

**ACADEMIC COUNCIL
MEETING of April 20, 2010
McKenna Auditorium
3:30 p.m. – 5:00 p.m.**

Members present: John Affleck-Graves, Panos Antsaklis, A.J. Bellia, Robert Bernhard, Neil Delaney, Dennis Doordan, Stephen Fallon, Mary Frandsen, Glynnis Garry, Nasir Ghiaseddin, Thomas Gresik, Paul Huber, Dennis Jacobs, Rev. John Jenkins, C.S.C., Lionel Jensen, A. Graham Lappin, John LoSecco, Michael Lykoudis, Kelly Martin, Chris Maziar, Kathleen McDonald, John McGreevy, Scott Monroe, Nell Newton, William Nichols, Susan Ohmer, Hugh Page, Rev. Mark Poorman, C.S.C., Donald Pope-Davis, Ava Preacher, Grant Schmidt, Jim Seida, Cheri Smith, Greg Sterling, Ann Tenbrunsel, Carolyn Woo

Members and Observers excused: Ryan Brellenthin, Seth Brown, Thomas Burish, Laura Carlson, Rev. John Coughlin, O.F.M., Greg Crawford, John Gaski, Peter Kilpatrick, Cathy Pieronek, Joseph Powers, Bill Rayball, J. Keith Rigby, Julianne Turner, John Welle, Jennifer Younger

Observers present: Kevin Barry, Dale Nees, Harold Pace

Observers absent: Brandon Roach, Daniel Saracino

1. Welcome and opening prayer:

Father Jenkins welcomed members and invited Prof. Susan Ohmer to give the opening prayer.

2. Approval of minutes:

The minutes of the March 18, 2010 meeting were unanimously approved with the following emendations: Kevin Barry removed from Members present list; Remy Constable changed to Remie, p. 2; Engineer changed to Engineering, p. 28.

3. End of Year Committee Reports:

a. Advanced Studies Subcommittee—John LoSecco, chair

The end-of-the year report of the Advanced Studies subcommittee was presented by Prof. John LoSecco. While the committee considered several potential topics for consideration in the 2009-2010 academic year, rumors of potential post-doctoral irregularities on campus led the committee to undertake as its primary project a better understanding the role of post-doctoral scholars at ND. A post doctoral position is a limited-term educational opportunity which is expected to prepare the candidate for a sustainable career in research and teaching; it can be funded internally or externally and may be administered internally or externally. These factors can make tracking post-docs difficult. The goals of the committee were to assess the post-doctoral situation at ND, to compare

our situation to other peer institutions, and to make recommendations that would enhance the post-doctoral experience here and better integrate these scholars into the rest of campus life.

The committee was very fortunate that the Vice President of Research and the Dean of the Graduate School, members of the committee, provided assistance that included detailed reports by Liz Rulli and Mary Hendriksen, as itemized in the appendix attached. Since the recent division of the Office of Research and the Graduate School, an important question is which administrative unit is best equipped to handle post-doctoral concerns.

The committee considered issues such as health and retirement benefits for post-docs. While health insurance is offered, there is no provision for contributions to a retirement plan. Other issues studied were career counseling and placement: post-docs are not formally included in these activities at this time, although the NSF now requires that grants include a mentoring plan for post-doctoral scholars. We hope to be able to centralize this requirement to relieve the research groups of this responsibility. The number of post-docs at ND is estimated to be 135, which is small compared with peer institutions. A post-doc to graduate student ratio at many research institutions is about two to three times larger than at ND.

Recommendations: The committee has not had time to formulate a post-doctoral scholar policy for ND. The AAU guidelines on post-doctoral scholars may provide a good starting point, although the committee considers it prudent to determine how these can be best adapted to the aspirations and principles to which the University of Notre Dame holds. This would be a good starting point for the committee in the next academic year (Prof. LoSecco noted that since the committee will hold its last meeting of the academic year today, it may be able to formalize this intention at that meeting).

On other topics, the committee was asked to nominate two members to review the proposal for the new Department of Applied and Computational Mathematics and Statistics; Julianne Turner served in that capacity. The committee reviewed and approved the proposal from the Classics Department to initiate a masters' degree program. The proposal was subsequently approved by the Academic Council (see March 18, 2010 minutes).

Prof. LoSecco, on behalf of the Academic Affairs subcommittee, asked Father Jenkins to accept this report. Seeing as there were no comments or questions on the report, Father Jenkins accepted the report and thanked Prof. LoSecco for his work.

b. Faculty Affairs Subcommittee—Ann Tenbrunsel

Prof. Tenbrunsel gave a chronological report of the work of the Faculty Affairs subcommittee. Members looked at revisions to the Academic Articles, focusing on the appeals process for research librarian/SPF faculty. Beginning with a working draft that had been produced by the working group

in May 2009, in Fall 2009, the subcommittee made a number of substantial edits and additions. Therefore, the document was re-proposed and re-circulated to deans, directors, the Faculty Senate, and the faculty at issue. Feedback was collected, and the revised document presented to the Academic Council and approved by the Council in January, 2010. The changes made include creating consistency with the T & R faculty appeals process, making changes in deadlines for filing of appeals and getting comments back, and the creating a university committee for appeals by research librarian faculty and SPF.

In Fall 2009, the working group took up the issue of the Conflict of Commitment policy. As a sign of things to come, Prof. Tenbrunsel noted that this study took six months, in part because the issue is so complicated. A draft was developed and sent to the deans; it was sent to the Faculty Affairs subcommittee in February, 2010. At that point, a discussion was held on the best way to solicit feedback on this draft; it was decided that each dean and the subcommittee member from that College would determine the best way to collect feedback from that College. Having collected most of that feedback, the subcommittee discussed changes to the policy and also the creation of a 'frequently asked questions' document that might accompany the policy and provide some clarity down the road to faculty for whom the policy becomes relevant. Thus, the policy revision and creation of those mechanisms are currently underway.

The working group also considered the SPF classification: the goal is to bring consistency and clarity to this designation. Brandon Roach is currently gathering benchmarking data to help move this discussion forward.

In January, 2010, the Faculty Affairs subcommittee reviewed and approved the dissolution of the Department of Economics and Policy Studies and the renaming of the Department of Economics and Econometrics as the Department of Economics (see February 25, 2010 minutes). Also at that January meeting, the subcommittee reviewed the proposal for the creation of the Department of Applied and Computational Mathematics and Statistics. The proposal was approved, with a set of suggested clarifications and summaries prepared by Prof. Lionel Jensen, from which a revised proposal was created. Dean Greg Crawford was invited to the February, 2010 subcommittee meeting, where the revised proposal was re-examined.

From the 2008-09 academic year, the issue of 'faculty flourishing' re-arose. Progress on that issue was presented to the full Council at the end of the 2008-09 academic year. Following that, Prof. Jensen and Dean Peter Kilpatrick presented it to the deans and chairs advisory group in Summer 2009. A developed draft was presented to the subcommittee in November 2009, when a committee was formed to move the project forward. In early April 2010, Prof. Jensen met with the two co-chairs of the deans and chairs advisory group to arrange a set of recommendations and a template for moving this forward.

The subcommittee has worked hard and committed a lot of time and effort to produce a useful final report document. Two challenges of importance were noted from this report. One: the continuity of the working group crossing academic years. While not insurmountable, there is a loss of momentum. Two: what is the proper vetting process for issues that can benefit from faculty input? A strong template from the academic articles revision process has been used; should that remain the template or should there be another template for issues that might be smaller in scale?

Prof. Tenbrunsel noted some issues for consideration for the 2010-11 academic year: the conflict of commitment policy, the SPF designation and faculty flourishing are still viable. Prof. Tenbrunsel particularly thanked the members of the subcommittee and those of the working group, as well as the General Counsel's Office and the Provost's Office for their tremendous help.

Prof. Tenbrunsel, on behalf of the Faculty Affairs subcommittee, asked Father Jenkins to accept this report. Seeing as there were no comments, Father Jenkins accepted the report.

c. Undergraduate Studies Subcommittee—Hugh Page

At the beginning of the 2009-2010 academic year, the subcommittee identified seven issues as meriting the attention of the committee:

1. Completion of revisions to the Academic code
2. Consideration of the problem of Friday classes
3. Close examination of the assessment of student work and the validity of grades at the undergraduate level
4. Undergraduate dual degree programs
5. Evaluation of the Core Curriculum subcommittee's strengths, weaknesses, and challenges to date
6. Determination of the number of core and undergraduate requirements taken by students at ND rather than via coursework at other 4-year institutions
7. Further discussion of the implications of advanced placement credit on both the undergraduate curriculum and the intellectual development of students.

From this list, two matters were selected as major priorities: A. vetting of proposed changes to the Academic Code, and B. a more thoroughgoing and deliberate examination of AP usage by students as well as AP norms and policies at the college and departmental levels.

- A. A final copy of the revision to the proposed revisions of the Code and accompanying road map indicating major changes were solicited from the Ad Hoc drafting committee, a body consisting of assistant and associate deans of the undergraduate colleges and the Registrar, Dr. Harold Pace. Extensive review of the recommended proposed changes to the Code was conducted, with members of the drafting committee in attendance to aid the subcommittee

in understanding the rationale and implications of the emendations. Deans from each College and the School of Architecture were invited to attend and/or provide feedback on the proposed revisions. Input was also received from representatives of the Faculty Board of Athletics and the university's Counsel's Office. While the committee completed the vetting process on April 8, 2010, several issues in need of further consideration emerged from these meetings. The first concerns the relationship of the Academic Code to regulations governing academic matters in the Law School and in the Graduate School. The question is this: should the Code be shaped so as exclusively to address undergraduate academic life? The second issue centers on terminology within the Code that lends itself to a range of interpretations—for example, the requirement that students spend their “last year in residence.” The third has to do with the subtle, and not-so-subtle, impact of certain changes—for example, a new grade point average threshold of 2.0 for the second semester of a student's first year—on the nature of the undergraduate experience itself. Such a modification could be said to alter the time frame for first year academic transition from two semesters to one. The fourth concerns a set of interrelated curricular challenges—for example, whether and how much AP credit a student should be allowed to use toward a degree, the parameters within which students may pursue more than one undergraduate degree, and both the quantity and disciplinary focus of first year requirements—that proposed alterations to one or more altered sections of the Code bring to the surface. Prudence suggests that such issues be discussed before the Code assumes its final form.

Because of the significance of these issues, Dean Page recommended that the penultimate draft of the Code be commended to a small working group, the constitution of which should be determined by the Provost, for additional work. That group should be tasked with 1. Working through policy-related issues that the Undergraduate Studies committee has bracketed for future deliberations. 2. Soliciting feedback on the proposed revision from faculty not directly involved in the re-drafting, such as department chairs, directors of undergraduate studies, and members of the Deans' Council. 3. Literary editing of the final version for grammar, clarity and succinctness. 4. Submitting the revised Code to the university's Counsel's Office for legal review. 5. Bringing the final version forward to Academic Council for approval not later than the end of the Fall 2010 semester.

- B. The committee conducted a productive discussion of AP credit and related issues. It was aided by presentation from the results of a series of FYS's focus groups on AP credit and student intellectual engagement, conducted by Erin Doyle Ponisciak, an FYS advisor. An AP subcommittee under the leadership of Dean John McGreevy has met several times to look at this issue and hopes to make a set of recommendations by either the end of the current academic year or during the Summer 2010.

Looking ahead to the 2010-11 academic year, the subcommittee would do well to consider the recommendations of this year's AP subcommittee, and recommend action items for Academic Council vote. Members should also consider the return to the issue of academic dual degree programs if resolution has not been reached through other venues, and that of assessment strategies and grading policies for undergraduate student work. As outgoing chair, Dean Page will pass on all pertinent documentation from meetings to the Council, including the most recent draft of the Academic Code.

Dean Page, on behalf of the Undergraduate Studies subcommittee, asked Father Jenkins to accept this report. Seeing as there were no comments, Father Jenkins accepted the report.

As there was no new business, Father Jenkins drew the meeting to a close. On this occasion of the final meeting of the academic year, he thanked members for their efforts. He noted the importance to the health of the university of the governance of academic life by a group of faculty and academic administrators. When this is done well, it takes a lot of work and effort. The reports given today addressed issues which are important for the university, even if they seem trivial. They have significant consequences, and the committees addressed them seriously, thoughtfully, diligently, using wide consultation and achieving great progress. Father Jenkins acknowledged the level of commitment made by faculty to service on this, and other university, bodies. He offered his gratitude and the university's gratitude, noting the value of this work to the life of the university. He said, 'this is a better place and the academic life is healthier because of your efforts.'

The meeting was adjourned.

**The Role of Post Doctoral Fellows at Notre Dame
2009-2010 Year-End Report, Advanced Studies Committee, Academic Council**

John LoSecco (Chair), Robert Bernhard, Laura Carlson, Gregory Crawford, Mary Frandsen, Peter Kilpatrick, Kelly Martin, Christine Maziar, William Rayball, Gregory Sterling, Julianne Turner, John Welle, Jennifer Younger

Summary

Our group set out to understand the role of post docs at Notre Dame. We compared our current practices to those of peer institutions. We considered adopting a variation of the AAU guidelines on post doctoral scholars.

At our concluding meeting we decided to strongly endorse the AAU definition of a post doctoral scholar. The responsible administrative officer, the Vice President for Research, was authorized to formulate guidelines consistent with the AAU recommendations. We expect that the advanced studies subcommittee will review and endorse these policies next academic year.

Administrative Responsibilities

The committee is responsible for reviewing proposals that would have an impact on advanced studies at Notre Dame

The committee was asked to nominate two members to review the proposal for a new department of Applied and Computational Mathematics and Statistics. Ultimately one of our committee members, Julie Turner, did serve in the review.

The committee reviewed and approved a proposal from the Classics department to initiate a masters degree program. The proposal was subsequently approved by the academic council as a whole.

Introduction

The first few meetings the group explored a number of topics for further study. Some of our potential subjects, such as a medical school were under study elsewhere at Notre Dame. Rumors of some potential irregularities with regard to post doctoral scholars led us to adopt this as a goal for the academic year. Both the Vice President for Research and the Dean of the Graduate School are members of our committee and the topic falls administratively under these offices. Since the recent division of the office of research and the graduate school an important question was which administrative unit was best equipped to handle post docs.

