidate’s CV and full campus schedule several days in advance of the interviews. The letter authorizing the search will indicate which dean will interview candidates for specific positions. At a later date, the Dean’s Office will inform you which provost will handle your senior search(es). The Associate Dean for Faculty Affairs will interview all junior candidates within the Division of the Humanities. The Associate Dean for Research, Centers and the Social Sciences 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 11 and 12 and March 16, 2010). The following represents a default schedule.

Associate or Full Professor Level:

- Schedule 45 minutes with the Dean. You can schedule appointments through the Assistant to the Dean.
- Schedule 30 minutes with the Director of ISLA.
- When appropriate, schedule 30 minutes with the provost or an associate provost, Christine Maziar, Dennis Jacobs, or Don Pope-Davis. The person in the Provost’s Office with whom the candidate is meeting should be prepared in advance of the interview.
- 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 the Associate Dean for Strategic Planning OR the Associate Dean for Undergraduate Studies.
- 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
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
4. www.bestplaces.com

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

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

WALcome, (Women in Arts and Letters Coming Together) is preparing to launch a website containing extensive information about resources in the local community. More information will be available as the site comes online.

1.1.16. MAKING AN OFFER

When the chairperson and CAP have settled on a candidate, the chairperson should discuss the recommendation with either the Dean or the appropriate Associate Dean. All offers require decanal approval. The chairperson and the designated dean will work out the terms of the offer. The chairperson will prepare a department offer based on the model letters that are provided online as Sample Departmental Letters for New Hires. All letters must be approved by the Dean or appropriate Associate Dean before they are sent. Please note that some of the potential conditions,
including, for example, extra library support, are normally reserved for special cases.

All official offers come from the Provost’s Office. The department offer letter must indicate that all offers below the level of the Provost are conditional. 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 Associate Dean for Faculty Affairs normally handles such negotiations.

The following is a checklist for paperwork required in the new electronic hire process:

- **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
The College will pay up to XXXXX for your move to the South Bend area. You will need to support all reimbursement expenses with receipts. 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; we offer it as a possible savings for you. We will issue you a check for the specified amount at your request. Please contact Rob Becht, Director of Budget and Operations (574-631-7085 or becht.1@nd.edu) or T. D. Ball, staff accountant in the Dean's office (574-631-4290 or ball.24@nd.edu) at least one month in advance of the time that you will need the funds. The IRS considers this payment taxable income unless you submit original receipts to the University to substantiate deductible expenses. We will need these receipts no later than October 1st or the University will be required to report this payment on your W-2. If you have any questions, please contact Rob or T. D. They will be happy to address any questions associated with your move.

A visa clause is included in the template if necessary. If a visa is required, please contact the General Counsel’s Office after the candidate has accepted the letter of offer. If the chairperson believes a non-resident alien will likely accept the offer, he or she should contact the General Counsel’s Office to ensure there is a likelihood that the candidate will be able to secure the proper visa. Note: The General Counsel’s Office will require several months to process a new visa.

This letter will go out under the Dean’s signature.

- **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
• **Q Form** [Faculty Questionnaire Form (Form Q - dated January 2003)].

*To be accepted, the Form Q must meet the following stipulations* (See Appendix C):

1. It must be completed in its entirety, even if “n/a” or “none” are given as responses (packets with no response to the question on religion, for example, are unacceptable in the Office of the Provost). While typewritten is preferred, legible handwriting is acceptable.

2. 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
- **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:

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<tr>
<th>Starting Date</th>
<th>Ending Date</th>
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<tr>
<td>T&amp;R with a Fall Semester</td>
<td>August 22</td>
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<td>T&amp;R with a Spring Semester</td>
<td>January 7</td>
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<td>Professional Specialists</td>
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<tr>
<td>Instructional</td>
<td>August 22</td>
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<td>Administrative</td>
<td>July 1</td>
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<td>Research</td>
<td>August 22</td>
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<tr>
<td>Fellows of an Institute</td>
<td>August 22</td>
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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 Faculty Affairs.

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.

The electronic packet is submitted to jobs@nd.edu for action by the
Dean’s Office. Incomplete or incorrectly prepared packets hinder the
smooth processing of your candidate’s appointment.

Summary:
1. All tenure-track or tenured faculty appointment packets are to
   submitted electronically or directed to the attention of the Dean or
   the Associate Dean for your division.
2. All professional specialist appointment packets should be submitted
   electronically or directed to the Associate Dean for Faculty Affairs.
3. In the electronic hire process, visiting and adjunct appointments will
   be routed to the dean’s office for review and then routed to the
   appropriate associate dean for approval and signature. For the most
   part, we trust you to provide quality control for all visiting and
   adjunct appointments.
4. It is the department’s responsibility to ensure that an I-9 is completed
   for all new appointments. The I-9 and other tax information are sent
   by the Provost’s Office along with the welcome letter and should be
   completed and returned prior to arrival at Notre Dame. No new
   employee will receive a paycheck without a completed I-9 on file.
   Send all completed I-9s, with required documentation, directly to the
   Department of Human Resources. Human Resources must also be
   contacted to arrange an orientation meeting.
5. Packets must be forwarded to the Provost at least 12 weeks prior to
the start of the fall semester and six weeks prior to the start of the spring semester. Please allow adequate time for the offer and acceptance.

6. The pay schedule has accelerated the dates by which all paperwork must be completed in order for a faculty member to be paid on July 31. All paperwork, including the paperwork that the new hire must complete in order to become an employee must be finished by July 1 in order for a new faculty member to be paid July 31. If the paperwork is tardy, the new faculty member will receive the July salary in August.

7. Please present all offers to established faculty prior to May 1.

8. The department’s CAP document should be given to job candidates at the time a written offer is made.

1.1.17. MOVING EXPENSES

Qualified moving expense reimbursement is available for newly hired full time T&R faculty. Faculty offer letters include the amount of moving expenses that may be reimbursed by the University. This amount may not cover all moving expenses or non-qualified moving expenses. For incoming endowed chair faculty the University will cover, either directly or through reimbursement, all reasonable qualified moving expenses.

Except in the case of incoming endowed chairs, the College reimburses for moving expenses and does not pay the moving company directly. The new faculty member should be directed to request the moving expense funding for the amount specified in the departmental offer letter from the Dean’s Office after the Provost’s Office has received a signed contract. New faculty members are encouraged to solicit at least two estimates from the preferred vendors listed below. Incoming endowed chairs who utilize a preferred vendor are not required to solicit additional estimates.
The IRS considers moving expense reimbursements and payments to be taxable income unless the faculty member submits original receipts to the University to substantiate these as qualified moving expenses under the IRS code. All receipts must be submitted no later than October 1 to assure non-taxable treatment.

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

http://controller.nd.edu/policies-and-procedures/moving-expense.shtml

Notre Dame’s preferred vendors are:

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

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

- **United Van Lines**
  - Address: 2612 N. Home St.
  - City: Mishawaka, IN 46545
  - Contact: Jerry Pelletier
  - Phone: 574-259-8554

- **Wheaton Van Lines**
  - Address: 8040 Castleton Rd.
  - City: Indianapolis, IN 46250
  - Contact: Phil Beanblossom
  - US Toll-Free: 800-248-7960

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

- **Michiana North American Van Lines**
  - Address: 903 S. Main St.
  - City: South Bend, IN 46601
  - Contact: Ed Sikora
  - Phone: 574-288-1299

1.1.18. **Visa and Green Card Expenses**

There are some special costs associated with hiring faculty from abroad.