A post doctoral position is a limited term educational opportunity which

is expected to prepare the candidate for a sustainable career in research and teaching. They can be funded internally or externally. They may be administered internally or externally which can make tracking them difficult.

Goals

Our goals were to assess the post doctoral scholars situation at Notre Dame; to compare our situation to other peer institutions and to make recommendations that would enhance the post doctoral experience here and better integrate these scholars into the rest of campus life.

Activities

We were fortunate that the Vice President for Research and the Dean of the Graduate school provided assistance which included detailed reports by Liz Rulli and Mary Hendriksen as itemized in the **References** below.

We considered issues such as health and retirement benefits for post docs. While health insurance is offered there is no provision for a retirement plan. We looked at issues such as career counseling and placement. Post docs are not formally included in these activities at this time. The NSF now requires that grants including post doctoral support provide a mentoring plan. We had hoped to be able to centralize this requirement to relieve the research groups of the responsibility.

The number of post docs at Notre Dame was estimated at about 135, which is small compared to other peer institutions. A post doc to graduate student ratio at many research universities was about 2 to 3 times larger than at Notre Dame.

Recommendation

The committee has not had enough time to formulate a post doctoral scholars policy for Notre Dame. The AAU guidelines may provide a good starting point but it would be prudent to determine how these can best be adapted to the aspirations and principles to which the University of Notre Dame holds.

At our concluding meeting, on April 20, we endorsed the AAU definition of a post doc and authorized Bob Bernhard to draft a University post doctoral scholars policy consistent with AAU guidelines. These can be used to finalize the work early in the Fall semester.

References

AAU Postdoctoral Education Committee Report, March 31, 1998,
<http://www.aau.edu/reports/PostdocRpt.pdf>

Liz Rulli, Assistant Vice President for Research, “Non-Faculty Research and Teaching Appointments”, November 11, 2009

Mary Hendriksen, Executive Assistant to Dean Gregory Sterling, “Benchmarking Study of Institutional Policies on Postdoctoral Scholars”, December 7, 2009

Liz Rulli, Assistant Vice President for Research, “Postdoctoral Appointments”, February 25, 2010

AAU

ASSOCIATION OF AMERICAN UNIVERSITIES

**COMMITTEE ON POSTDOCTORAL
EDUCATION**

REPORT AND RECOMMENDATIONS

MARCH 31, 1998

COMMITTEE MEMBERS

Steven B. Sample, President, University of Southern California (Chair)
S. James Adelstein, Executive Dean for Academic Programs, Harvard Medical School
Joseph Cerny, Vice Chancellor for Research and Dean of the Graduate Division,
University of California, Berkeley
David L. Goodstein, Vice Provost, California Institute of Technology
Richard L. McCormick, President, University of Washington
J. Dennis O'Connor, Chancellor, University of Pittsburgh (*through 1995*)
Frank E. Perkins, Dean of the Graduate School, Massachusetts Institute of
Technology (*through 1995*)
Bernard J. Shapiro, Principal and Vice Chancellor, McGill University
Joab L. Thomas, President, Pennsylvania State University (*through 1995*)
John D. Wiley, Provost, University of Wisconsin-Madison

COMMITTEE STAFF

John C. Vaughn, Executive Vice President, Association of American Universities

ASSOCIATION OF AMERICAN UNIVERSITIES

COMMITTEE ON POSTDOCTORAL EDUCATION

REPORT

Postdoctoral education plays an important role in the research enterprise of the United States. Postdoctoral appointments provide recent Ph.D. recipients with an opportunity to develop further the research skills acquired in their doctoral programs or to learn new research techniques. In the process of developing their own research skills, postdoctoral appointees perform a significant portion of the nation's research and augment the role of graduate faculty in providing research instruction to graduate students.

Postdoctoral education has been a part of American higher education for over 100 years. The Johns Hopkins University began to support postdoctoral fellows shortly after the institution was founded in 1876. In the 1920s the Rockefeller Foundation established a formal program of postdoctoral fellowships for recent Ph.D. graduates in the physical sciences. The Foundation recognized the fact that physics had become so complex that training through the doctorate was not sufficient preparation for a research career. Recipients of these awards were known as "postdoctoral fellows," or simply "postdocs."

Postdoctoral education grew only modestly during the first half of the twentieth century. But the advent of the Cold War brought with it a boom in postdoctoral appointments. More recently, postdoctoral education has grown rapidly. From 1975 to 1995, the number of postdoctoral appointees in science, engineering, and health-related disciplines more than doubled, from 16,829 to 35,379 (Figure below). Moreover, the proportion of Ph.D.s accepting or seeking postdoctoral appointments in these disciplines increased from 25 percent in 1975 to over 37 percent in 1995. Although postdoctoral education has grown rapidly, it remains a highly concentrated enterprise: as shown in the Appendix attached, more than two-thirds of 1995 postdoctoral appointees were studying in just 50 institutions out of the nearly 350 doctorate-granting institutions surveyed.

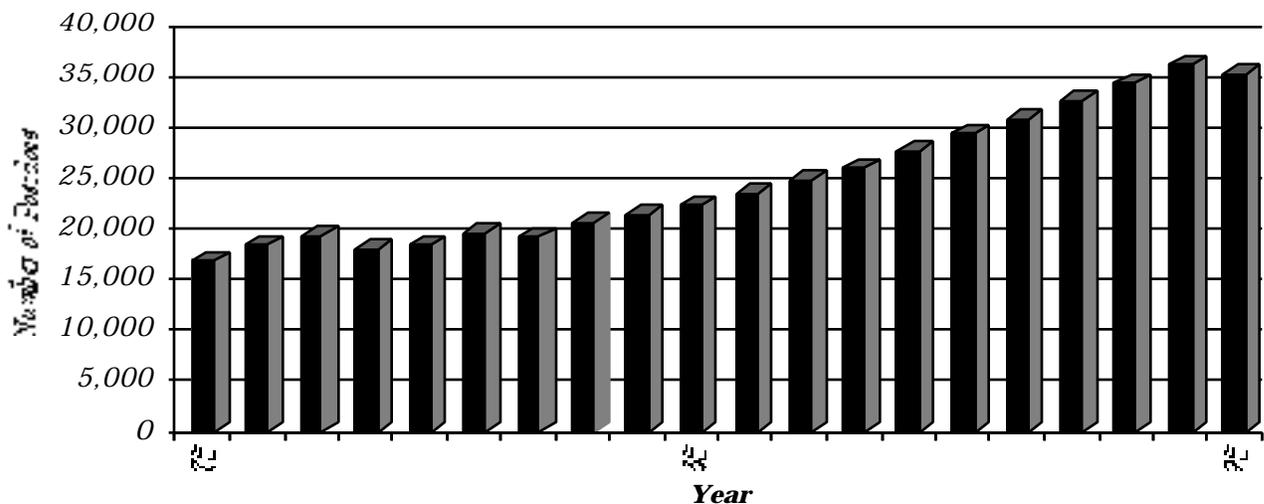


Figure. Science and Engineering Postdocs

Committee on Postdoctoral Education

Despite the increasingly prominent role played by postdoctoral education in the national research enterprise, there is reason to question how well this particular form of education has been incorporated into the overall academic enterprise. In many respects, postdoctoral education at the end of the twentieth century appears to resemble Ph.D. education at the end of the nineteenth century. In 1890, Ph.D. programs were a relatively new form of education in this country, lacking a consistent set of standards and expectations. Today there is cause for concern over the similarly *ad hoc* evolution of postdoctoral education. Some specific points of concern are:

- The steady growth in the number of postdoctoral appointments nationally—and the increasing number of those appointments that are being granted to foreign Ph.D.s on temporary visas
- The increasing number of postdoctoral appointees in their second, third, and even fourth appointment
- The widely held perception that the postdoctoral appointment is being used as an employment holding pattern
- The apparent transition, at least in some disciplines, of the postdoctoral appointment from an elective activity to a required credential
- The growing number of reports of dissatisfaction expressed by postdocs.

To address these concerns, the Association of American Universities formed the Committee on Postdoctoral Education in 1994. The Committee was charged to examine postdoctoral education and develop recommendations for the future management of this activity.

The Committee conducted three informal surveys of selected major research universities to gain insight into campus policies and practices governing postdoctoral education and to sample the views of postdocs. Given the varying conceptions of postdoctoral education, the Committee recognized the need to establish a working definition of a postdoctoral appointment for its surveys. After a great deal of discussion among committee members, graduate deans, provosts, and presidents and chancellors of research universities, the Committee developed the following definition of a postdoctoral appointment, which was used consistently in the surveys.

DEFINITION OF A POSTDOCTORAL APPOINTMENT

- The appointee was recently awarded a Ph.D. or equivalent doctorate (e.g., Sc.D., M.D.) in an appropriate field; and
- the appointment is temporary; and
- the appointment involves substantially full-time research or scholarship; and
- the appointment is viewed as preparatory for a full-time academic and/or research career; and
- the appointment is not part of a clinical training program; and
- the appointee works under the supervision of a senior scholar or a department in a university or similar research institution (e.g., national laboratory, NIH, etc.); and

- the appointee has the freedom, and is expected, to publish the results of his or her research or scholarship during the period of the appointment.

The committee surveys solicited information and views from university administrations; university departments in four disciplines—biochemistry, mathematics, physics, and psychology; and postdocs in each of those departments. The surveys were not intended to provide comprehensive quantitative descriptions, but rather to provide insights through sampling of campus policies and practices and the views of postdocs.

Among the key findings of the surveys were the following:

- 1) Most institutions make little or no attempt to control the number or the quality of postdoctoral appointees on campus.
- 2) As was the case with Ph.D. students in the 1890s, most postdocs today are identified and recruited principally through professional contacts with faculty members.
- 3) It is common for institutions either to have no time limits on the length of postdoctoral appointments or regularly to ignore or waive established limits.
- 4) Few institutions report having campuswide compensation policies for postdoctoral appointees, and few report making any serious efforts to ensure that foreign and domestic postdocs receive equal compensation (as is required by federal law).
- 5) Most institutions report that they classify postdoctoral appointees as employees with attendant employment benefits; postdocs themselves, however, list benefits as one of their top areas of needed improvement.
- 6) Few institutions have policies established specifically for postdoctoral appointees: most institutions report that conflict-of-interest policies for faculty and staff apply to postdocs, but few institutions have policies governing outside business interests, consulting, or teaching activities by postdocs. Moreover, procedures for resolving postdoc misconduct or grievances vary widely and are often nonexistent.
- 7) Virtually no institutions have formal job placement procedures for postdocs.
- 8) In roughly two-thirds of surveyed departments, all assistant professors hired in the last five years have had postdoctoral experience; in two fields—biochemistry and physics—more than 80 percent of the departments surveyed said they would not even consider hiring someone without postdoctoral experience. Thus, in these fields, a postdoctoral appointment has become the *de facto* terminal academic credential.
- 9) Nearly half of the Ph.D.s who graduated from the surveyed departments in the last two years have gone on to postdoctoral appointments; in biochemistry, 80 percent have gone on to postdoctoral positions.
- 10) Upon completion of their appointments, roughly 60 percent of recent postdocs in surveyed departments have gone on to employment in research universities in some capacity. About one-fourth of postdocs in surveyed departments have gone into another postdoc position, about one-fourth into tenure-track faculty positions, and about 10 percent into non-tenure-track faculty positions.

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- 11) A substantial majority of departmental officials and postdocs themselves view a postdoctoral appointment as a necessary step in an academic career, as opposed to being simply a holding pattern for Ph.D.s who cannot find a tenure-leading appointment or other appropriate employment.
- 12) Postdocs identify stipends, benefits, and career advising and job placement assistance as the aspects of postdoctoral education in most need of improvement.
- 13) Two-thirds of postdocs say that obtaining a tenure-track faculty position at a research university is their expected career path.

DISCUSSION

Although the Committee's surveys were small and informal and were focused exclusively on leading research universities, several findings stand out. Most fundamentally, the lack of institutional oversight of postdoctoral appointments, coupled with the evolution of postdoctoral education in a number of disciplines into a virtual requirement for a tenure-track faculty appointment, creates an unacceptable degree of variability and instability in this aspect of the academic enterprise.

As with the Ph.D. at the end of the nineteenth century, postdoctoral education is evolving as a series of *ad hoc* and unsystematic responses to varied and often competing interests and pressures. Most universities lack the kind of central administrative oversight of postdoctoral appointments that they maintain for undergraduate and graduate students. Moreover, most institutions appear to have few policies designed for postdocs specifically; such policies appear often to be an amalgam of policies designed for students, faculty, and staff.

The lack of clear central oversight of postdoctoral education raises serious questions about how successfully institutions are meeting their obligations to postdocs as trainees and professional colleagues.

Upon completion of their appointments, most postdocs appear to find employment in research positions in their field of training. However, although the preponderance of postdocs *expect* to end up in a tenure track position, only one-fourth of recent postdocs in the surveyed departments actually entered such a position. Given this disparity between expectations and outcomes, it is not surprising that postdocs rank better career advising and job placement high on their list of recommended improvements; currently, institutions give little or no attention to these activities.

RECOMMENDATIONS

The Committee strongly recommends that the following definition of a postdoctoral appointment be universally adopted and consistently applied by all universities, government agencies, and private foundations involved in postdoctoral education:

DEFINITION OF A POSTDOCTORAL APPOINTMENT

- The appointee was recently awarded a Ph.D. or equivalent doctorate (e.g., Sc.D., M.D.) in an appropriate field; and
- the appointment is temporary; and
- the appointment involves substantially full-time research or scholarship; and
- the appointment is viewed as preparatory for a full-time academic and/or research career; and
- the appointment is not part of a clinical training program; and
- the appointee works under the supervision of a senior scholar or a department in a university or similar research institution (e.g., national laboratory, NIH, etc.); and
- the appointee has the freedom, and is expected, to publish the results of his or her research or scholarship during the period of the appointment.

The Committee recommends that each university act promptly to develop policies and practices for systematically incorporating postdoctoral education into its overall academic program. To assist in accomplishing this systematization of postdoctoral education, the Committee makes the following suggestions as a model for consideration by individual institutions:

- 1) Consistent with the definition above, the postdoctoral appointment should remain a temporary appointment with a primary purpose of providing additional research or scholarly training for an academic or research career.
- 2) A central administrative officer should be assigned responsibility for monitoring postdoctoral policies to assure consistent application of those policies across the institution.
- 3) The university should establish core policies applicable to postdoctoral appointments. These policies should cover such matters as employment or student category; realistic institutional minimum stipends and benefits; fractional appointments; workers' compensation; publication rights; faculty responsibilities for mentoring and evaluation of postdoctoral appointees; career advising and job placement; misconduct; grievance procedures; and education in research

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protocol issues such as ethics, conflicts of interest, and outside consulting. In particular, all postdoctoral appointees should have access to a comprehensive health care plan for themselves and their families.

- 4) The university should establish explicit guidelines for recruitment and appointment of postdocs and for the duration of their appointments; such guidelines should take into account time spent in prior postdoctoral appointments at other institutions. Initial postdoctoral appointments should be no longer than two to three years in duration, and should be renewed only on the basis of career advancement and achievement by the postdoctoral appointee. As a general rule, the total time spent in postdoctoral appointments by a given individual should not exceed six years. Exceptions to such guidelines should be granted only after careful review by the department and an appropriate central administrative officer.
- 5) All postdoctoral appointees should receive a letter of appointment jointly signed by the faculty mentor and the department chair or other responsible university official; a statement of goals, policies, and responsibilities applicable to postdoctoral education should accompany the letter.
- 6) The university should periodically evaluate the balance of interests among postdoctoral appointees, their faculty mentors, their home departments, and the institution as a whole, in order to assure that the legitimate educational needs and career interests of postdocs are being fully met.
- 7) Departments and faculty mentors should provide career advising and job placement assistance appropriate to their postdoctoral appointees.
- 8) The university should provide a certificate or letter of completion for postdoctoral appointments to assist postdocs in securing subsequent employment.

In addition to the foregoing suggestions for consideration by individual institutions, the Committee recommends that each academic discipline consider the role of postdoctoral education in professional development in that discipline, and give careful attention to the extent to which postdoctoral education should be viewed as elective or obligatory by students for whom entry into that discipline is their primary professional goal.

March 31, 1998

*Appendix
Postdoctoral Appointments in U.S.
Universities*

<i>Grand Totals—345 Institutions</i>	Total 35,379	Science 23,367	Engineering 2,628	Health Fields 9,384
First 50 Institutions	Total	Science	Engineering	Health Fields
1 Harvard University	1,836	1,124	27	685
2 University of California, San Francisco	1,147	303	0	844
3 Stanford University	1,013	585	73	355
4 University of California, San Diego	995	562	62	371
5 University of Washington	901	551	29	321
6 Yale University	881	578	11	292
7 University of Pennsylvania	833	423	21	389
8 University of California, Berkeley	820	690	58	72
9 University of Michigan	724	317	120	287
10 The Johns Hopkins University	689	301	38	350
11 University of California, Los Angeles	687	339	32	316
12 University of Colorado	605	303	36	266
13 Washington University in St. Louis	564	310	5	249
14 Cornell University	557	336	57	164
15 University of North Carolina, Chapel Hill	553	341	6	206
16 University of Wisconsin-Madison	540	321	60	159
17 Massachusetts Institute of Technology	494	353	116	25
18 University of Minnesota	466	352	69	45
19 Duke University	438	260	5	173
20 University of Southern California	428	232	31	165
21 University of Iowa	359	128	15	216
22 Columbia University	354	268	27	59
23 University of Arizona	344	313	18	13
24 Case Western Reserve University	332	175	38	119
25 University of Alabama at Birmingham	331	176	2	153
26 University of Texas SW Medical Ctr at Dallas	327	222	0	105
27 The Ohio State University	323	234	52	37
28 University of California, Irvine	322	278	21	23
29 University of Pittsburgh	315	193	18	104
30 Indiana University	307	221	4	82
31 Princeton University	302	256	46	0
32 California Institute of Technology	300	259	41	0
33 University of Rochester	298	202	10	86
34 Yeshiva University	296	179	0	117
35 Vanderbilt University	287	220	5	62
36 University of California, Davis	282	172	11	99
37 University of Virginia	281	191	26	64
38 Northwestern University	280	220	58	2
39 Tufts University	279	111	4	164
40 Thomas Jefferson University	273	179	0	94
41 University of Texas M.D. Anderson Cancer Ctr	267	151	0	116
42 University of Florida	255	184	33	38
43 University of Massachusetts	250	181	5	64
44 Rutgers, The State University of New Jersey	248	176	43	29
45 Texas A & M University	248	220	24	4
46 University of Illinois, Urbana-Champaign	246	190	48	8
47 Rockefeller University	244	244	0	0
48 SUNY - Buffalo	243	192	17	34
49 Michigan State University	241	220	16	5
50 Mayo Graduate School of Medicine	239	96	0	143
Total, First 50 institutions	23,844	14,632	1,438	7,774



Non-Faculty Research and Teaching Appointments

Office of Research

November 11, 2009

Liz Rulli, Assistant Vice President for Research

Phone: 631-3072

E-mail lrulli@nd.edu

Position classifications administered through the Office of Research

Background:

- The positions historically administered by Graduate Studies/Office of Research are intended for individuals to develop credentials for an academic appointment or of a temporary nature that does not constitute an employment relationship.
- These are staff (not faculty or student) positions within the HR system.

Position classifications administered through the Office of Research

SENIOR RESEARCH ASSOCIATE

Senior scholars from the academy or industry. Typically these individuals have extensive experience. Many have extensive publications in highly rated journals, may have served on prestigious boards, be Fellows (Science), some are former Deans.

POSTDOCTORAL RESEARCH ASSOCIATE

All have PhD (or equivalent) and are receiving a stipend from Notre Dame. These are intended for individuals to develop credentials for an academic appointment.

RESEARCH ASSOCIATE

Do not have PhD but have attained the minimum of a bachelor's degree (or equivalent) and are receiving a stipend from Notre Dame. Are NOT continuing degree-seeking students.

VISITING SCHOLAR

Must have a minimum of a bachelor's degree or equivalent. Some have PhD. For example, a professor on sabbatical with their own funding who is coming here to conduct research. Do NOT receive a stipend from Notre Dame. Usually doing their own research.

RESEARCH VISITOR

All are continuing degree-seeking students at another university. This may be graduate or undergraduate. May or may not receive stipend from Notre Dame.

SORIN POSTDOCTORAL SCHOLARS AND TEACHING SCHOLARS

Duties and responsibility is to teach and continue research and publish. Receive stipend. The appointments are normally limited to university of Notre Dame Graduates.

AAU Definition of a Postdoctoral Appointment

The Committee strongly recommends that the following definition of a postdoctoral appointment be universally adopted and consistently applied by all universities, government agencies, and private foundations involved in postdoctoral education:

DEFINITION OF A POSTDOCTORAL APPOINTMENT

- The appointee was recently awarded a Ph.D. or equivalent doctorate (e.g., Sc.D., M.D.) in an appropriate field; and
- the appointment is temporary; and
- the appointment involves substantially full-time research or scholarship; and
- the appointment is viewed as preparatory for a full-time academic and/or research career; and
- the appointment is not part of a clinical training program; and
- the appointee works under the supervision of a senior scholar or a department in a university or similar research institution (e.g., national laboratory, NIH, etc.); and
- the appointee has the freedom, and is expected, to publish the results

*From: ASSOCIATION OF AMERICAN UNIVERSITIES COMMITTEE ON POSTDOCTORAL EDUCATION REPORT AND RECOMMENDATIONS
MARCH 31, 1998*

NSF Postdoctoral Mentoring Requirements

The National Science Foundation has recently required that any grants including post/doc support to include a mentoring plan.

Examples of mentoring activities include, but are not limited to: career counseling; training in preparation of grant proposals, publications and presentations; guidance on ways to improve teaching and mentoring skills; guidance on how to effectively collaborate with researchers from diverse backgrounds and disciplinary areas; and training in responsible professional practices. The proposed mentoring activities will be evaluated as part of the merit review process under the Foundation's broader impacts merit review criterion. Proposals that do not include a separate section on mentoring activities within the Project Description will be returned without review.

[From NSF GPG Chapter 88 – Section C.2d(i)]

Non-faculty teaching and research positions as of July 31, 2009

Position Title	Headcount
Postdoctoral Research Associate	127
Senior Research Associate	3
Research Associate	32
Visiting Scholar	90
Research Visitor	51
Sorin Postdoctoral Scholar	3
Teaching Scholar	8

Appointment Process

Office of Research Role

- Receives request for appointment form and SPAF (faculty, chair, dean or director).
- Interfaces with Office of General Counsel for international (visa) appointments.
- Issues formal appointment letter for signature.
- Completes data entry within HR system.
- Serves as a first stop for new internationals to present visa documents.
- Processes reappointments and separations.
- Monitors time in position.
- Assists with unusual contractual, employee relations or other situations that arise.

Challenges

- Proof of degree requirement
- Research Associate classification
- Visiting Scholars with teaching responsibilities
- Contract employment, performance and funding issues
- Long-term post doc appointments (< 5 years).

Memorandum

To: Members of the Advanced Studies Committee of the Academic Council

From: Mary Hendriksen, Executive Assistant to Dean Gregory E. Sterling

Re: Benchmarking study of institutional policies on postdoctoral scholars

Date: December 7, 2009

Summary: While the private AAU universities I examined may have slightly different names and descriptions for their postdoctoral scholars, there is one constant:

There are normally two, even three, classifications for these individuals—all based on the postdoctoral scholars’ source of funding rather than a description of their tasks or responsibilities. The classifications maintain compliance with complicated federal tax code provisions and employment legislation. Postdocs with different classifications may be performing identical tasks, yet appointees funded from *university-administered* research grants, contracts, or other university sources—usually called “associates”—are considered **employees** of the university. Other postdocs—often called “fellows”—are funded from **training grants** to the university *or* from funding awarded to the trainee from an outside source. Postdocs in this second category receive compensation via a stipend and are not employees of the university.

An individual’s classification determines whether he/she qualifies for certain employee benefits—although the current standard is to extend at least medical and routine institutional benefits to all postdocs, regardless of their funding source or classification.

See also:

Table 1: Total Undergraduates/First Professional/Graduate Students/Postdoctoral Scholars/Faculty at Notre Dame and AAU Privates in 2007 (the last year for which the data is available)—sorted from highest postdoc count to lowest

Table 2: Total Postdoctoral Scholars at Notre Dame, AAU Privates, and AAU Aspirants from 1988-2007

Comparison of Notre Dame with AAU Privates: Students, Postdoctoral Scholars, Faculty

Institution	Number Undergraduate	Percent Undergraduate	Number First Professional	Percent First-Professional	Number Graduate	Percent Graduate	Student Total	Postdoctoral Scholars	Faculty
Harvard	8,206	37%	2,786	13%	10,912	50%	21,904	4,760	1,314
Johns Hopkins	5,445	37%	460	3%	8,829	60%	14,734	1,400	765
Stanford	6,547	40%	998	6%	8,847	54%	16,392	1,394	956
MIT*	4,140	41%	0	0%	5,918	59%	10,058	1,037	963
Yale	5,298	47%	1,239	11%	4,808	42%	11,345	988	911
U. Penn	10,836	51%	2,368	11%	8,223	38%	21,427	915	1,081
Columbia	6,778	33%	2,169	10%	11,772	57%	20,719	808	1,121
Duke	6,374	48%	1,687	13%	5,290	40%	13,351	759	1,006
Cornell	13,501	68%	915	5%	5,361	27%	19,777	697	1,543
Emory	6,672	55%	1,642	14%	3,726	31%	12,040	632	747
Cal Tech*	913	43%	0	0%	1,220	57%	2,133	620	283
Wash. Univ. St. Louis	6,578	55%	1,262	11%	4,089	34%	11,929	552	626
Vanderbilt	6,490	57%	1,248	11%	3,656	32%	11,394	495	694
Northwestern	8,636	51%	1,446	8%	6,944	41%	17,026	381	1,013
New York University	20,469	57%	3,439	10%	11,752	33%	35,660	373	1,290
Princeton*	4,845	67%	0	0%	2,416	33%	7,261	349	691
U. Rochester	4,954	59%	415	5%	2,986	36%	8,355	349	476
U. Southern California	15,959	52%	2,705	9%	12,104	39%	30,768	328	1,316
U. Chicago	4,884	38%	1,111	9%	6,884	53%	12,879	286	866
Brown	5,876	74%	372	5%	1,726	22%	7,974	197	614
Carnegie Mellon*	5,560	59%	0	0%	3,944	41%	9,504	164	606
Case Western	4,079	48%	1,672	20%	2,704	32%	8,455	147	554
Notre Dame*	8,364	72%	599	5%	2,694	23%	11,657	135	763
Rice*	2,998	59%	0	0%	2,087	41%	5,085	135	491
Brandeis*	3,223	65%	0	0%	1,737	35%	4,960	101	311
Tulane	5,636	62%	1,414	0%	2,066	23%	9,116	85	454
Syracuse*	12,771	73%	663	4%	4,011	23%	17,445	36	879

*Denotes no medical school.

TECHNICAL NOTES & DEFINITIONS:

Data supplied by Paul Mueller, Ph.D., Senior IR Analyst, Office of Institutional Research, University of Notre Dame

Enrollment data for fall 2007 are collected in spring collection 2008 (IPEDS Enrollment Survey) and released by IPEDS in August 2008.

Postdoc counts are sourced from the survey "NSF-NIH Survey of Graduate Students & Postdoctorates in Science and Engineering." It includes postdocs in science, engineering, and the social sciences but not the humanities.

For IPEDS reporting, students are defined as all students enrolled in courses creditable toward a diploma, certificate, degree, or other formal award. Students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers are included. High school students taking regular college courses for credit are reported in the classification in which they are recorded by the institution.

Undergraduate students are all students enrolled in 4 or 5-year bachelor's degree programs, associate's degree programs, or any vocational/technical programs that grant degrees or certificates below the baccalaureate level. Students who have already earned a bachelor's degree but are taking undergraduate courses FOR CREDIT should be included as undergraduates.