**Deborah Gabaree**, Employment Immigration Manager in the Office of General Counsel, provides faculty with legal assistance in the procurement of a H-1B Visa and in the initial phases of applying for a green card.

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

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

1.1.19. 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.

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

If a new member of the faculty has special computing needs, he or she should contact ALCO. The funding for the amount over the normal allocation must come from the faculty member’s research account. It is important for the faculty to go through ALCO in order to have ALCO support.

1.1.21. Office Space and Campus Arrival

Departments and new faculty should contact Ms. Laurie Echterling, Arts and Letters Space Management, for office assignments. All new faculty are guaranteed an office by August 10, if notification of their need for computer and office space was received by April 30. The College attempts to have offices ready for new faculty by July 1 but, given time constraints, cannot guarantee all faculty an office by this date. For new beginning in the spring semester, the deadline for a request is October 31. We will provide an office by January 10 and make an effort to provide one earlier, if possible. For visiting incoming faculty, the deadlines are May 31 for Fall 2009 and November 30 for Spring 2010.

1.1.22. 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.

1.1.23. **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.

1.1.24. 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.

1.1.25. ORIENTATION MANUAL
The Office of 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.

1.1.26. 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.

1.1.27. 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 Associate Dean for Faculty Affairs 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 Associate Dean for Faculty Affairs.

New adjunct appointments are hired through the HR Jobsite and require the following items to be uploaded to the site: curriculum vitae, Q form, appointment form, faculty personnel action form (FPAF) and offer letter.

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 Associate Dean for Faculty Affairs.

1.2.3. **EDWARD SORIN POSTDOCTORAL FELLOWSHIP PROGRAM**

The College and the Graduate School jointly sponsor the Edward Sorin Postdoctoral Fellowship Program (see also the section in Part Six). This program provides Ph.D. graduates with a two-year fellowship in the College. Fellows teach three courses per year. The program is intended to provide our best graduating doctoral students with additional teaching and research opportunities and help them to be more competitive when they go on the job market. There is funding (salary and $2,000 research account) for up to three new fellows each year or a total of 6 fellows. Directors of graduate studies should encourage their best doctoral students to apply to this program.

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

1.2.4. **VISITING SCHOLARS**

The College has a generous policy in the appointment of visiting scholars. We welcome the presence of scholars from other institutions that come either to work with a specific member of our faculty or to conduct their own research. Information concerning visiting scholar appointments can be found at [http://www.nd.edu/~postdoc/](http://www.nd.edu/~postdoc/). 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.

1.2.5. **INTERNATIONAL VISITORS**

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

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

A helpful source for international visitors is the *Handbook for International Students and Scholars at the University of Notre Dame*. Copies of this handbook can be obtained from either the Dean’s Office or from the International Student Services and Activities Office in 204 LaFortune Student Center.

1.2.6. **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.

1.2.7. REAPPOINTMENTS

The following are limited appointments and require annual reappointment: All adjuncts, visitors, and emeritus require a Request for Reappointment Form. The annual reappointment for special professional faculty or research faculty, if there has been no change in their duties, may now be requested via an e-mail to the Dean of Faculty Affairs and the Humanities.

1.2.8. 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 Associate Dean for Faculty Affairs. The letter must contain the following stipulation. *The terms and conditions of this offer are contingent upon the rejection of any offer from another institution during the current academic year.* The letter must have the signature of either the Dean of the College or the Associate Dean for Faculty Affairs 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://www.nd.edu/~provost/for-current-faculty/resources/documents/Reappt_Promotion_Tenureinstructions_April2009.pdf  [see also Appendix E]

There are some materials that require comment:

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.

The College recommends that unless disciplinary conventions suggest otherwise, departments consider paying a modest honorarium, (c. $200) to the reviewers. The College will fund 50% of any honoraria at $200 or below. Here is a sample statement that you may include in a letter: “We are pleased to offer you an honorarium of $200 which, while not commensurate with the time and expertise that you will invest in your evaluation, symbolically acknowledges the valuable service you are providing.”

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

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

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

1.3.6. THE CANDIDATE’S STATEMENT

The candidate’s statement may not exceed five pages in length. The font size should be no smaller than twelve-point, so that the print is easily readable. It is permissible to use single spacing. 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.

Beginning in the fall of 2009, all cases for renewal and promotion should be evaluated using guidelines issued by ACPET (Advisory Committee to the Provost on the Evaluation of Teaching). ACPET Guidelines are
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, provide the quantitative material, should be requested through the Provost’s Office. CIF analytic summaries will be provided by the Provost’s Office.

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 your 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 Associate Dean for Faculty Affairs convenes a College-wide committee of three endowed chairs (one from each division and all outside of the candidate’s department) to review the case. The Associate Dean for Faculty Affairs 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 a current C.V., a TCE history (ordered from the Provost’s Office), and a letter from the chairperson. The letter from the chairperson should be a preliminary draft of the letter that
will eventually become part of a candidate’s file. It should therefore follow the format of an official chairperson’s letter for a promotion case discussed above. 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.

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 Associate Dean for Strategic Planning. 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 the Associate Dean for Faculty Affairs 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. **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 Associate Dean for Faculty Affairs concerning terms for retirement.

1.3.16. **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://nd.edu/leadership/pdf/Academic_Articles2009-10.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 load. The load is calculated on the basis of the workload of teaching-and-research (T&R) faculty who are required to carry a 2:2 load and devote as much time to research as they do to teaching. The 4:4 load may be reduced when administrative or other obligations are assigned. The reduction should be commensurate with the same level of course reduction for T&R faculty who serve in similar capacities.

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. RENEWALS

Packets or reappointment forms for any SPF or RF whose contracts are up for renewal are due October 1, 2009. 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 1.

SPF and RF should be reviewed annually prior to the setting of salaries for the following year, and positive reviews. An annual review is intended to provide SPF and RF with an indicator of their performance during the year; it is not intended to assess whether they should be offered another contract. 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. In the case of SPFs or RFs who have one-year contracts (all assistants and some associates and fulls), a one-page reappointment form is required in order to reappoint the faculty member. The chairperson or director may consult with a CAP or advisory committee, but is not required to do so.

The position review is intended to determine whether a member of the faculty should be awarded another contract and under what terms. It may also serve as an annual review, but is far more comprehensive. It requires consultation and a packet with documentation. This is roughly equivalent to a renewal review for T&R faculty. The Dean’s Office has provided a check list to indicate what must be included in the packet (see Appendix E). Position reviews are due in the Dean’s Office at the same time that promotion packets for SPF faculty are due, October 1st. Assistant SPFs or assistant RFs must have a position review every third year or in any year that there are serious reservations about the performance of the faculty member. Associate and full SPFs and Associate or full RFs must have a position review when they are eligible for a long-term contract or when their contract is up for renewal, e.g., in the second year for an associate SPF who has a three-year contract or in the fourth year of a full SPF who has a five-year contract. If a SPF or a member of the RF is housed in a department, the chairperson and the CAP process the renewal. If a SPF or a member of the RF is housed in a unit other than a department, the Director works with the College Committee on Promotions for Associate SPF or Full SPF. Faculty who are receiving a review should be notified in writing. Please refer to Appendix Q for a sample letter of notification.
The following is a summary of what is required.

**Assistant SPF or RF**

*Contracts*
- All contracts are one-year contracts.