IPEDS classifies first-professional students as those students enrolled in programs leading toward a first-professional degree in the fields of chiropractic, dentistry, law, medicine, optometry, osteopathy, pharmacy, podiatry, theology, and veterinary medicine (see Discipline Classifications for deviations from this including treatment of master's of divinity and master's of business administration).

Graduate students are those students enrolled in graduate programs that are not first-professional programs.

Student enrollment full-time equivalences (FTE) are computed according to IPEDS formula. A part-time undergraduate is equivalent to .392857 full-time, a part-time first-professional student is equivalent to .545454 full-time, and a part-time graduate student is equivalent to .382059 full-time (nces.ed.gov/ipeds/pdf/webbase2003/EF_Form.pdf).

This computation of student FTEs is also used to calculate faculty-to-student ratio and all "per student" ratios throughout the report.

Schools without first-professional programs have an implied first-professional enrollment of zero. Implied zeros are included in the calculation of the first-professional enrollment median for AAU Privates.

Institutions without an asterisk have medical schools. For purposes of illustration, at Harvard, 1200 of the 4,760 postdocs hold medical degrees; at Johns Hopkins, the number is approximately 500 of 1400; and, at Stanford, the number is 253 of 1,394.

(1) Definition of a Postdoctoral Scholar

The 1998 report of the Association of American Universities' (AAU) Committee on Postdoctoral Education recommended that research universities adopt the following definition of a postdoctoral appointment:

- The appointee was recently awarded a Ph.D. or equivalent doctorate (e.g., Sc.D., M.D.) in an appropriate field; and
- the appointment is temporary; and
- the appointment involves substantially full-time research or scholarship; and
- the appointment is viewed as preparatory for a full-time academic and/or research career; and
- the appointment is not part of a clinical training program; and
- the appointee works under the supervision of a senior scholar or a department in a university or similar research institution (e.g., national laboratory, NIH, etc.); and
- the appointee has the freedom, and is expected, to publish the results of his or her research or scholarship during the period of the appointment.

See: www.aau.edu/reports/PostdocRpt.pdf [Attached, see p. 5, in particular]

Most private AAU institutions have explicitly adopted this definition of a postdoctoral scholar and refer as well to a definition adopted jointly in January 2007 by the National Science Foundation and the National Institutes of Health:

“[A postdoctoral scholar is] an individual who has received a doctoral degree (or equivalent) and is engaged in a temporary and defined period of mentored advanced training to enhance the professional skills and research independence needed to pursue his or her chosen career path.” [<http://grants.nih.gov/training/q&a.htm?print=yes&#post>]

See, for example, the Harvard and Duke postdoc definitions:

http://www.postdoc.harvard.edu/pap_definition.html

<http://www.postdoc.duke.edu/attachments/Duke%20University%20Postdoctoral%20Policy%20revised%20July%202009.pdf>

(2) Classifications: Employee or non-employee

To maintain compliance with complicated federal tax code provisions and employment legislation, most AAU private universities classify their postdocs according to their funding source. Appointees funded from *university-administered* research grants, contracts, or other university sources are usually classified as “associates” and—the critical point—are **employees** of the university.

Other postdocs—called “trainees” (e.g., Washington University in St. Louis), or, more frequently, “fellows” (e.g., Brown, Case Western, Cornell, Rice, Yale) are funded from **training grants** to the university *or* from funding awarded to the trainee from an outside source. Postdocs in this second category receive compensation via a stipend and are not employees of the university.

A few private AAU institutions—e.g., Chicago, Harvard, and Penn—have established three categories of postdocs by distinguishing whether those paid via stipends are engaged in university research or “independent” research. Thus, at Chicago (see below), “postdoctoral scholars” are university employees, while “postdoctoral fellows” have been “awarded a fellowship or traineeship for postdoctoral study by an extramural agency and the fellowship or traineeship is paid through a University account.” A third category, “postdoctoral fellow — paid direct” is used “when the Postdoctoral Researcher has been awarded a fellowship or traineeship for postdoctoral study by an extramural agency and the agency pays the fellowship or traineeship directly to the Postdoctoral Researcher, rather than through the University.”

Here are a few examples of the classifications:

(a) Brown University (two categories):

Brown University makes two types of postdoctoral appointments, Postdoctoral Fellows (PDF) and Postdoctoral Research Associates (PDRAs). Both are intended to enhance and support the academic and research development of the appointee. Individuals holding postdoctoral appointments are supervised and mentored by a senior scholar, and are guaranteed freedom to publish. Since these appointments are intended to contribute to career development, they have limited terms.

It is important to note that Postdoctoral Research Associates are Brown employees, while Postdoctoral Fellows are not. This difference in employment status means that PDRAs receive salary and PDFs receive stipends; this requires different tax treatment. Moreover, although both PDRAs and PDFs have access to health and dental insurance through Brown, payment and withholding arrangements differ.

http://www.brown.edu/Administration/Dean_of_the_Faculty/policies/PostDocs.html

(b) Princeton University (two categories):

The rank of postdoctoral research associate is typically used for postdoctoral appointments that are supported by external project grants or University (department, institute, center or program) funds. Researchers at this rank are expected to contribute their skills to the research programs of the appointing unit and/or supporting project.

Postdoctoral research fellows are supported by Princeton University-sponsored training grants or fellowships from private or public agencies and may also receive salary supplements from the University. The University may or may not be given the responsibility of administering the disbursement of their stipends; this will not affect their appointment rank. They carry out their research and training programs in University facilities using resources allocated by the sponsoring department, institute, center or program. Postdoctoral research fellows must have completed all requirements for the Ph.D. before their appointments can be approved.

http://www.princeton.edu/dof/policies/publ/res_spec/rules_and_procedures_toc/chapter_5/#comp000046402e1c000000323419fa

(c) University of Chicago (three categories):

The title of a Postdoctoral Researcher appointment is determined by the requirements of the funding agencies.

a. Postdoctoral Scholar

An appointment is made in the title “Postdoctoral Scholar” when (1) the agency funding the salary requires or permits the appointee to be a University employee, or (2) whenever University discretionary funds are used to support the position. In their capacity as Postdoctoral Researchers, Postdoctoral Scholars are University employees.

b. Postdoctoral Fellow

An appointment is made in the title “Postdoctoral Fellow” when the Postdoctoral Researcher has been awarded a fellowship or traineeship for postdoctoral study by an extramural agency and the fellowship or traineeship is paid through a University account. In their capacity as Postdoctoral Researchers, Postdoctoral Fellows are not University employees.

c. Postdoctoral Fellow — Paid Direct

An appointment is made in the title “Postdoctoral Fellow — Paid Direct” when the Postdoctoral Researcher has been awarded a fellowship or traineeship for postdoctoral study by an extramural agency and the agency pays the fellowship or traineeship directly to the Postdoctoral Researcher, rather than through the University. In their capacity as Postdoctoral Researchers, Postdoctoral Fellows — Paid Direct are not University employees.

https://internationalaffairs.uchicago.edu/pdf/postdoc_researcher_policy.pdf

(d) Yale University (two categories):

Postdoctoral appointees may be appointed by or affiliated with a department or other academic unit authorized to make non-ladder academic appointments, such as the MacMillan Center and the Institution for Social and Policy Studies. There are two categories of appointees: Postdoctoral Fellows and Postdoctoral Associates. The difference arises from the requirements of the funding source. Appointees funded from Yale-administered research grants, contracts, or other University sources in order to provide services related to the supported research are classified as Postdoctoral Associates; they are employees of the University even though they are considered trainees. Postdoctoral Fellows are also trainees, but they are not Yale employees. They may be funded either from training grants to the University or from funding awarded to the trainee from an outside source.

<http://www.yale.edu/postdocs/documents/handbook/HBPolicies.pdf>

(3) Benefits extended to postdoctoral scholars

Every institution differs in the benefits it offers to both its postdoctoral associates and fellows. The standard among private AAU institutions for associates is certainly provision of medical, dental, disability, vacation, tuition, and ordinary staff privileges (library, athletic facilities, etc.). Cornell is on the most generous end of the spectrum by extending retirement benefits, childcare grants, and tuition assistance to postdoctoral associates.

As for stipend-postdocs or fellows, again, benefits differ according to institution. All institutions I examined offer medical/dental benefits to their stipend postdocs engaged in university research—which is, as one might expect, the recommendation of the National Postdoctoral Association [see <http://www.nationalpostdoc.org/>]. At Brown and Rice, academic departments/centers are responsible for providing the funds for health and dental insurance for fellows at the level of individual participation, then fellows may elect to purchase higher levels of coverage. Duke extends benefits to fellows by mandating that they enter the university for one month as an “employee.” Then, the fellows become eligible for University benefits by virtue of their status as “former employees.” At Harvard, with its three categories of postdocs, fellows engaged in university research are accorded all benefits as associates except for flexible spending accounts, while “direct pay” postdoctoral fellows (those “engaged in research for their own benefit or that of a third party”) are excluded from all benefits.

(4) Reporting lines

Many AAU private institutions have established offices of postdoctoral affairs. Some are lodged in the graduate school (e.g., Brown, Case Western, Northwestern). Others report to an office or vice provost for research (Cornell, Stanford, University of Pennsylvania, Washington University in St. Louis) or to the provost directly (e.g., Columbia, Harvard, University of Chicago, University of Southern California).

(5) Professional development

In keeping with the emphasis in the postdoctoral realm on “mentored advanced training,” (the joint NSF and NIH definition), among the best practices in this area are establishing a special postdoctoral office that:

- publishes a postdoctoral scholars’ handbook,
- establishes expectations for mentors and mentees,
- provides templates for individual development plans (IDPs),
- subsidizes a postdoctoral association with professional development and social opportunities for appointees, and
- organizes grievance procedures.

Case Western, Cornell, Harvard, Northwestern, and Yale are examples of institutions that appear to place a strong emphasis on providing and monitoring professional development opportunities for their postdocs.

(6) Recommendations: An active National Postdoctoral Association exists [see <http://www.nationalpostdoc.org/>] for both informational and advocacy purposes. The site contains useful definitions and data. An institutional membership (\$600/year) provides access to benchmarking data for all member institutions (nearly all AAU privates are members) as well as a “postdoctoral office toolkit,” which contains information on developing a definition of a postdoctoral scholar and postdoctoral policies; providing benefits to postdocs; developing a postdoctoral scholars’ handbook, and providing career development resources.

(7) List of postdoctoral scholars' websites for selected private AAU institutions:

Brown University:

http://www.brown.edu/Administration/Dean_of_the_Faculty/policies/PostDocs.html

Case Western Reserve University

<http://www.case.edu/provost/gradstudies/postdoctorate/index.html>

Columbia University

<http://postdocs.columbia.edu/>

Cornell University

<http://www.postdocs.cornell.edu/index.php>

Duke University

<http://postdoc.duke.edu/>

<http://postdoc.duke.edu/attachments/Duke%20University%20Postdoctoral%20Policy%20revised%20July%201%202009.pdf>

Harvard University

<http://www.postdoc.harvard.edu/index.html>

Johns Hopkins University

(appears to be decentralized administration for postdocs—each school responsible for its own postdocs)

<http://www.jhu.edu/postdoc/AboutPostDoctoral/>

Northwestern University

<http://www.tgs.northwestern.edu/postdocaffairs/>

Princeton University:

http://whhttp://www.princeton.edu/dof/about_us/

www.princeton.edu/dof/policies/publ/res_spec/rules_and_procedures_toc/chapter_5/#comp000046402e1c000000323419fa

Rice University

<http://graduate.rice.edu/default.aspx>

Stanford University

<http://rph.stanford.edu/9-4.html>

University of Chicago

https://internationalaffairs.uchicago.edu/pdf/postdoc_researcher_policy.pdf

University of Pennsylvania

<http://www.upenn.edu/almanac/volumes/v54/n17/policy.html>

University of Southern California
<http://policies.usc.edu/policies/postdoctoral011003.pdf>

Vanderbilt University (School of Medicine)
<http://bret.mc.vanderbilt.edu/postdoc/>

Washington University in St. Louis
http://artsci.wustl.edu/~jlcohen/Postdoc_Policy.doc

Yale University (printouts of website attached as one of the best examples of a private AAU postdoctoral affairs office)
<http://www.yale.edu/postdocs/index.html>

Total PostDoctoral Scholars at Notre Dame, AAU Privates, and AAU Aspirants

		1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Notre Dame	Notre Dame	54	53	58	61	81	55	71	65	76	84	89	96	90	120	134	157	133	140	144	135
AAU Privates	Brandeis	83	93	92	89	84	75	77	108	125	85	79	100	97	91	81	92	110	104	100	101
	Brown	103	75	95	90	106	93	88	99	120	135	155	187	81	106	94	95	89	207	200	197
	Cal Tech	298	296	331	282	302	297	300	300	322	446	471	497	495	529	527	528	496	533	493	620
	Carnegie Mellon	119	112	89	84	93	91	120	116	130	141	150	144	130	140	168	200	149	159	166	164
	Case Western Reserve	186	247	280	266	307	319	309	331	344	310	318	310	365	281	322	340	287	224	101	147
	Columbia	461	489	427	425	414	389	411	384	513	503	379	352	352	315	302	353	627	793	807	808
	Cornell	350	393	445	480	550	601	601	557	599	560	554	607	610	689	735	635	651	718	681	697
	Duke	340	349	335	365	371	386	459	438	476	453	609	571	646	635	665	679	696	755	771	759
	Emory	82	108	114	113	130	150	148	128	144	188	201	200	373	415	452	532	590	606	605	632
	Harvard	1,763	1,900	2,280	2,395	2,521	2,583	2,857	2,191	2,394	2,505	3,417	3,291	3,491	3,597	3,698	3,852	3,862	4,169	4,286	4,760
	Johns Hopkins	596	640	711	758	829	849	934	724	761	929	1,006	1,239	1,029	1,159	1,301	1,313	1,424	1,442	1,329	1,400
	MIT	433	445	408	433	416	435	464	494	481	514	456	498	794	828	986	940	879	851	971	1,037
	New York University	197	169	185	184	186	184	172	213	224	223	329	293	313	284	326	274	290	297	329	373
	Northwestern	260	240	233	258	260	255	329	280	165	149	258	249	206	251	156	234	351	301	318	381
	Princeton	247	251	274	258	261	266	289	302	293	309	319	315	320	339	348	340	368	349	340	349
	Rice	85	74	97	101	101	101	113	87	105	126	127	118	123	107	127	135	137	173	140	135
	Stanford	765	817	789	938	1,000	1,045	1,009	1,013	1,072	1,231	1,089	1,242	1,196	1,210	1,214	1,236	1,283	1,259	1,405	1,394
	Syracuse	53	43	58	47	43	41	43	55	41	.	35	38	28	27	33	36	51	43	49	36
	Tulane	.	24	31	44	49	52	71	67	68	61	56	64	70	67	86	95	99	.	53	85
	U. Chicago	259	414	414	404	300	195	164	340	362	364	281	348	355	361	392	335	311	313	312	286
	U. Penn	432	508	548	606	680	757	796	817	849	1,051	904	917	928	950	976	896	897	910	817	915
	U. Rochester	209	208	234	261	287	317	280	298	278	265	287	268	291	263	296	282	313	308	290	349
	U. Southern California	306	283	376	366	377	402	434	428	414	461	479	558	515	549	543	535	419	395	266	328
	Vanderbilt	182	218	207	235	264	258	252	287	349	351	398	406	397	408	439	504	568	507	505	495
	Washington in St. Louis	378	400	404	488	504	565	540	564	651	666	633	582	667	639	620	645	464	415	411	552
	Yale	688	749	832	897	839	831	870	878	882	756	742	696	544	551	1,046	1,018	998	1,032	978	988

AAU Aspirant	Boston College	14	15	18	13	19	18	27	20	28	24	30	36	38	37	39	27	19	50	41	36
	Boston U.	37	32	33	36	46	51	121	112	123	126	98	183	84	77	102	139	123	159	258	296
	Dartmouth	48	58	62	77	89	94	87	94	110	95	73	115	107	98	138	159	235	224	203	193
	George Washington	25	29	11	31	33	17	35	37	16	16	37	50	53	55	50	43	25	8	19	27
	Georgetown	58	57	71	77	82	82	81	71	75	75	80	70	59	76	62	57	46	44	170	163
	Georgia Tech	40	51	47	66	67	70	59	76	101	33	.	.	98	64	34	31	31	197	208	187
	Rensselaer	55	67	69	72	67	61	63	75	55	58	56	46	72	64	75	74	59	68	95	66
	Tufts	193	180	213	219	267	265	282	279	254	264	257	243	435	428	407	331	344	347	350	119
	U. Miami	79	103	121	127	139	151	161	156	174	137	186	138	154	141	115	126	257	229	236	249
	Wake Forest	45	58	67	65	60	84	79	107	101	92	124	96	104	103	96	120	77	114	154	144

Year corresponds to the fall term of the academic year

Source: NSF-NIH Survey of Graduate Students & Postdoctorates in Science & Engineering (cEX053A_nsfpostdoc.sps)

Office of Strategic Planning & Institutional Research

		1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
AAU Privates Summary	Notre Dame	54	53	58	61	81	55	71	65	76	84	89	96	90	120	134	157	133	140	144	135
	Max	1763	1900	2280	2395	2521	2583	2857	2191	2394	2505	3417	3291	3491	3597	3698	3852	3862	4169	4286	4760
	75th Percentile	432	437	424	468	482	533	521	541	578	560	595	579	637	638	718	671	685	793	798	796
	Median	260	267	306	274	301	307	305	317	347	364	354	350	369	385	416	429	442	415	376	438
	25th Percentile	182	126	132	131	144	159	152	149	149	188	215	212	227	254	200	244	288	297	217	219
	Min	53	24	31	44	43	41	43	55	41	61	35	38	28	27	33	36	51	43	49	36

4
3
2
1
0

Data : Postdoctoral Appointments used in Provost Burish's 2006 presentation to the faculty.
Source: The National Science Foundation (NSF) and National Institutes of Health (NIH) Survey of Graduate Students and Postdoctorates in Science and Engineering (graduate student survey).
Universe of Institutions: Notre Dame, AAU Privates, AAU Aspirants

Constraints: Slides that appeared in Provost Burish's 2006 presentation to the faculty were sourced from The Center for Measuring University Performance. The Center sourced this data from webcaspar.nsf.gov. When updating the data for this presentation, Institutional Research compared The Center data with data directly sourced from webcaspar.nsf.gov. Over ten percent of the cells compared varied from one source to the other. Because of these differences, we have moved to sourcing the data directly from NSF.



Postdoctoral Appointments

Office of Research

February 25, 2010

Liz Rulli, Assistant Vice President for Research

Phone: 631-3072

E-mail lrulli@nd.edu

Position classifications administered through the Office of Research

SENIOR RESEARCH ASSOCIATE

Senior scholars from the academy or industry. Typically these individuals have extensive experience. Many have extensive publications in highly rated journals, may have served on prestigious boards, be Fellows (Science), some are former Deans.

POSTDOCTORAL RESEARCH ASSOCIATE

All have PhD (or equivalent) and are receiving a stipend from Notre Dame. These are intended for individuals to develop credentials for an academic appointment.

RESEARCH ASSOCIATE

Do not have PhD but have attained the minimum of a bachelor's degree (or equivalent) and are receiving a stipend from Notre Dame. Are NOT continuing degree-seeking students.

VISITING SCHOLAR

Must have a minimum of a bachelor's degree or equivalent. Some have PhD. For example, a professor on sabbatical with their own funding who is coming here to conduct research. Do NOT receive a stipend from Notre Dame. Usually doing their own research.

RESEARCH VISITOR

All are continuing degree-seeking students at another university. This may be graduate or undergraduate. May or may not receive stipend from Notre Dame.

SORIN POSTDOCTORAL SCHOLARS AND TEACHING SCHOLARS

Duties and responsibility is to teach and continue research and publish. Receive stipend. The appointments are normally limited to university of Notre Dame Graduates.

AAU Definition of a Postdoctoral Appointment

The Committee strongly recommends that the following definition of a postdoctoral appointment be universally adopted and consistently applied by all universities, government agencies, and private foundations involved in postdoctoral education:

DEFINITION OF A POSTDOCTORAL APPOINTMENT

- The appointee was recently awarded a Ph.D. or equivalent doctorate (e.g., Sc.D., M.D.) in an appropriate field; and
- the appointment is temporary; and
- the appointment involves substantially full-time research or scholarship; and
- the appointment is viewed as preparatory for a full-time academic and/or research career; and
- the appointment is not part of a clinical training program; and
- the appointee works under the supervision of a senior scholar or a department in a university or similar research institution (e.g., national laboratory, NIH, etc.); and
- the appointee has the freedom, and is expected, to publish the results

*From: ASSOCIATION OF AMERICAN UNIVERSITIES COMMITTEE ON POSTDOCTORAL EDUCATION REPORT AND RECOMMENDATIONS
MARCH 31, 1998*

Non-faculty teaching and research positions as of October 2009

Position Title	Headcount
Postdoctoral Research Associate *	125
Senior Research Associate	5
Research Associate	21
Visiting Scholar	71
Research Visitor	37
Sorin Postdoctoral Scholar *	7
Teaching Scholar *	5
Total Non-faculty appointments	271
*Total Postdoctoral appointments	137

Comparison to AAU Definition

- Of 137 Postdoctoral Appointments as of October 2009:
 - 8 have held these positions for 4 years; 3 for 5 or more years
 - 23 have received their PhD more than 5 years ago
 - Of those holding positions 5 years or less, 20 received PhD over 5 years ago
 - These numbers may omit Visiting Scholars who are postdoctoral fellows who have their own funding

NSF/NIH Survey of Graduate Students and Postdoctorates in Science and Engineering

- Postdocs are defined as meeting both the following qualifications:
- 1) Hold a recent doctoral degree, generally awarded within the last 5 years
- 2) Has a limited appointment, generally no more than 5-7 years
 - Primarily for training in research or scholarship and
 - Working under the supervision of a senior scholar in a unit affiliated with your institution

NSF/NIH Survey of Graduate Students and Postdoctorates in Science and Engineering

- Of 137 post docs 98 will be reported in NSF Survey for Fall 2009
 - Reflects Science and Engineering disciplines per NSF definition
 - Does not currently include post docs in research centers (17)
- Historically data collected via departmental self-reporting

Faculty Affairs Committee
End-of-Year Report
April 20th, 2010

During the 2009/2010 academic year, the Faculty Affairs Committee, and associated sub-committees, addressed the following issues:

Activities and Accomplishments

- 1. Revisions to the Academic Articles: Appeals Process for Research, Library, and SPF Faculty**
In October 2009, the Faculty Affairs Committee reviewed the proposed revisions for the Appeals Process for Research, Library and SPF Faculty and made suggested revisions. In November 2009, a revised proposal was sent out to the Deans, Directors, Faculty Senate and the faculty at issue. A final proposal was presented to Academic Council in January 2010 and approved. Major changes included amendments to maintain consistency with T&R appeals process, changes in timeline for the filing of appeal and for feedback on appeal decision, and the creation of a University Committee of Appeals for Research, Library and SPF Faculty.
- 2. Conflict of Commitment Policy**
The Working Group began meeting in October 2009 to develop a Conflict of Commitment Policy. A rough draft of this policy was discussed in February 2010 with the Faculty Affairs Committee and with the Deans. To obtain feedback on the policy, each Dean, along with the members of the Faculty Affairs Committee in their college, was asked to obtain feedback from the members of their college. That feedback was summarized in the March meeting of the Working Group and revisions to the policy are underway.
- 3. SPF Classification**
The Working Group began meeting in February 2010 to discuss SPF classification, motivated by a desire to see clarity and consistency in the SPF designation. Meetings on this issue are still ongoing.
- 4. Dissolution of the *Department of Economics and Policy Studies*; renaming of the *Department of Economics and Econometrics* as the *Department of Economics*.**
This proposal was reviewed in the January 2010 meeting of the Faculty Affairs Committee and approved.
- 5. Proposal to create a *Department of Applied and Computational Mathematics and Statistics*.**
This proposal was reviewed in the January 2010 meeting of the Faculty Affairs Committee and approved. Comments requesting additional clarification were submitted to Greg Crawford and a revised proposal was discussed at the February 2010 meeting of the Faculty Affairs Committee.
- 6. Faculty Flourishing**
A working draft of the Plan for Faculty Flourishing was presented by Lionel Jensen and Peter Kilpatrick in the summer of 2009 to the Deans and Chair Advisory Group. The draft was presented at the Faculty Affairs committee in November 2009. A committee was formed to move this project forward. Lionel Jensen did meet in early April with the two co-chairs of the Deans and Chairs Advisory Group and was able to draw up a narrative set of recommendations

aimed at revising the current Plan for Faculty Flourishing, along with several paradigms for faculty review. A document containing these recommendations was completed as a guide for the work of the Faculty Affairs Committee next year.

Issues and Challenges

1. **Working Group Continuity:** The lack of continuity in Working Group membership can inhibit progress on issues that carryover from one academic year to the next.
2. **Faculty Voice/Proper Vetting Process:** It would be useful to think about the proper vetting process for issues that would benefit from faculty input.

Issues for consideration in 2010/2011:

- Conflict of Commitment Policy
- SPF Designation
- Faculty Flourishing

This progress would never have been possible without members of the:

Faculty Affairs Committee

*John Affleck-Graves
Panos Antsaklis
A.J. Bellia
Seth Brown
Nasir Ghiaseddin
Tom Gresik
Paul Huber
Lionel Jensen
Scott Monroe
Bill Nichols
Nell Newton
Susan Ohmer
Don Pope-Davis
Keith Rigby
Jim Seida*

The Working Group

*John Affleck-Graves
Panos Antsaklis
Tom Gresik
Paul Huber
Don Pope-Davis
Jim Seida*

Faculty Flourishing subcommittee

*Lionel Jensen
Scott Monroe
Nell Newton*

and help from the Office of General Counsel and the Provost Office

*Kathleen Brickley
Marianne Corr
Mia Reina
Brandon Roach*

Fr. John, on behalf of the Faculty Affairs Committee, I ask that you accept this report.

Respectfully submitted,

*Ann Tenbrunsel
Chair, Faculty Affairs Committee*

Final Report

Undergraduate Studies Committee – Academic Council

At the beginning of Academic Year (AY) 2009 – 2010, the members of the Undergraduate Studies Committee of the Academic Council (USCAC) identified the following seven issues as meriting the Committee's sustained attention:

1. Completion of revisions to the *Academic Code*
2. Consideration of the problem of Friday classes
3. Continued close examination of the assessment of student work and the validity of grades at the undergraduate level
4. Undergraduate dual degree programs
5. Evaluation of the Core Curriculum Subcommittees' strengths, weaknesses, and challenges to date
6. Determination of the number of core undergraduate requirements taken by students at Notre Dame, rather than *via* coursework at other four-year institutions
7. Further discussion of the implications of Advanced Placement (AP) credit on both our undergraduate curriculum and the intellectual development of students

From this initial list, it was determined that two matters were most pressing: vetting of proposed changes to the *Academic Code* and a more deliberate and thoroughgoing examination of AP usage by students as well as rationales impacting AP norms and policies at the college and departmental levels within the University. Our Committee set these two tasks as its major priorities.

Regarding the former, a final copy of the proposed revision to the *Code* and accompanying *road map* indicating major changes, were solicited from the *ad hoc* Drafting Committee, a body consisting of Assistant and Associate Deans of our undergraduate colleges – e.g., Ava Preacher (Arts and Letters), Samuel Gaglio (Mendoza College of Business), Catherine Pieronek (Engineering), Stephen Buechler (College of Science), and Angie Chamblee (First Year of Studies) – and our Registrar, Dr. Harold Pace. USCAC then held extensive meetings to review changes to the *Code* recommended by the Drafting Committee. Members of that group were included in these meetings so as to help USCAC members understand the rationale and implications for emendations. Deans from each of our colleges and the School of Architecture were invited to attend and/or to provide feedback on the proposed revisions. Input was also received from representatives of the Faculty Board on Athletics and the University Counsel's Office.