*Renewal/Reappointment*
- Roster with reappoints can be sent via e-mail to Assoc. Dean of Faculty if no changes in the individual’s duties; if duties have changed a reappointment form is necessary;
- Full packet every third year or any time that renewal is in question

**Associate SPF or RF**

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

*Renewal/Reappointment*
One-year contracts:
- Roster with reappoints can be sent via e-mail to Assoc. Dean of Faculty if no changes in the individual’s duties; if duties have changed a reappointment form is necessary
- Full packet every three years (packet produced in the spring of the second year) for faculty on one or three year contracts;
- Full packet if requesting multi-year contract

**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-year contracts:
- Roster with reappoints can be sent via e-mail to Assoc. Dean of Faculty if no changes in the individual’s duties; if duties have changed a reappointment form is necessary;
- Full packet every five years for SPF on one- or five-year contracts (full packet produced in the spring of the fourth year)
Three-year contracts (full packet produced 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.

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 Promotions for Full Special Professional Faculty. This committee consists of three members: two full special professional faculty members and one T&R professor. These are to be drawn from the Committee on Promotions for Associate Special Professional Faculty when possible. In instances where there are not two full professional specialists and one full
professor from the T&R ranks, the Associate Dean for Faculty Affairs, 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 Faculty Affairs (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 are
in most departments being given support and advice, although this could be improved in some cases and should be a major concern of chairpersons and their designates. 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. [For more information on mentoring see “Resources for New Department Chairpersons,” p. 168.]

Even though much of mentoring is informal, some aspects are formalized in University and College policies. Beginning in 2005-2006, the University requires all chairpersons to send annual letters of review to probationary faculty. Drafts are to be submitted to the Associate Dean for your division 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 chairperson.

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 17. 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 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. A generic recommendation for tenured faculty might be 40% for teaching, 40% for research, and 20% for service. However, a chairperson or the department may want to make different choices. Psychology currently sets its default formula at 30% teaching, 50% research, and 20% service but permits faculty members to adjust each category by up to 10%. For example, one faculty member might choose weights of 30% teaching, 40% research, and 30% service; another might opt for 20% teaching, 60% research, and 20% service. As long as a faculty member is teaching four courses annually, it is not advisable to let teaching count for less than 30%. A generic recommendation for non-tenured faculty might be 45% for teaching, 45% for research, and 10% for service. Service could go as low as 5%, but it should always be a factor. It is important to take the specific circumstances of a faculty member into account when weighing responsibilities. For example, if a faculty member was on leave during the spring semester and then taught two courses in the fall, the weights for a tenured faculty member should be something like 20% for teaching, 70% for research, and 10% for service. 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>Teaching</th>
<th>Service</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>S</td>
<td>WS</td>
<td>%</td>
</tr>
<tr>
<td>Full Prof</td>
<td>40%</td>
<td>3</td>
<td>1.2</td>
<td>40%</td>
</tr>
<tr>
<td>Assist Prof</td>
<td>45%</td>
<td>4</td>
<td>1.8</td>
<td>45%</td>
</tr>
<tr>
<td>DUS</td>
<td>40%</td>
<td>4</td>
<td>1.6</td>
<td>20%</td>
</tr>
<tr>
<td>Faculty on leave</td>
<td>70%</td>
<td>5</td>
<td>3.5</td>
<td>20%</td>
</tr>
<tr>
<td>Long-term Assoc</td>
<td>20%</td>
<td>1</td>
<td>.2</td>
<td>60%</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 Associate Dean for your division. The meeting will afford the deans the opportunity to ask questions, and gives chairpersons the opportunity to contextualize some of the
recommen
dations. Following the meetings with department chairpersons, the Dean will work through the budget and set the salaries in consultation with the Provost. The Director of Finance and Operations 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 Associate Dean for his or her division 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 Associate Dean for the division. 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 load of 2/2 was adopted. While most faculty have taken advantage of this
reduced teaching load 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 Research, Centers and the Social Sciences. A faculty member who is interested in seeking the assistance of the College should discuss the possibility with their chairperson and with the Associate Dean for Research, Graduate Studies, and Centers 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 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 Associate Dean for Faculty Affairs.

**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 the Associate Dean for Faculty Affairs.

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
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 SPF to devote their greatest energy to their teaching and to service responsibilities connected to teaching. Since many instructional SPF are members of language and literature departments, it is expected that they will make contributions to the administration and, where relevant, support of language learning in their own department and, perhaps, in the College more generally. In many cases, the SPF will contribute to extracurricular learning opportunities for students, though their contributions in these areas do not release T&R faculty from contributing to this mission as well. Associate and full SPF should expand their roles by accepting leadership positions. As with their T&R counterparts, faculty in the senior ranks should provide the leadership within the College. They may do so through roles of greater responsibility in their department and through service to the College and University.
Administrative SPF

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

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). The University does not subscribe to a rigid schedule of leaves, and leaves are not earned simply as a result of a faculty member’s employment for a given period of time. The College encourages all teaching-and-research (T&R) faculty 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 if 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 that do not meet these criteria are routinely denied.

Faculty members should consult with ISLA before submitting a leave application or applying for external funding.

1.6.2. LEAVE DEADLINES

Leave application packets for 2010-2011 are due in chairpersons’ offices on September 14, 2009 and in the Associate Dean for your division on October 5, 2009. Leave application forms are available in each departmental office. Additional copies may be obtained from the Dean’s Office. A sample form is included in Appendix F.

1.6.3. LEAVES FOR NEW FACULTY

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

Assistant professors who receive significant outside funding for a leave before renewal remain eligible to apply for either a second externally supported leave or a University-funded leave during their second probationary period. 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 leave. Except in unusual circumstances, external grants may not be combined with University-supported leave in order to extend the leave period beyond a year.

Untenured faculty have the option to stop the tenure clock one time for a research leave. This is not mandatory; it is an option. This means that a member of the faculty who exercises this option will come up for tenure in the seventh year of their Notre Dame career (although it will only be counted as the sixth). This is the case whether the leave is for one semester or for an academic year. The option may be taken by marking the appropriate box on the front of the leave application. Faculty who were hired prior to Fall 2005 come under the jurisdiction of the old policy (which allowed for the clock to be stopped twice for research leaves).

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.

1.6.4. **POST-TENURE LEAVES**

If an assistant professor wins a major external fellowship or two course buyouts for their guaranteed leave in the second probationary period, he/she remains eligible for a post-tenure leave a year 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. Following this 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.

1.6.5. **LEAVES FOR CONTINUING FACULTY**

Continuing Notre Dame faculty members will be considered for University-funded leaves if they submit a strongly competitive proposal to take a research leave after 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. A 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 another external agency. Faculty are expected to return to the University for at least two semesters of full-time teaching before submitting a new leave application, and must do so before they are eligible for a University-supported leave. Any exceptions must be approved by the Dean of the College.

1.6.6. EXTENDED LEAVES FOR MULTIPLE GRANTS

Some faculty members win multiple major, externally funded grants in a single competition. 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 member of the faculty won both an ACLS and a NEH, he or she might accept the ACLS for August-May and the NEH for January-December. The funding from both agencies must remain 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.

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.

1.6.8. **CRITERION FOR AN EXTERNALLY-SUPPORTED LEAVE**
Award targets for externally funded leaves are $30,000-40,000 for assistant and associate professors and $50,000 for full professors. 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), we will consider granting the full year’s leave at full pay, but count the leave as a University-supported leave.

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

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

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

All leaves based on course buyouts are considered University-supported leaves. In most cases, a portion of the funds from course buy-outs will be used to fund replacement teaching in the department from which the course has been lost.

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

1.6.11. Leave Notification
The official notification of a leave approval comes from the Provost’s Office. Faculty members automatically eligible for a University-supported leave will ordinarily be notified in the first part 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
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. LEAVES 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. LEAVES 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

*Full Time Regular Faculty*

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

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](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 now has a policy in place to allow graduate students to take temporary leave from their academic duties for medical reasons, including child birth. Students are eligible for up to six weeks of leave for “serious medical conditions,” including child birth or other medical situations which lead to multiple days of hospitalization or a minimum of ten calendar days of inability to work. Information about this policy is available at [http://ame.nd.edu/graduate/ghb09-10/medleave.html](http://ame.nd.edu/graduate/ghb09-10/medleave.html)

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 require the approval of the Dean or Associate Dean for your division.

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 load.

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 P);

- 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 a SPF in an administrative role (e.g., DUS), the faculty member must also teach. If a person does not teach, he or she should be appointed as a member of the staff. The standard teaching load for SPF in administrative positions should be a 1:1 or a 2:2, depending on the nature of their responsibilities.

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 Associate Dean for Faculty Affairs 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 be 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, Centers and the Social Sciences reviews applications for College support of faculty who serve as editors of journals.
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. 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 Director of Budget and Operations (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-alcoholfaculty-guidelines](http://facultyhandbook.nd.edu/university-policies/drugs-and-alcoholfaculty-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, Don Pope-Davis. 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 College 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.

2. **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 of Undergraduate Studies.

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, listserves
• 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.
• The sophomore intellectual initiative, informing students about Fulbright and Rhodes Scholarships, UROP, and Learning Beyond the Classroom grants, graduate school, and the career center.
• Post-graduate advising through the Office of Undergraduate Studies.
• The addition of informal collegial space as part of the College’s overall space planning.

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 COURSE DEVELOPMENT GRANTS

Information about funding available for course development can be found at: http://isla.nd.edu/internal/awards/gcd/

2.2.4. LEARNING BEYOND THE CLASSROOM GRANTS

Learning Beyond the Classroom Grants provide funding to faculty and students in support of cultural excursions, travel to conferences, and other activities aimed at enhancing teaching and student learning beyond the classroom. These grants offer students and faculty the opportunity to enrich the classroom with excursions to the sites of the events under consideration, performances of plays, museums with outstanding collections of art, or to any relevant place or event that will enhance the specific learning goals of the course.

Students are eligible only for Interim LBC grants; faculty are eligible for either Interim (up to $1,500) or Faculty Lead Grants (between $5,000-$15,000). Further information is available at: http://al.nd.edu/advising/special-opportunities/learning-beyond-the-classroom and through ISLA.

Learning Beyond the Classroom Grants should not be confused with Undergraduate Research Opportunity Grants, which are available for students undertaking research projects with a faculty supervisor—particularly projects that lead to or are a part of students’ capstone experience or thesis research. For information and application forms, go to http://isla.nd.edu/undergraduate-research/about/.
2.2.5. **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.

2.2.6. **Faculty Dining with Students**

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 cafeterias. Tickets are available in the Office of Undergraduate Studies. Please encourage your faculty to take advantage of this opportunity. Some of the most effective teachers in the College make it a practice to sit at a table once a week and eat with students.

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

2.2.7. **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.

2.2.8. **UNDERGRADUATE RESEARCH OPPORTUNITY PROGRAM**
For several years now, a significant number of student-faculty research teams have received funding under UROP to enable undergraduates to pursue independent research. This program enhances undergraduate education by providing financial support to students who wish to engage in independent research and creative projects. For more detailed information see below (3.4.5).

2.2.9. **POST-GRADUATE OPPORTUNITIES**
Assistant Dean Vicki Toumayan serves as the College’s pre-graduate school advisor. 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 Office of Undergraduate and Post-Baccalaureate Fellowships. There are extraordinary opportunities for talented graduates.

2.2.10. **THE OFFICE OF UNDERGRADUATE AND POST-BACCALAUREATE FELLOWSHIPS**
In Fall 2001, the Office of the Provost created the Office of Undergraduate and Post-Baccalaureate Fellowships to encourage and to assist undergraduates and recent baccalaureates with external fellowships. The Director is charged with three tasks: 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 Director works in conjunction with other existing programs, such as the First Year of Studies or the Honors Program, to identify the University’s most promising students at an early stage of their education. Once identified, the Director will work with faculty to offer mentoring services to maximize the potential of these students for winning awards. We encourage all faculty to work with this office in identifying and mentoring students who are promising candidates for national fellowships.

2.2.11. 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.

### 2.2.12. **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, seminar settings. These courses are offered by every department within the College of Arts and Letters and satisfy the relevant university requirement. Information concerning University Seminar requirements can be found in the *Guide to Undergraduate Teaching in the College of Arts and Letters* at [http://al.nd.edu/assets/19841/undergradteachingguide_09_10final1x.pdf](http://al.nd.edu/assets/19841/undergradteachingguide_09_10final1x.pdf)

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](http://www.nd.edu/~csem) and in the *Guide to Undergraduate Teaching in the College of Arts and Letters* at [http://nd.edu/~aldean/documents/UndergradTeachingGuide08_09.pdf](http://nd.edu/~aldean/documents/UndergradTeachingGuide08_09.pdf) (p. 15).

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 40 programs and over five 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 International Study Programs Office 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.

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 is one mechanism that can support interdisciplinary or multidisciplinary experiences for students and faculty. Team-taught courses typically involve two faculty members who come together to teach one course, where each instructor is fully immersed in all aspects of the course. Courses that involve two faculty members who split responsibilities (e.g., one covers material for one portion of the semester whereas the other faculty member covers material for the remaining portion) are not considered team-taught courses for our purposes. Team-taught courses must receive approval from the College before they can be offered. Team-taught courses can be at the undergraduate or graduate levels.

Faculty are also encouraged to consider the Provost’s Initiative on Team Teaching (Appendix J) for faculty who teach a course together and who are from two or more colleges. Contact Associate Provost Dennis Jacobs for more information.

**Application Procedures for team teaching in the College:**

Faculty members who wish to offer a team-taught course should submit a brief proposal (e.g., two-page single-space maximum) to their department chairperson(s) 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 offered in the past; in the case of the latter, the frequency with which the course has been offered needs to be articulated
- Learning goals for students in the course
- Description of responsibilities and areas of expertise of involved faculty
- Anticipated enrollment

The chairperson of each department is encouraged to share the proposal with his or her undergraduate or graduate curriculum committee for review. The chairperson, in consultation with the department curriculum committee, 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.

Proposals and letters from the chairpersons should be submitted to the Associate Dean for Faculty Affairs (100 O’Shaughnessy) by August 25, 2009 for courses taught in the spring, 2010 semester and January 12, 2010 for courses taught in the fall, 2010 semester.

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

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 Policies

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
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 office 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* at [http://al.nd.edu/assets/19841/undergradteachingguide_09_10final1x.pdf](http://al.nd.edu/assets/19841/undergradteachingguide_09_10final1x.pdf)

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 of Undergraduate Studies for the appropriate form. For information concerning the University’s absence policy:

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 seeking postgraduate opportunities and that faculty members exhibit flexibility and good judgment in allowing seniors to obtain, with proper verification, a reasonable number of excused absences for such interviews. Students should notify the instructor in advance of such an absence. If a conflict should arise between a faculty member and a student concerning such an excused absence, the student may appeal a negative decision to the Dean of the student’s college.