While USCAC completed the vetting process on April 8th, several issues in need of further consideration emerged from these meetings. The first concerns the relationship of the *Academic Code* to regulations governing matters academic in the Law School and Graduate School – i.e., should the *Code* be shaped so as exclusively to address undergraduate academic life. The second issue centers on terminology within the *Code* that lends itself to a range of interpretations – e.g., the requirement that students spend their “last year in residence.” The third has to do with the subtle and not-so-subtle impact of certain changes

– e.g., a new Grade Point Average (GPA) threshold of 2.0 for the second semester of a student’s first year – on the nature of the undergraduate experience itself. Such a modification could be said to alter the timeframe for first-year academic transition from two semesters to one. The fourth is that there is a set of interrelated curricular challenges – e.g., whether and how much AP credit a student should be allowed to use toward a degree; the parameters within which students may pursue more than one undergraduate degree; and both the quantity and disciplinary focus of first-year requirements – that proposed alterations to one or more sections of the *Code* bring to the surface. Prudence suggests that such issues be discussed before the *Code* assumes its final form.

At this point, it is my recommendation that the now *penultimate draft* of the *Code* be commended to a small working group, the constitution of which should be determined by the Provost, for additional work. That group should be tasked with: (1) working through policy-related issues that USCAC “bracketed” for future deliberation; (2) soliciting feedback on proposed revisions from faculty not directly involved in the redrafting such as department chairs, directors of undergraduate studies, and members of the Deans Council; (3) literary editing of the final version for grammar, clarity, and succinctness; (4) submitting the revised *Code* to the University Counsel’s Office for legal review; and (5) bringing the proposed final version forward to the Undergraduate Studies Committee of the Academic Council for a full discussion, final vetting, and approval before forwarding the final document to the Executive Committee and full Academic Council for vote, not later than the end of Fall Semester 2010.

USCAC’s discussion of AP credit this year was productive. It was aided by presentation of the results of a series of First Year of Studies (FYS) focus groups on AP credit and student intellectual engagement by Erin Doyle, JD, an FYS advisor. An AP subcommittee under the leadership of Dean John McGreevy has met several times to look at this issue and hopes to make a set of recommendations by either the end of the current academic year or during the summer.

Looking ahead to AY 2010 – 2011, USCAC would do well to consider the recommendations of this year’s AP Subcommittee and recommend action items for Academic Council vote. Members should also consider returning to the issue of dual degree programs (if resolution has not been reached through other venues) and that of assessment strategies and grading policies for undergraduate student work.

As outgoing chair, I will pass on all pertinent documentation from our meetings to the *Council*, including the most recent draft of the *Academic Code*, for those subsequently elected and appointed to serve on this Committee in AY 2010 - 2011.

Respectfully submitted by,

(The Rev.) Hugh R. Page, Jr., DMin, PhD
Dean, First Year of Studies
Associate Professor of Theology and Africana Studies

20 April 2010
Modified – 29 July 2010 (see *Addendum* for rationale)

Final Report *Addendum*

Undergraduate Studies Committee – Academic Council

During the course of the final meeting of the Undergraduate Studies Committee of the Academic Council (USCAC), and in its aftermath, concerns were raised by several members of the Committee about what the most appropriate steps should be in the vetting of the *Academic Code*.

Unanimous support was lacking for the recommendation made on page 2, paragraph 2 of the Final Report presented at the 20 April 2010 meeting of the full Academic Council. Some members stressed that it was crucial that those handling the next phase in the process be fully conversant with the ways the *Code* and its regulations are applied. Others felt strongly that USCAC should be the body charged with completing and approving the remaining work on the *Code*.

So as more accurately to reflect the range of opinion within the Committee about how *Code* vetting should proceed, I have modified page 2, paragraph 2, item #5 of the Final Report so as to stress that final vetting and approval of the Code should rest in the hands of USCAC. The aforementioned concerns raised by USCAC members about the next phase in the process of *Code* revision should also be given consideration in charting a course for work to be completed in Academic Year (AY) 2010 – 2011.

Respectfully submitted by,

(The Rev.) Hugh R. Page, Jr., DMin, PhD
Dean, First Year of Studies
Associate Professor of Theology and Africana Studies

29 July 2010

Undergraduate Studies Committee Meeting: September 28, 2009

Members Present: H. Page (Chair), K. Barry, R. Brellenthin, J. Coughlin, N. Delaney, S. Fallon, J. Gaski, G. Garry, G. Lappin, K. McDonald, J. McGreevy, C. Pieronek, M. Poorman, J. Powers, A. Preacher, G. Schmidt, C. Smith, C. Woo.

- 1. Introductions**
- 2. Secretary appointed (C. Smith)**
- 3. Agenda Review**
- 4. Committee highlights from 2008-2009 academic year**
- 5. Primary committee charge for current academic year – complete Academic Code revisions.**
 - a. Page recommended that the Committee’s primary focus for this year be the completion of the Academic Code revisions with a goal of presenting the revised document to the Executive Committee by the end of the fall semester.
 - b. Preacher reported that the Task Force that has been working on revisions to the Academic Code presented their revisions to Harold Pace who made some recommendations for changes. Preacher will send the current iteration of the revised Academic Code to the Committee within the next two weeks. The Task Force made substantial changes to the Academic Code – correcting multiple problems stemming from inconsistencies and duplications within the document.
 - c. Pope-Davis noted that a new Task Force, composed of some members from the previous Task Force and some new members from the current Undergraduate Studies Committee, will need to be established.
 - d. Preacher noted that there is a new position on campus whose role is to coordinate policies campus-wide. The revised Academic Code will need to be reviewed by the person in this position.
 - e. Woo asked whether these changes will need to be passed by the Faculty Senate. Pope-Davis said that they do not need to vote on it, but that Faculty Senate representatives from the Academic Council will need to bring the new document to the Faculty Senate.
 - f. Page gave an official Thank You from the Undergraduate Studies Committee to the Academic Code Task Force. Their hard work is greatly appreciated.
- 6. Secondary items for deliberation – proposals and discussion**
 - a. Powers recommended examining Friday classes, Lappin recommended looking at 8:30 classes. Woo mentioned that some work has already been done on scheduling, and we could work with the data previously gathered from the Registrar’s Office if we chose to pursue this issue.
 - b. Preacher recommended that the committee get an update on the Core Curriculum Committees to find out how they are working.
 - c. Fallon suggested the issue of grade validity and grade inflation. Some work was done on this issue a few years ago, and perhaps this work could be continued.
 - d. Preacher requested that the Committee examine the issue of dual degree programs this year. Engineering and Arts & Letters are the only Colleges that currently have stated

policies on dual degrees, though students from other Colleges have and are graduating with dual degrees. Page requested that Preacher re-present the information she has on this issue for the Committee at a future meeting.

- e. The Chief of Staff for student government asked if other issues could be brought up at a later date. Page confirmed that other issues can be raised throughout the year.
- f. Several Committee members wanted to know how many students are graduating from ND without taking core curriculum classes at Notre Dame. Specifically, how many students graduate without taking a Philosophy and/or Theology class at Notre Dame? What kinds of exceptions are being made on a routine basis? This topic was brought up in the context of the AP Credit discussion (below), but was deemed a separate issue.
- g. AP Credit – Page asked whether/how we can continue the discussion of the application of AP credits at Notre Dame. [The discussion of this topic has been synthesized for the sake of brevity.]
 - i. Poorman requested a brief recap of the issue. Delaney provided the following summary of the main points from last year:
 1. The issue relates to what our concept of a ND education entails. How many classes can students test out of and still graduate with an ND degree?
 2. The Committee made a preliminary examination of the Stanford model for handling AP credits, whereby (we believed – though Preacher pointed out this needs more careful study) students who are granted AP credits in a given subject area are still required to take advanced classes in that area.
 3. The Committee began to examine exceptions in consideration of the first two points.
 - ii. It was agreed that the point of addressing this topic should be to determine what is in the best interest of students and the academic curriculum on campus. Issues related to financial and other implications, though important, should remain secondary at this juncture. Though many specific questions were brought up, it was agreed that discussion of specific implications resulting from a change in the application of AP credits should be postponed until the Committee has access to more concrete data.
 - iii. The committee agreed, after some discussion, that we should request the following data from D. Jacobs:
 1. What is the total distribution of AP credit that our entering students bring to ND?
 2. What is the distribution of AP credit awarded to entering students across each subject area?
 3. What percentage of graduating seniors did not take FYC? A History course? A Literature course? A course in the Arts? A Social Sciences course? One Science course? Two Science courses? On Math course? Two Math courses?

4. Do AP credits appear to influence the direction students take – which college or major seems to attract students with the most AP credits. Having the data broken up by College/major would be useful.
 5. Do the ND administered exams (ND credit by exam) play a part in this issue?
 6. If students could not use AP credit to fulfill University requirements, how many more seats would we need to provide in each University requirement area to ensure that students had the opportunity to fulfill these requirements at ND?
 7. A student representative requested that we examine how any changes of the application of AP credits would affect outgoing students as well as incoming students.
 8. Are AP credits a factor in early graduation?
 9. Do AP credits have an impact on students pursuing dual degrees?
 10. Ask Jacobs what other data that could be useful to inform us on this issue.
- iv. Other information that would inform us on the issue of AP credits?
1. Page mentioned that one of the advisors in FYS (Doyle) conducted a series of focus group interviews on AP credits last semester. At some point the committee can look at this information. Woo and Poorman recommended that we look at the hard data before examining anecdotal evidence gathered from focus groups.
 2. Fallon recommended that we find out what is actually required to pass out of FYC classes. What levels of writing skills are required? Preacher said that there are people on campus who grade AP exams, and we could ask the College Board to let us know who those people are.
 3. Some benchmarking information would be useful, and a more thorough examination of the Stanford and Princeton models for handling AP credits should be made.

7. Meeting adjourned.

Undergraduate Studies Committee Meeting: October 27, 2009

Members Present: H. Page (Chair), R. Brellenthin, G. Garry, J. Gaski, D. Jacobs, G. Lappin, C. Pieronek, M. Poorman, J. Powers, G. Schmidt, C. Smith, C. Woo.

1. **Academic Code** - Preacher will provide the Academic Code review committee's draft of the revised Academic Code for the November meeting, at which time a new working group will be established to vet the document and prepare it for presentation to the Academic Council.
2. **AP Credit**
 - a. Dennis Jacobs provided data from the 2008 ND Factbook (Table 2.4, Figure 2.4, Table 2.5, and Figure 2.5). The FactBook is available at this site: http://www.nd.edu/~instres/home3/fact_book.shtml. Figures indicate that the number of students entering ND with credit has risen fairly steadily, though the number of credits per student has dropped somewhat from a high in 2004. Figures also indicate that the credit hours at entry are applied most heavily in History (24%), Mathematics (23%), Foreign Languages & Literature (13%), and English (11%).
 - b. The Registrar's Office is using a new program called Degree Works. Once this program is fully operational, Jacobs will work with them to determine more specifically what impact the current application of AP credits has on the ND experience for students. For instance, how many students are able to graduate without taking a History class?
 - c. The group is also interested in knowing more specifically what students do with the extra time gained by applying AP credit. Some are doing overseas programs, others are pursuing dual degrees or double major, but what are others doing?
 - d. The office of Undergraduate Admissions is not able to provide information on how changes in the application of AP credits would affect students choosing to go to ND.
 - e. Poorman noted that most ND students do graduate with more than the necessary number of credits, so even though they CAN graduate early, most students are opting to stay the full 4 years and use the extra credits to allow time for overseas study, or to pursue extra majors and minors, or to pursue dual degrees. Pieronek confirmed this. Jacobs said that only 1-2% of ND students choose early graduation.
 - f. Lappin noted that some Chemistry majors would have pursued different majors had they not been able to apply AP credits. Also, students may use the extra time gained through AP credits to take classes they couldn't take in HS.
 - g. Page presented data on AP credits from FYS. The average number of hours of AP credits applied went down last year because many departments are requiring higher AP scores before they will give credit. The FYS Academic Guide lists these thresholds for application of AP Credits (pp. 23-24): http://fys.nd.edu/assets/16993/fys_academic_guide_2009.pdf
 - h. Page also presented data on the number of upper level courses taken by FY students from fall, 2001-spring, 2009. These numbers have gone up as well, particularly in the fall semesters.
 - i. Page noted that each year a small number of FY students complete the FY curriculum by the end of their first semester on campus – which means that they then move on to their intended colleges. The year with the highest numbers of students who did this was in 2004-2005 (11 students), and the lowest number was 2008-2009 (2 students).
 - j. Page presented a recent Newsweek article (<http://www.newsweek.com/id/218261>) on the benefits of three year degrees. Many international universities do offer 3 year degrees at this time. Should this be something that ND should address? Pieronek mentioned that we should also consider the message we are sending prospective students when we encourage them to take a lot of AP classes. It was pointed out that students are not actually *required* to apply AP credits.

- k. Jacobs brought up a few models that could be considered. Harvard's model is that no AP credit is accepted. Another possible model is that AP credit is only applied when students take an advanced class in that discipline to demonstrate a true grasp of the subject. This would work well in subjects that are sequential in nature (such as Mathematics and Languages), but would probably NOT work well in disciplines such as History.
- l. At this point, discussion was suspended until we have more information from the Registrar.

3. Curriculum Committees

- a. Jacobs gave a brief review of the history of the ND Curriculum Committees. At this time the committees review courses within each discipline to determine whether or not they fulfill university requirements. If courses do fulfill requirements, it is indicated in the course catalog. If AP credits are handled in a more restrictive manner, it will most likely steer more students to those classes that do fulfill requirements, and will have a direct impact on faculty. FYC is an example – 40% of FY students test out of FYC. If all students would need to take this class, and the class size is limited, then more faculty would be required to teach these classes. Jacobs mentioned 3 possibilities for looking at this issue
 - i. The requirements set by the committees were made in 2003/2004, and are due for review in 2013/2014. That review could be moved up.
 - ii. When the TUSC report comes out, we can try to determine if there will be enough seats available to allow students to fulfill their university requirements. This will be difficult because of the distributed nature of the information necessary to answer this question. A&L is most stretched at this time because of University Seminar requirements. No classes in the College of Science currently fulfill the Seminar requirements.
 - iii. Jacobs mentioned that the requirements of First Year students have not been reviewed since 2003/2004. Perhaps we could look at this subset initially.
- b. Jacobs mentioned that other schools that have looked at the AP issue in the recent past have ended up broadening the possibilities of what classes can fulfill university requirements, making it easier for students to find necessary classes, and easing pressure on the classes that do fulfill requirements.