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**

There will be occasions when departments close their offices during normal business hours. Closings are particularly acute for one-person offices. In order to ensure that our students receive the services they need at critical points in the calendar, the College asks departments to consult
with the Office of Undergraduate Studies before closing administrative offices.

2.5 EVALUATION AND RECOGNITION

2.5.1 EVALUATION OF TEACHING

Beginning in the fall of 2009, all cases for renewal and promotion will be 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-faculty/resources/documents/ACPETGuidelines2-18-07_001.pdf

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 administering and understanding CIFs can be found at https://www3.nd.edu/~cif/pages/help.shtml. Information on the CIF process, including how to assign specific learning goals to courses, can be found also in the Guide to Undergraduate Teaching in the College of Arts and Letters at http://al.nd.edu/assets/19841/undergradteachingguide_09_10final1x.pdf (pp. 43-44.)
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. For a list of former Sheedy Award recipients, please consult [http://al.nd.edu/about/the-faculty/sheedy-award](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.


#### 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](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 load 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 of 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 course work and one semester of student teaching, students are eligible for state certification. Additional questions should be referred to Assistant Dean Vicki Toumayan in the Office for Undergraduate Studies (631-7098).
3. **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 see:

http://kaneb.nd.edu/ta/pre_doctoral_prog.html
3.2.3. ISLA AWARDS FOR GRADUATE STUDENTS

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

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

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

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

The fellowship provides two years of support in order for scholars to develop teaching experience and demonstrate research productivity before they compete in the academic job market. Preference is given to those who will graduate in less than six (6) years of enrollment and whose career goal is to become a faculty member at a nationally competitive research university or a national liberal arts college. The fellowship will commence in the Fall semester after graduation and, assuming satisfactory progress, is renewable for a maximum of two years. More information is available at [http://al.nd.edu/assets/18007/2010_2011_edward_sorin_postdoctoral_fellowship_guidelines.pdf](http://al.nd.edu/assets/18007/2010_2011_edward_sorin_postdoctoral_fellowship_guidelines.pdf)

3.3 **RESEARCH**

3.3.1 **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 Associate Dean of
Strategic Planning or 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.

3.3.2. **NEH Summer Seminars**

To encourage faculty to apply for NEH Summer Seminars, up to two faculty per year may receive support if they are awarded seminar grants from NEH. Four options of support will be made to faculty: 1) receive 1/9th salary for the summer (summer of the actual seminar), 2) a one course reduction taken during the Fall or Spring semester that precedes the summer of the seminar, to allow for time to prepare for the seminar itself, 3) a one course reduction taken during the Fall semester that succeeds the summer seminar to allow for time to conduct research, 4) up to $10,000 toward the costs associated with running the seminar (e.g., graduate assistance). For more information: [http://isla.nd.edu/internal/annual-awards/](http://isla.nd.edu/internal/annual-awards/)

3.3.3. **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://www.nd.edu/~research/funding/nd.htm](http://www.nd.edu/~research/funding/nd.htm)). Faculty are encouraged to
speak with the Associate Dean for Research, Centers and the Social Sciences for more information and guidance on writing the proposal.

3.4 INSTITUTE FOR SCHOLARSHIP IN THE LIBERAL ARTS (ISLA)

3.4.1. ISLA’S MISSION

The purpose of the Institute for Scholarship in the Liberal Arts (ISLA) is to help build, sustain, and renew distinguished research in the arts, humanities, and social sciences and 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 any academic purpose. 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.

3.4.2. ISLA AWARDS

ISLA provides two types of internal support to the faculty: interim awards and annual awards. A brief description of each type of support, including current initiatives, is provided below. For more information and specific guidelines, visit ISLA’s Website at http://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 grant proposals through ISLA.

3.4.3. INTERIM AWARDS
Limited interim awards are available throughout the academic year to regular, full-time faculty members and SPFs who encounter special financial needs or research opportunities. The purpose of interim awards is to assist in paying extraordinary expenses. Please note that the Institute normally will not be able to cover the entire cost an applicant may face. This holds in particular for funding for travel to international conferences, for which there is a very high demand, and which is complementary to other types of funding (such as departmental funds or funds from discretionary accounts.) For further information see ISLA’s website at http://isla.nd.edu/internal/interim-awards/

3.4.4. ANNUAL AWARDS
The Institute offers annual awards based on a competition that is open to all regular members of the faculty of the College of Arts and Letters (unless otherwise noted). Non-regular faculty members, i.e., visiting and adjunct faculty, are not eligible for these awards. A faculty committee reviews applications and presents its recommendations to the Director of ISLA, who makes the final awards. Awards are given under three main categories: Research and Creative Work, Teaching, and Academic Conferences and Visiting Speakers. There is no guarantee that funds will be awarded in all categories. The purpose of the grants is often to provide seed money that will lead to larger, external funding. For information concerning funding priorities, application process and restrictions see http://isla.nd.edu/internal/annual-awards/

3.4.5. UNDERGRADUATE RESEARCH OPPORTUNITY PROGRAM (UROP)
Additional resources are available for undergraduate research through the College’s Undergraduate Research Opportunity Program (UROP), which
enhances undergraduate education by providing financial support to students who wish to engage in independent research and creative projects. UROP provides support for research and creative projects through two programs: Research and Materials Grants and Summer Fellowships. Research and Materials Grants provide up to $1,750.00 to be used toward the purchase of materials and supplies, travel, and other project needs. Summer Fellowships provide funding to allow students to concentrate their time on a project without making it necessary to hold also a summer job to pay expenses. Students may apply for 1, 2, or 3 months of summer funding at $1,500 per month (maximum $4,500). The application process is the same for both programs. Further information on UROP can be found at http://isla.nd.edu/undergraduate-research/about/.

4. **PART FOUR: STAFF, BUDGET, AND OPERATIONS**

4.1. **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.

4.1.1. 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/ExemptPerformanceManagement/ExemptPerformanceManagement1.shtml](http://hr.nd.edu/ExemptPerformanceManagement/ExemptPerformanceManagement1.shtml). Human Resources also provides training and support for staff performance management and performance reviews.

The Director of Budget and Operations 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 Feb. 1st each year) are reviewed by the Director of Budget and Operations for annual merit raise consideration and as the second level supervisor for all staff in the College. Feel free to contact the Director of Budget and Operations for any questions, concerns, or assistance with staff performance management or performance reviews.

4.1.2. 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 Director of Budget and Operations.
• The University’s policies related to sick time, vacation, personal leaves, funeral leaves, etc. can be found at [http://hr.nd.edu/benefits/index_leaves.shtml](http://hr.nd.edu/benefits/index_leaves.shtml). Staff are required to complete forms to report their time away from work. They may now track their time through InsideND.

• 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 Deans 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.

4.2. Budgets

4.2.1. 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.

4.2.2. 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 account recommendations, and non-salary requests based on the details requested in the Dean’s memorandum. Chairpersons should prepare a thorough and thoughtful set of recommendations for faculty salaries (see the recommendations in Part...
One. After submitting recommendations, the chairperson will attend a meeting with the Dean and the Associate Dean for Faculty Affairs. 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.

4.2.3. 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.

4.2.4. TRAVEL

One of the most important items in your non-salary budget is travel. Currently, the College provides each department with a travel allotment based upon the numbers of faculty within the department (not including endowed professors who must use their own discretionary accounts).

Another source available to most faculty are faculty discretionary accounts. The College provides these funds in order to give individual faculty members greater control over their own research needs, including travel to professional conferences.

Foreign travel is not normally covered out of departmental travel funds. Instead, faculty members should apply to ISLA.
4.2.5. 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 Director of Budget and Operations who tracks the allocations and assists with the decisions.

The Director of Budget and Operations sends out specific forms to departments for non-regular faculty budget requests. These are due in the Dean’s Office in mid-February. 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 Director of Budget and Operations. A list of the standard amounts is provided in the Confidential Supplement.

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

4.2.6. 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..

4.2.7. 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.

4.2.8. PROCARDS

All instructional faculty are allocated $600 per annum for supplies (paper, photocopying, pens, subscriptions, books, computer upgrades, etc.). These procard accounts are given to all faculty for whom teaching is a primary obligation including instructional SPF and T&R faculty. As most T&R faculty have research accounts, procard allotments are ordinarily combined with research funding into one research account. As noted below, endowed professors also use procards for their discretionary accounts. Unlike a research account, these accounts are funded annually by an endowment.

The procard account functions like a debit card account. When funds are exhausted, the account will not accept additional charges. Research or discretionary accounts with procards function like a credit card rather than a debit card, i.e., the account continues to accept charges even when there
is no credit in the account. A research or discretionary account can be
overdrawn. Any overages must be paid by the faculty member before any
new allocations will be awarded. Conversely, any balances remaining on
these cards at the end of the University’s fiscal year (June 30) roll forward
to the next year. The same is true for procard accounts.

All standard reporting procedures must be followed in the use of a proard.
The procedures require the submission of original receipts and monthly
reconciliations that must be reviewed and signed by the department
chairperson, budget administrator, or an appropriate administrator in the
Dean’s Office. The misuse of a procard for personal items is considered to
be embezzlement and may be grounds for the initiation of a proceeding
leading to dismissal for serious cause.

If a member of the faculty is contacted by the Office of Audit and
Advisory Services for an audit of an account, the faculty member must
cooperate or face the possible loss of the card and account. This internal
office attempts to protect individual faculty and the institution from
misuses of research-and-teaching funds that could have serious
consequences. If faculty members do not keep their receipts and file their
statements regularly, the funds that they spend could be declared taxable.
This would require the faculty member to file emended tax returns, make
payments, and pay penalties to the IRS. The College will not cover deficits
or the expenses that a faculty member incurs through poor recordkeeping
or misuse of a card.

4.2.9. RESEARCH ACCOUNTS

All new teaching and research faculty are awarded research 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 not normally covered by one’s academic department.

The University policy on the use of discretionary funds (including a list of eligible and non-eligible expenses) is found at http://facultyhandbook.nd.edu/university-policies/use-of-discretionary-funds-policy.

College research and discretionary 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 accounts may request reimbursement for the purchase of supplies and equipment or for travel-related expenses by submitting an Expense Report along with original receipts to the department chairperson. The chairperson will authorize the reimbursement and forward the document to Research and Sponsored Programs Accounting (RSPA) for processing. Faculty may also have a procard that is linked directly to their research account. 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 My Accounts.

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

It is important to note that requests for reimbursement of expenses must be submitted to Accounting within 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 discretionary account 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 Director of Budget and Operations or the Staff Accountant with any questions concerning these accounts.

4.2.10. ENDOWED CHAIR DISCRETIONARY ACCOUNTS

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

The discretionary funds are intended to support teaching-and-research activities. The University policy on the use of discretionary funds (including a list of eligible and non-eligible expenses) is found at http://facultyhandbook.nd.edu/university-policies/use-of-discretionary-funds-policy.

Endowed chair holders should be aware that the College does not include endowed professors in the faculty counts when determining a department’s non-salary budget allocations. Endowed professors are expected to cover eligible expenses such as professional travel and the
purchase of supplies and equipment from their discretionary accounts. No allotment is provided for travel, phone-lines or toll charges, copying, or computers for endowed professors in departmental budgets. The College will pay for the initial charge for a computer, but endowed chairholders are expected to buy subsequent computers from their funds.

Endowed professors may request reimbursement for the purchase of supplies and equipment or for travel related expenses by submitting an Expense Report along with original receipts to the department chairperson. Forms are available at [http://controller.nd.edu/forms/travel_expense.pdf](http://controller.nd.edu/forms/travel_expense.pdf). The chairperson will authorize the reimbursement and forward the document to Research and Sponsored Programs Accounting (RSPA) for processing. Endowed professors may also request a pro card that is linked directly to their discretionary account—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 discretionary account. 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 reached $100,000, 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 discretionary account 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 Director of Budget and Operations or the Staff Accountant with any questions concerning these accounts.

4.2.11. COMPUTER PURCHASES

Faculty who purchase a personal computer using funds from their research account are required to purchase their computer through ALCO (Arts and Letters Computing Office). ALCO staff will assist in the setup and support of the machine.

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 machines from non-approved vendors.

If you buy a computer with funds from a research account, the computer
belongs to the University. You will eventually need to return it to ALCO. For information on ALCO see http://www.nd.edu/~alco/.

4.3 SPACE

4.3.1. ADMINISTRATION OF SPACE
The Associate Dean for Strategic Planning is responsible for the administration and planning of departmental office space and faculty office space. Any renovations or changes in use of offices must be approved by the Dean’s Office before scheduling General Services or other contractors (see below in 4.3.5 Renovations). Department chairpersons and directors do not have the authority to allocate offices without conferring with the Dean’s Office.

It is widely recognized that we do not have enough space. There are plans to alleviate some of the constrictions that we now face, but these are long-term solutions. In the short term, the College will work creatively either to renovate space or to relocate units to create as efficient an environment and conducive to academic life as resources permit.

4.3.2. REGULAR FACULTY OFFICES
Faculty office assignments are based on the faculty member’s department affiliation and discipline.

Requests for office furniture, keyboard trays, desk chairs, filing cabinets, bookcases, etc., should be routed through Ms. Laurie Echterling, Arts and Letters Space Management, and must be approved by the Dean’s Office. It is expected that academic departments will cover these costs (endowed professors and faculty with research accounts may be asked to cover the cost of some items, especially if they are above the norm). Ms. Echterling will work with the Office of Procurement Services to provide the best
quality at the best possible prices.

All incoming faculty are guaranteed an office by August 10th, if notification of their need for computer and office space is forwarded to the Dean’s Office by April 30. The College attempts to have offices ready for new faculty by July 1 but, given time constraints, cannot guarantee all incoming faculty an office by this date. It is important to work with ALCO as soon as possible to meet the computer needs of incoming faculty. It takes several months to process everything; if orders are placed after April 30, the computer may not be ready when new faculty arrive.

4.3.3. EMERITI/AE OFFICE SPACE

Retiring faculty who need an office should make a formal request using the new Emeriti/ae Office Space request form available at https://www.nd.edu/~aldean/emeritiofficerequestform.shtml. Faculty should detail any courses they are scheduled to teach, their current research project(s), and, if applicable, their continuing service obligations. For teaching responsibilities, faculty should specify the course number and the semester and year in which the course(s) will be offered. In the case of research, they should explain: 1) the research project that requires semi-private space; 2) the amount of time the office will be in use; and 3) the expected results of the project together with an estimated timetable. The form must also be accompanied by a letter of recommendation from the department chairperson and submitted to Ms. Laurie Echterling, Arts and Letters Space Management, by January 21. The Associate Dean for Strategic Planning will appoint a review committee of five faculty members, including at least one representative from each of the three divisions of the College, and one emerita/us faculty member. The committee will meet in mid-February to make recommendations.
As long as we have available space, we will continue providing semi-private office space for emeriti/a teaching a course in the College. In addition, we will assign semi-private space to retired faculty members who are able to make a case for this need based on their on-going research or service obligations.