4. Dual Degrees

- a. Page presented a statement from Ava Preacher on dual degrees and requested we read it in anticipation of a discussion of this topic at the November meeting.

5. Meeting Adjourned

Undergraduate Studies Committee Meeting: November 11, 2009

Members Present: H. Page (Chair), R. Brellenthin, J. Coughlin, S. Fallon, J. Gaski, K. McDonald, J. Mcgreevy, C. Pieronek, J. Powers, A. Preacher, G. Schmidt, C. Smith, C. Woo

Guests: K. Barry, E. Ponisciak.

1. **Minutes** – Approval was deferred. Send corrections to Cheri Smith at csmith@nd.edu.
2. **Agenda Review**
3. **Applied Math, Computational Math, and Statistics Department Proposal.**
 - a. Page would like two members of the Undergraduate Studies Committee (USC) to look at the parameters and appropriateness of the proposal for a new department of Applied Math, Computational Math, and Statistics. Woo and Powers volunteered to look at the proposal and report back to USC.
4. **Academic Code Update**
 - a. Preacher's committee will be finishing the draft of the updated Academic Code on November 12th. When the draft is done Page will be looking for four members of the USC to review the document and create a careful comparison of the old document and the new version; separate the major issues from the more minor issues; and prepare the revision for presentation to the USC and eventually the Academic Council. The original group that created the revision will be available to provide the rationales for changes to the document.
 - b. There are some changes on which the original committee did not feel comfortable making final decisions. They are hoping that the Academic Council can weigh in on these issues. Powers made a suggestion that the committee provide recommendations on these issues prior to presenting to the Academic Council.
 - c. The update will go through 4 phases. Proposed dates of completion are included:
 - i. Completion of updates by current working group. (November 12, 2009)
 - ii. Vetting by USC subcommittee. (December 3, 2009)
 - iii. USC review and vote. (December 9, 2009)
 - iv. Forwarding of decision to Executive Committee. (December 16, 2009)
5. **AP Credit**
 - a. Page said that Jacobs hopes to have a report from Degree Works that might provide some hard data on the classes students who use AP credits are choosing to take. He is hoping the report will be ready by December 16th.
 - b. Harold Pace was unable to create a report on the number of students who use AP credits to get out of university requirements.
 - c. In the absence of quantitative data, Page invited Erin Ponisciak – an advisor in the First Year of Studies - to present information from focus groups she conducted last year with 4 groups of First Year Students. Erin provided handouts that summarize her findings. Handouts are available upon request.
 - i. General themes – students are frustrated with a lack of choice, and they are concerned about the fairness of the application of AP credits.
 - ii. Powers asked Ponisciak her opinion on how AP credits should be handled. She said that requiring a score of 5 on AP exams would be a good idea, but this may make students consider other universities. She prefers the true “placement” option – requiring students to take upper level classes in order to claim AP credits in a subject area. Students she advises often feel intimidated by upper level courses, however, and some students feel that it is unfair that they should have to take a harder class to fulfill a requirement that students without AP credits can fulfill with easier classes.

- iii. Preacher suggested that new classes could be developed that are geared for FY students, that aren't 200/300 level classes.
 - iv. A student representative suggested that the application of AP credits could be optional so that students could take lower level courses if they chose, and not collect the AP credit for that subject. She also mentioned that application of AP credits should be different when applied in a student's major – as opposed to being applied in his or her non-major subject area.
 - v. Fallon said that we should be recruiting the type of student who would be eager to take more challenging classes.
 - vi. Page said that student concern over performance in upper level classes is a more systemic problem, and we should not blame students for shaping their education in ways that they have learned from childhood. He also mentioned that it would be beneficial to have a campus discussion on what it means to teach and interact with First Year students.
 - vii. Barry suggested that students who opt to take upper level classes be allowed to register early for classes. Pieronek mentioned that many students who do not have AP credits are already disadvantaged, and should not be penalized.
 - viii. Lappin noted that some of the general education classes in Chemistry are actually easier than AP high school classes, and that using AP credits for placement will decrease flexibility for students in the sciences.
 - ix. Barry wanted to know what majors would be diminished by a more stringent application of AP credits.
- d. McGreevy suggested that a smaller group develop a proposal to move this issue forward. Page mentioned that Provost Burish said the discussion of this issue should not be bound by logistics and resources at this time.
- i. Page created a small subcommittee to create a modest proposal to present to Academic Council – paying special attention to the ND mission related to the undergraduate experience.
 - ii. Subcommittee members:
 - 1. McGreevy (Chair)
 - 2. Pieronek (Engineering)
 - 3. Lappin (Science)
 - 4. Gaski (Business)
 - 5. McDonald (student representative)
 - 6. Pieronek will consult with Architecture for input

6. Dual Degree update

- a. Preacher reviewed the current situation – only Engineering and Arts & Letters have an officially approved (in 1952) dual degree program. The bar for getting dual degrees between Arts & Letters and other colleges is very low at this time. Academic Council should determine whether or not dual degrees should be granted between other colleges. If it is determined that they should be granted, the bar should be raised for granting dual degrees. Discussion on the issue will continue at the next meeting.

7. Meeting adjourned.

Undergraduate Studies Committee Meeting: January 19, 2010

Members Present: H. Page (Chair), K. Berry, A. Preacher, D. Jacobs, C. Pieronek, J. Powers, G. Lappin, G. Garry, G. Schmidt

A. Update on AP Credit Research / Discussion

- a. The previously established committee for AP Credit review selected 6 peer schools. Each member of the committee agree to look at programs that had mirror programs to Notre Dame and to focus on how each institution deals with AP credit.
 - i. After their individual research, the committee plans to reconvene
- b. Dr. Jacobs presented several updates through a report handed out to the committee
 - i. The report indicated the Registrar's effort to see how students utilize AP credit. For example, do they take more classes?
 - ii. The report analyzes what students do with the credit received
 - iii. In the report, students discussed the potential benefits of taking more interesting versions of courses that they have already received credit for.
 - iv. The statistics regarding history courses were also discussed
 - v. There was some concern expressed regarding students not utilizing math courses
 - vi. Dr. Jacobs emphasized that this report is a preliminary report
 - vii. There was some discussion about the students who receive AP credit for a history course do not take the same level of credit, but rather have the option of taking a higher history course
 - viii. The question was raised: "Does Calculus 3 fulfill requirements?"
 - ix. Many students come in with AP credit for math, and never take another math course
 - x. Dean Preacher mentioned that the same may be true for history courses
 - xi. So the question was, "Do students substitute AP credits for a college level class?"
 - xii. It is important to see the types of attributes that the university history requirement has. Few history requirements do not have an attribute attached
 - xiii. The committee also discussed how AP credit impacts early graduation

B. Academic Code Revision

- a. Dr. Page mentioned the possibility of creating a guide that could help briefly explain the changes made to the academic code
- b. Dean Preacher mentioned a few of the changes.
 - i. The academic code is now more chronological (early student to late student)
 - ii. There were a few duplicated comments, so those were also cleared up.
 - iii. Similar items were grouped together

- iv. Voluntary versus Involuntary dismissals were addressed.
 - 1. Effective date for dismissal was added.
- v. 5.4.1 was discussed
 - 1. Second academic dismissal cannot be appealed
 - 2. Deans want to have discretion so these issues could be contentious
- vi. Appeals regarding dismissals were discussed in further detail
- c. Dr. Jacobs mentioned that the impact of permanent dismissal should be appealed because it is a very significant event or sanction.
 - i. The question was also asked whether the same guidelines apply to involuntary academic dismissal
 - ii. Dean Preacher mentioned that it may need to be considered that a student with a 1.989 GPA could be deemed ok to stay
 - 1. Few more specific cases were discussed
 - iii. Dr. Page mentioned that the process should be: dismissal and then appeal.
 - iv. Dean Preacher noted cases of abuse of the system with athletes failing multiple semesters with minimal confrontation from the various colleges and at the end of four years, did not have a GPA meriting graduation.
 - v. Dean Page said that he would prefer to dismiss a student and then hear an appeal for special cases following the dismissal.
- d. Dean Preacher said that the code used to say that students cannot transfer colleges until they are off probation. Now students can apply to another college after they have failed out of another one.
- e. Dean Preacher also noted that the committee has not yet proposed changes for University and FYS requirements. The frustration with the current requirements was that FYS does not offer classes that go towards a major. The committee preferred to have the Council vote on it but Dean Page suggested that the committee draft some form of recommendation to the Council.
- f. Prof. Cathy Pieronek noted that the changes were that there were six class days, no withdrawals unless there were 10 days left in the semester, and there were clarifications to spring to fall probation and the effect of summer school on probation status. They wanted to eliminate this, however, it is important for athletes, many of whom take summer school.
- g. Also, it was determined that the Code that we had thought was the complete new version was not completely up to date with the changes of the committee.
- h. Dean Page asked for the committee to reconvene before the next Academic Council meeting so that the most representatives could be present. At that meeting, the committee would discuss the most up to date new draft and he asked that the committee peruse the documents very carefully before meeting. He also said that the committees need to pass on a recommendation to the full Council. In the presentation, we can open up certain issues for bigger discussion but we need to iron out many of the issues in our committee and arrive on a consensus.

C. Meeting adjourned.

Undergraduate Studies Committee Meeting: February 25, 2010

Members Present: Hugh Page (Chair), Ryan Brellenthin, Dennis Doordan, Steve Fallon, Glynnis Garry, John Gaski, Dennis Jacobs, Graham Lappin, Kathleen McDonald, Cathy Pieronek, Fr. Mark Poorman, Joe Powers, Ava Preacher, Grant Schmidt, Cheri Smith.

Guests Present: Steve Buechler, Angie Chamblee, Sam Gaglio, Harold Pace.

Members Absent: John Coughlin, Neil Delaney, John McGreevy, Bill Nichols.

Announcement: An extra meeting of the Undergraduate Studies Committee will be held on Thursday, March 4th from 5:30-9:00 in room 217, Coleman-Morse Center. The purpose of the meeting will be to continue reviewing revisions of the Academic Code.

Academic Code: The entirety of the meeting was devoted to reviewing revisions to the Academic Code. Page asked us to focus our thoughts on ***what is in the best interest, and what provides the best foundation for First Year students.***

Summary of previous extra meeting: Sections 3.1, 5.3, and 5.4 were discussed. Review of section 3.3 (graduate students) has been deferred. The group also reviewed sections 12.1 and 12.3.

Alternative language for section 12.2: Dennis Jacobs submitted alternative language:

During the First Year of Studies, a student must complete one semester of First-Year Composition, two semesters of mathematics, one semester of a University Seminar, two semesters of Physical Education, and at least three semesters of other University requirements. Depending on a student's intended college of study, more specific coursework may be recommended.

First Year of Studies students who have not fulfilled all the above requirements, who have earned less than twenty-four credit hours, or who are on academic probation cannot transfer to a degree granting college or school. The accepting dean, or the dean's designate, has discretion regarding which credits are acceptable toward the degree in that college.

Summary of Suggestions:

1. Pieronek recommended adding "or ROTC" after Physical Education in first paragraph.
2. Suggestion to add word "normally," but that word makes all requirements seem OPTIONAL.
3. Suggestion to change the word "must" in first sentence to "should," which would provide more flexibility for students, though Buechler mentioned later that "should" is not enforceable, and perhaps risky.
4. Section 12.1 mentions 24 credit hours, but the alternative version only mentions 21 credit hours worth of classes. Ava suggested saying "3 semesters of other University requirements."

5. Science is completely left out in this version. Many felt it was important to maintain sequence for the study of science. Failure to require a science course may create problems for students. Chamblee said that leaving science out as a requirement will result in students delaying completion of the requirements. The group agreed that science should be added to 12.2.
6. Do we need to specify that coursework must be taken at ND? Jacobs suggested "24 credit hours of post matriculation coursework."
7. Discussion of timeframe for completion of Philosophy and Theology courses. This is stipulated in section 15.2.b.
8. Section 15.1.a and 15.2.b – "natural science" should be changed to "science".
9. Brief discussion of requirements for BFA students.
10. Group also discussed the benefits and drawbacks of having upper level students in Theology and Philosophy classes. Many FY students benefit from having upper level students in their classes, others may find it traumatic.
11. Page: by not explicitly mentioning Theology and Philosophy in the Code make Science and Math seem more important? Does it shift the emphasis to these disciplines?
12. Cathy suggested that perhaps the individual college guides could clear up some issues with the Code. Students intending to go into specific colleges should consult the guides as well as the Code.
13. It was mentioned that advising standards in colleges after FYS is not as strict, so FYS might be the one place students can be set on the right path.
14. Page suggested that perhaps wider input is needed for this section. There are large gaps – no mention of fine arts, technology/library skills. Does this benefit FY students? Need to focus on the needs of FY students, and what will benefit them the most.

Meeting adjourned at 5:45.

Undergraduate Studies Committee Meeting: March 4, 2010, 5:30-9:00, Room 217 Coleman-Morse.

Members Present: Hugh Page (Chair), Ryan Brellenthin, Glynnis Garry, John Gaski, Dennis Jacobs, Graham Lappin, Kathleen McDonald, Mark Poorman, Joe Powers, Ava Preacher, Grant Schmidt, Cheri Smith.

Guests Present: Kathleen Brickley, Angie Chamblee, Sam Gaglio, Harold Pace.

Page started the meeting with a brief power point outlining the goals for the meeting. The purpose of the meeting was to review proposed revisions of the Academic Code. These minutes will outline changes as recommended by the committee.

General note: all instances of “natural science” should be changed to “science” throughout the Code.

Preamble – changes were approved.