The College will also assist faculty members with a move to a home office. We provide assistance with moving boxed material home and, should faculty members prefer, we will set up their personal computers in their home offices. The College cannot provide routine computer support or internet service to home offices.

4.3.4. Office Space for Non-Regular Faculty
The College provides office space for visiting faculty as it is available; we have limited space for this purpose. In some cases, we may be able to offer non-regular faculty an office either in one of our regular faculty offices or in one of the spaces that we have reserved for non-regular faculty.

4.3.5. Renovations
Requests for space renovations are submitted annually through a space survey provided by Academic Space Management (ASM). All forms must be submitted to Ms. Laurie Echterling, Arts and Letters Space Management, and will be reviewed and prioritized by the College Space Steering Committee, which is chaired by the Associate Dean for Strategic Planning, and includes the divisional Associate Deans and the Director of Budget and Operations. Requests for renovations for the following summer are due in late September. The specific date is posted on the Administrative Calendar.

Safety is the first priority in addressing renovation requests; followed by classroom need; and then departmental office needs. We also consider
special needs for building improvements and upgrades for labs or other research areas.

The requests from each college are reviewed by the Vice President and Associate Provost along with the Director of Academic Space Management (ASM). Requests are again prioritized and funded based upon the availability of funds and the relative importance of the requests.

4.3.6. Laboratory Space

Many of our new faculty members in the social sciences require laboratory space for their research. Once a candidate has accepted a job offer, early notification to the Dean’s Office is imperative in order to have the lab space ready by the negotiated date. Please e-mail Ms. Laurie Echterling (lechterling.1@nd.edu), Arts and Letter Space Management, by April 30 any lab space needs and date of occupancy for incoming faculty during the next academic year. The Dean’s Office will work with the department and the new hire to articulate the timeline and design of the lab. Please advise us by April 30 of any potential lab space needs that may be unresolved due to outstanding offers, so that we may be prepared for late requests for lab space.

4.4 Print and Web Communication

4.4.1. 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 can contact Director Marie Blakey. The Office will either assist with your
project or provide appropriate referrals.

**4.4.2. 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 three different locations: the Riley Design Studio and Digital Imaging Studio in Riley Hall of Art & Design, which primarily supports student and faculty research in the Department of Art, Art History and Design; the Video Edit Suites and the CAD (Computer-Aided Design) and 3D Design Studio in the DeBartolo Performing Arts Center, which enhance work in the Department of Film, Television, and Theatre; and the Multimedia Studio in O'Shaughnessy Hall, which provides state-of-the-art video and multimedia production tools to all faculty and students in the College for research and teaching.

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.
4.5 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.

4.5.1 UNIVERSITY SCHEDULING

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

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

4.5.2 WEB-BASED CALENDARS

The College’s calendar administrator, Ms. Harriet Baldwin, alevents@nd.edu, receives and reviews entries for the University’s master calendar and the calendar for the College. Faculty can also submit information on conferences and lectures via: http://al.nd.edu/about/contact/submit-an-event.

4.6 SPECIAL SERVICES FOR FACULTY

4.6.1 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
The photocopying expenses associated with this delivery service are absorbed by the Hesburgh Library and the College of Arts and Letters.

4.6.2. 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 three convenient locations: the Decio Copy Center (235 Decio Faculty Hall), the O’Shaughnessy Copy Center (301 O’Shaughnessy Hall), and the Flanner Copy Center (924 Flanner Hall). DCL provides full-service black-and-white and color duplicating, print, and design facilities as well as other faculty logistics services. A complete description of available services can be viewed at 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 234 Decio Faculty Hall and can easily be accessed via email, the Web, or by telephone. Support services include desktop support, hardware and software acquisition and inventory management. ALCO works in concert with other information technology units on campus including the Office of Information Technologies to ensure alignment with campus information technology services and direction. To report computer problems please call ALCO at 631-7021 or
the OIT Help Desk at 631-8111.

5. PART FIVE: STRATEGIC PLANNING AND DEVELOPMENT

The Associate Dean of Strategic Planning, Advancement, Infrastructure, and Special Projects serves as the College liaison to the Office of Development and is responsible for prioritizing and coordinating fundraising for the College in collaboration with the Office of Development. The Dean and Associate Dean work closely with the Assistant Vice President for Development and Executive Director for Individual and Institutional Giving, exploring new and prospective gifts. Any direct solicitation must be reported to and approved by the Dean. Chairs, directors, and faculty may be asked to comment on proposals that the College is drafting in their field. On occasion, department chairs, directors, and key faculty members will be asked to meet with potential donors personally to make the case for funding.

5.1. THE SPIRIT OF NOTRE DAME CAMPAIGN

In May 2007, the University launched the public phase of the Spirit of Notre Dame campaign, the largest campaign in the history of Catholic higher education, which aims to position Notre Dame more prominently among the upper echelon of American research universities, while strengthening and affirming our core values. A little more than two years after its public launch, the Spirit of Notre Dame campaign surpassed its overall $1.5 billion target, with two years remaining in the campaign’s life cycle. This outstanding achievement has been realized through the uncommon generosity of the Notre Dame family. Of the total campaign goal, 70 percent has been designated for endowment ($866.6 million) and ongoing operations ($155 million), including $140 million for unrestricted gifts. An additional $478.5 million is being sought for capital purposes.
In all, Spirit of Notre Dame seeks to generate $155 million in support for the College. Funding is sought for campaign priorities that will 1) diversify the research and educational opportunities available to undergraduate and graduate students; 2) increase the number of truly distinguished faculty through the establishment of endowed chairs; 3) elevate those academic programs with the greatest potential to be leaders in their field and bolster programs of emerging significance; and 4) strengthen the Catholic character and mission of the College and the University.

5.2. **Stewardship**

As a reminder of our obligation to effectively steward contributions made to Notre Dame, the University adheres to the following guidelines:

- All gifts should be acknowledged in a timely and personal manner.
- A contribution accepted with a restricted purpose must be used for that purpose.
- If the University finds itself unable to utilize a contribution for its stated purpose, this should be communicated to the donor so that an alternative usage can be arranged or the contribution returned.
- Whenever feasible, and especially with endowment gifts, annual “impact” reports should be given to the donor.
- Proper recognition should always be given to the benefactor, and public recognition must be approved by the donor.
- The value of any “substantial” benefits as a result of contributions must be reported to each contributor.
- Contributions will be accounted for using universally accepted accounting standards, allowing for maximum efficiency and productivity of each gift.

The Office of Development, through its division of Stewardship Programs, has guidelines governing how we steward, recognize, and cultivate donors.
of various giving levels. Formal stewardship programs exist for leadership donors ($100,000+) who support undergraduate scholarships, graduate fellowships, endowments for excellence, endowed professorships, library collections and services, and endowed undergraduate research funds. A series of publications, recognition events, annual reports, as well as tokens of appreciation and public recognition, are connected with each program.

College members are asked to assist in these important stewardship activities. Endowed professors submit a brief annual report on their scholarship, research, awards, etc., while fund administrators are asked to share information on how endowments for excellence and undergraduate research funds are spent annually. These summaries are included in official University correspondence from the Provost. College representatives may also be asked to assist with recognition events and publications as needed.

The Associate Dean of Strategic Planning and Advancement coordinates stewardship in Arts and Letters in collaboration with the Office of Development. Fund administrators and chairs are requested to copy the Associate Dean on all correspondence to donors and also provide copies of annual stewardship reports to donors.

6. **PART SIX: COLLEGE COUNCIL AND ARTS AND LETTERS COMMITTEES**

6.1. **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://provost.nd.edu/faculty-handbook/](http://provost.nd.edu/faculty-handbook/).

A listing of Arts and Letters faculty members currently serving on University committees is located on the College’s Website at [http://al.nd.edu/staff/#lists_of_note](http://al.nd.edu/staff/#lists_of_note). The Arts and Letters committee rosters are also located on the College’s Website at [http://al.nd.edu/staff/#lists_of_note](http://al.nd.edu/staff/#lists_of_note).

The Arts and Letters Nominating and Elections Committee (see below) oversees elections in the College; the Sr. Administrative Assistant to the Associate Dean for 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 online. 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.

### 6.2. 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 University of Notre Dame Faculty Handbook, p. 40). The Arts and Letters College Council consists of the deans, the chairpersons, the Director of the College Seminar Program, the Director of the Medieval Institute, an equal number of elected faculty members, and two student members. Each year approximately one-third of the elected faculty members rotate off of the College Council.

The duties of the College Council are outlined in Article IV, Section 4 of the Academic Articles. The meeting schedule for the 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 Assistant to the Dean.

Minutes of previous meetings are available at:
http://al.nd.edu/resources-for/faculty-and-staff/meeting-minutes/college-council

6.3. **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 Faculty Affairs.

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.

6.4 COMMITTEE ON ARTS AND LETTERS COMPUTING (CALC)

The Committee on Arts and Letters Computing (CALC) reports to the Executive Committee and advises the college on all matters related to the computing needs (both hardware and software) of faculty, students, and administrative staff. The committee engages in both short-term and long-term assessment and planning for computing and provides a link between the various computing support bodies that serve the college including the Office of Information Technology (OIT), Arts and Letters Computing (ALCO), the Center for Creative Computing (CCC), the Center for Social Research (CSR), the Center for Research Computing (CRC), and the University Council on Academic Technologies (UCAT).

The committee membership consists of the College's 2 elected representatives to UCAT, the Director of ALCO*, the Director of the CCC*, the Director of the Center for the Study of Languages & Cultures*, the Director of the CSR*, the College's representative to the CRC, the Director of Budget and Operations, and the Associate Dean for Research, Graduate Studies, and Centers (Chair)

[Note: * Or Designate]

6.5. ARTS AND LETTERS LIBRARY COMMITTEE

The Arts and Letters Library Committee acts on broad issues such as changes in current practices, improvements in technology delivery, and
initiatives to enhance faculty research in Arts and Letters. The Arts and Letters Library Committee may also solicit faculty recommendations as well as feedback on pending issues.

There are six faculty members on the Committee serving staggered, three-year terms: three elected and three appointed. Each year two faculty members rotate off of the Committee: one new member is elected and another is appointed. All regular faculty—T&R and Professional Specialists—are eligible to serve on the Committee. In addition one faculty member for the University Committee on Libraries is appointed as a liaison between committees; the College Council is the electing body. The divisional associate deans are ex-officio members. The Associate Dean for Research, Centers, and Social Sciences serves as Chair.

6.6. **ARTS AND LETTERS NOMINATING AND ELECTIONS COMMITTEE**

All regular faculty—T&R and Professional Specialists—are eligible to serve on the Nominating and Elections Committee. Members serve staggered, three-year terms, so that only one faculty member rotates off of the Committee annually. The College Council is the electing body. Each year the members decide among themselves who will serve as Chair and who will serve as the Arts and Letters representative on the University Committee on Elections.

6.7. **ARTS AND LETTERS RESEARCH COMMITTEE**

The Research Committee proposes criteria and guidelines for research competitions within the College, assists in the peer review of proposals for major internal grant programs, and advises the director of the Institute for Scholarship in the Liberal Arts. Formally reporting to the College Executive Committee, it also makes recommendations to the College Council and the Dean of the College. The committee consists of the
Associate Dean for Centers, Research, and the Social Sciences; the Director of ISLA; and ten additional faculty members. The Associate Dean for Research, Centers and the Social Sciences and the Director of ISLA serve as Co-Chairs.

Each year two faculty members rotate off of the Committee: one new member is elected and another is appointed. The pool of potential faculty members includes all T&R faculty in the College; the electing body is the College Council. Members serve for three academic years.

6.8. **Arts and Letters Undergraduate Studies Committee**

The College Undergraduate Studies Committee reviews and initiates curricular proposals and ideas to improve our instructional mission, including faculty-student interaction. It also monitors interdisciplinary minors. It advises both the College Council and the Dean’s Office. It consists of the Associate Dean for Undergraduate Studies, six additional faculty members, and two students. The Associate Dean of Undergraduate Studies serves as Chair.

Each year two faculty members rotate off of the Committee: one new member is elected and another is appointed. The pool of potential faculty includes all regular faculty—T&R and Professional Specialists—in the College; the electing body is the College Council. One student member is selected by the new Arts and Letters student group entitled Dean’s Fellows; the second student member is appointed.

6.9. **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 of the Office of Undergraduate Studies mentors the Dean’s
Fellows throughout the academic year. Each year two Dean’s Fellows will serve one-year terms on the College Council.

7. **PART SEVEN: COOPERATION WITH OTHER UNITS ON CAMPUS**

7.1. **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.

7.2. **TRANSITION FROM FIRST YEAR OF STUDIES**

In 2009-2010, the College Council will partner 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.

7.3. **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.
7.4. **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

7.5. **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: 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
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
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/) and the American Council of Education (see http://www.acenet.edu). Either the Office of the Provost or the College will cover the costs of such a workshop for any chairpersons who attend. Please contact the Dean or the Associate Dean for Faculty Affairs 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 the Associate Dean for Faculty Affairs.

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
2. Thomas G. Burish, Provost
3. Christine M. Maziar, Vice President and Associate Provost
4. Donald Pope-Davis, Vice President and Associate Provost
5. Dennis C. Jacobs, Vice President and Associate Provost
6. Gregory E. Sterling, Dean, Graduate School
7. Julia Douthwaite, Assistant Provost for International Affairs
8. John McGreevy, I. A. O’Shaughnessy Dean
9. Daniel Myers, Associate Dean
10. Stuart Greene, Associate Dean
11. Maura Ryan, Associate Dean
12. Dayle Seidenspinner-Núñez, Associate Dean
13. Peter Holland, Associate Dean
14. Robert J. Becht, Director of Budget and Operations
15. Executive Assistant to the Dean
16. Marie Blakey, Director of Communications

17. Your Department Faculty

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 Director of Budget and Operations or Human Resources for advice. See also section 4.1.1. 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 Director of Budget and Operations 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
• 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/internal/awards/cegtf/). 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*

- Monday, September 21, 2009
- Monday, October 26, 2009
- Monday, November 16, 2009
- Monday, December 14, 2009 *(canceled)*
- Monday, January 18, 2010
- Monday, February 15, 2010
- Monday, March 22, 2010
- Monday, April 19, 2010

If there is an item you would like to put on the agenda, please contact the Executive Assistant to the Dean. On occasions where there are special concerns for one of the divisions, we will call a meeting of the chairpersons for that division; however, under normal circumstances these will not displace the regular meetings of the chairpersons.
We encourage department chairpersons to share your best practices with your 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) can serve in this capacity or a former chairperson. Please notify the Associate Dean for Faculty Affairs and Professional Development 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 the Associate Dean for your division 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 will 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 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.