1.1 The changes were made to reflect the Provost’s title currently on record.

1.1 The Assistant Provost for Enrollment, who oversees undergraduate admissions, has the authority and responsibility for admitting to the University entering first-year students in compliance with the procedures and requirements determined by the Academic Council of the University. Acting through the Assistant Provost for Enrollment undergraduate admissions, the dean (or the dean’s designate) of each college has authority over, and responsibility for, the admission of students into that undergraduate college.

2.1 Changes were approved.

3.1 Chamblee requested a return to the original wording:

3.1 *First Year of Studies*: Students applying for the First Year of Studies must apply to the Assistant Provost for Enrollment specifying an interest to complete the baccalaureate degree requirements. Normally, such applicants will not have attended another college or taken any college-level courses. In the event that such courses have been taken, the credits may will-be accepted. The dean of the First Year of Studies will determine the application of credit earned toward the fulfillment of First Year requirements; the dean (or dean’s designate) of the student’s college will determine the application of

the credit toward the student's intended degree program at the time of the student's entry into that college.

3.2 Changes were approved.

3.3 This section was submitted to Greg Sterling for approval, and he made no comment on the changes. Powers, questioned the inclusion of "accredited" in the first sentence. How do we know if a college is accredited? Many non-US universities are not accredited. Preacher noted that members of the group that made the revisions had questioned the inclusion of graduate students in this document in the first place. Pace recommended that graduate schools need to develop their own codes. Powers noted that there should be one place where everything is codified, and graduate students should still be included in this document. It was noted that the Code is for the entire university (per the preamble). Recommended changes:

3.3 Graduate students: To be admitted to the Graduate School the student must hold a bachelor's degree from an accredited institution **or the equivalent.**

3.6 This section was added to include new categories of students. There are different masters programs that are not in the Graduate School. The word "professional" was eliminated as not all of these programs are "professional" masters programs. **BRACKETED: Jacobs requested that we ask the Graduate School and other Masters programs if they want the same flexibility regarding the word "accredited" included in sections 3.4 and 3.6 (add "or the equivalent"). Recommended changes to the heading:**

3.6 Professional Masters Degree students **in other programs outside the Graduate School:**

4.1 Condenses two parts of the Code into one. Preacher clarified that this also covered students who are studying abroad. Changes were approved.

4.2 Changes were approved.

4.3 Changes were approved.

4.4 Changes were approved.

4.5 Changes were approved.

4.6 Changes were approved.

4.7 Changes were made for students who simply “forgot” to change their schedule. Exceptions should only happen under very specific circumstances. Jacobs stated that “mental and physical illness” seems too narrow. Pace clarified that illness is defined – it needs to be verified by a medical professional. Students in this situation are at a point where they cannot continue because they are suffering acute mental or physical problems. Earlier wording was “diagnosed medical condition” but there was concern that some students who needed to alter their schedule may not consider themselves eligible because they have not been officially diagnosed. There was discussion about the term “mental illness” and the stigma that may be associated with it. **BRACKETED: Brickley (General Counsel) will look at language from ADA guidelines and find appropriate terminology for this section.**

5.1 Poorman mentioned that 10 days seemed like an arbitrary number, but changes were approved.

5.2 Question about the word “must” in the last sentence. This seemed too strong. Pace wants to keep this stipulation so the university can find out why students are leaving so that students who are thinking about returning can know what they will need to do to reapply. Recommended changes to last sentence:

This can be accomplished in any formal communication **including** the reason for the separation and future education plans.

5.3 Changes were approved.

5.4 This section was rearranged so that the penultimate paragraph became section 5.4.1, section 5.4.1 became 5.4.2, and section 5.4.2 became section 5.4.3. Per Sterling, the language in 5.4.3 was changed as approved by Academic Council last year. **The final paragraph (“Dismissal under this paragraph....”) became 5.4.3.c and was BRACKETED to check for consistency.** “Professional Masters degree” was changed in this section (and also in section 3.6) because some masters programs outside the Graduate School are not technically “professional” degrees. Changes as approved thus far:

5.4

1) The dean (or dean's designate) officers responsible may request dismissal or require withdrawal of a student at the end of any semester if, in their judgment, sufficient progress has not been made to warrant continuance.

2) *Undergraduate students* are subject to dismissal for:

- a) Two consecutive semesters on probation, or
- b) A total of three nonconsecutive semesters on probation, or
- c) Failure to achieve a semester average of 1.000 regardless of previous academic work.

The standards for probation for undergraduate students are defined in section 22.1.

Dismissal under this paragraph is effective fourteen calendar days after the date on which final grades for the semester are due to the University Registrar. Dismissal decisions are final and are not subject to appeal, but students may apply for re-admission under Section 6.1. A student's second academic dismissal is deemed permanent, and the student may not apply for readmission.

3) *Graduate students* generally must maintain at least a 3.000 average. However, individual departments or programs may adopt higher standards, so graduate students should consult departmental or program requirements for good standing. In addition to grades, other factors may affect a department's assessment of good standing and whether the graduate student will be permitted to continue in a degree program.

- a) *Graduate students: A student may be dismissed from the department or program if the GPA in any one semester is below 2.500 or if the GPA is below 3.000 for consecutive semesters. No student with less than a 2.000 semester average will be permitted to continue in the Graduate School in any status. Any student whose semester average is less than 2.500 for two consecutive semesters is subject to dismissal.*
- b) *Professional Masters degree program students in programs outside the Graduate School: Separation criteria will be determined by the program dean. The student separation criteria for professional masters degree students in programs outside the Graduate School will be determined by the program director of the relevant professional masters degree program director.*
- c) Dismissal under this paragraph is effective fourteen calendar days after the date on which final grades for the semester are due to the University Registrar. **(BRACKETED to check for consistency)**

6.1 Clarification: students can (and do) change colleges while they are dismissed. Changes as approved:

6.1 Any student who voluntarily withdraws or who is dismissed (non-permanently) under any provision of Article 5 must apply for re-admission to the **Office of Undergraduate Admissions** appropriate admissions office.

7.1 Clarification: what is the longest you can take a leave? This is not in the Code, it can be fairly lengthy for military leave. Changes were approved.

8.1 Changes were made to formalize what a semester hour is, though the committee acknowledged that shifts in pedagogical approaches may force changes in the future – particularly with regard to what constitutes “classroom instruction”. Changes were approved.

8.2 Changed grade requirement from “C” to “B” to enforce a higher standard. Some questioned whether a “B” is considered equal from all institutions. Preacher pointed out that individual departments sign off on transfer credits in the end, so they are ultimately responsible for making that determination. Changes were approved.

8.3 Final sentence added to this section:

Application of these credits to the student’s degree requires approval of the student’s dean.

8.4 Change to header as approved:

8.4 Undergraduate **Students** ~~Seniors~~ Taking Graduate Courses **for Graduate Credit**: During the student’s senior year, ~~An undergraduate, if qualified, may register....~~

8.5 “Internet-based class credits” was added, but Dean Sterling did point out that ND offers internet-based class credits through the ECHO program. The language may be too strong. Preacher mentioned that this was separated from section 8.2 because it is a special case, and she has objections to adding the terminology “as approved by the dean,” as it may open a Pandora’s Box of issues. The section was **BRACKETED FOR FURTHER DELIBERATION.**

8.6 Changes were approved.

9.1 Changes were approved.

10.1 The College of Science currently has a limit of 18 credit hours per semester. It was suggested that the numbers be removed from this section entirely. **It was decided that this section be BRACKETED until the College of Science can look at it.** Friendly amendment for the final sentence of the section was approved:

These **maximums** ~~maxima~~ include ROTC and activity courses.

10.2 Changes were approved.

10.3 Changes as approved for final sentence:

~~Professional~~ Masters degree students **in programs outside the Graduate School** must have permission to overload from the director from the ~~professional~~ masters degree program.

11.1 Changes were approved.

12.1-12.2 This section has generated lively debate in the last two meetings of this committee. **It was decided to BRACKET this section so the University Committee on the First Year of Studies (UCFYS) could look at it.** Page noted that the UCFYS has already been discussing this section, and he distributed minutes from their last meeting.

12.3 Changes were approved.

13.2 Paragraphs 2, 3, and 4 – Preacher recommended that we mention a specific number of classes instead of a percentage. This policy is currently only mentioned in the Academic Guide, but it is desirable to have something in the Code as well. We want to set a policy that established a minimum number of classes a student can miss for various reasons, including job interviews, graduate school interviews, university representation, etc. The group recommends that a maximum number of excused absences be codified as well (20% was mentioned). **BRACKETED: Page will determine a subcommittee to make further revisions.**

13.3 Changes were approved.

13.4 Changes were approved.

13.5 Friendly amendments were approved (hyphen in University-wide and last two words):

13.5 Regularly scheduled classes may be dismissed only at the direction of the President or Provost. If this decision is made related to an emergency or is weather related, an emergency message will be issued to all students and faculty. On rare occasions, classes may also be dismissed because of a University-wide event scheduled during the class day. In both cases, the University Registrar will schedule an approved class makeup period/day at another point in the term, **if requested.**

14.1 Typo “designed Reading Days”

Final exams may not be administered during normal class periods or on **designated** Reading Days.

14.3 Schmidt noted that many students have had to take three exams in one very protracted 24 hour period (for instance, one exam at 7 pm, another at 9 am the next morning, and a third at 5 pm that same day). This is a hardship. Gaglio mentioned that this problem could be resolved if ND returned to the system of having alternate exam and reading days. A vigorous discussion followed. The issue was BRACKETED.

14.4 Changes were approved.

15.1 Changes were approved.

15.2 It was noted that the Core Curriculum does not tell deans when a student can graduate. Changes as approved:

15.2 The receipt of a baccalaureate degree from the University requires the satisfactory completion of **a degree** the curriculum according to the decision of the University Core Curriculum committee. This includes:

- a) The satisfaction of the University **Core Curriculum** requirements of English composition (one semester), mathematics (two semesters), history (one semester), social science (one semester), fine arts/literature (one semester), ~~natural~~ science (two semesters), philosophy.....

15.2.b. These are not degree requirements. Gaglio recommended taking this section out as it is covered in section 12. **BRACKETED for further reflection.**

15.2.f This section fostered a lengthy discussion. There is general sense that we do not want ND students to end their careers off campus. Preacher pointed out that, with the application of AP credits and overseas studies credits; it is currently possible for students to graduate with as few as 30 credit hours on campus. **Page recommended that we should hear from some different voices on this matter, so this section was BRACKETED.**

18.1 – Jumping ahead, but it was briefly noted that “B+” occurs twice in this section.

*****Bracketed sections include***:**

3.4 and 3.6 – Do graduate programs want to include “or equivalent” after accredited institution?

4.7 – General Counsel will look for appropriate language in ADA guidelines.

5.4.3.c – Need to check for consistency in this section.

8.5 – Further deliberation needed on Internet-based classes.

10.1 – College of Science needs to look at the maximum number of allowable credits taken per semester.

12.1 and 12.2 – Sent to University Committee on the First Year of Studies for deliberation.

13.2 – Page will determine a subcommittee to look at revisions to this section.

14.3 – Need more deliberation.

15.2.b – This section is closely tied to section 12, and needs to be revisited after the UCFYS makes recommendations for section 12. It is possible that 15.2.b may not be necessary.

15.2.f – More input needed from outside the committee.

9:00 pm: Committee in recess until after spring break.

Respectfully, Cheri Smith

Undergraduate Studies Committee Meeting: March 4, 2010, 5:30-9:00, and April 8, 2010 8:30-10:00, Room 217 Coleman-Morse.

General note: all instances of “natural science” should be changed to “science” throughout the Code.

Preamble – changes were approved.

1.1 The changes were made to reflect the Provost’s title currently on record.

1.1 The Assistant Provost for Enrollment, who oversees undergraduate admissions, has the authority and responsibility for admitting to the University entering first-year students in compliance with the procedures and requirements determined by the Academic Council of the University. Acting through the Assistant Provost for Enrollment undergraduate admissions, the dean (or the dean’s designate) of each college has authority over, and responsibility for, the admission of students into that undergraduate college.

2.1 Changes were approved.

3.1 Chamblee requested a return to the original wording:

3.1 *First Year of Studies*: Students applying for the First Year of Studies must apply to the Assistant Provost for Enrollment specifying an interest to complete the baccalaureate degree requirements. Normally, such applicants will not have attended another college or taken any college-level courses. In the event that such courses have been taken, the credits may will be accepted. The dean of the First Year of Studies will determine the application of credit earned toward the fulfillment of First Year requirements; the dean (or dean’s designate) of the student’s college will determine the application of the credit toward the student’s intended degree program at the time of the student’s entry into that college.

Comments from Athletics, the Faculty Board on Athletics, and Academic Services for Student-Athletes:

Section 3.1: I believe our comments are consistent with those made by Angie Chamblee at the previous meeting. Specifically:

1. What does “matriculated” mean in this context?
2. Is it possible to say something like “Except in extraordinary circumstances, such applicants...”?

3.2 Changes were approved.

3.3 This section was submitted to Greg Sterling for approval, and he made no comment on the changes. Powers, questioned the inclusion of “accredited” in the first sentence. How do we know if a college is accredited? Many non-US universities are not accredited. Preacher noted that members of the group that made the revisions had questioned the inclusion of graduate students in this document in the first place. Pace recommended that graduate schools need to develop their own codes. Powers noted that there should be one place where everything is codified, and graduate students should still be included in this document. It was noted that the Code is for the entire university (per the preamble). Recommended changes:

3.3 *Graduate students*: To be admitted to the Graduate School the student must hold a bachelor’s degree from an accredited institution **or the equivalent**.

Comments from Athletics, the Faculty Board on Athletics, and Academic Services for Student-Athletes

Section 3:3: We would like to see the final sentence apply to degree-seeking students only, such that the sentence would read “Degree-seeking students admitted to the Graduate School should have attained at least a “B” or its equivalent in the undergraduate course of their major field.” (I believe that would be consistent with current practice.)

3.6 This section was added to include new categories of students. There are different masters programs that are not in the Graduate School. The word “professional” was eliminated as not all of these programs are “professional” masters programs. **BRACKETED: Jacobs requested that we ask the Graduate School and other Masters programs if they want the same flexibility regarding the word “accredited” included in sections 3.4 and 3.6 (add “or the equivalent”)**. Recommended changes to the heading:

3.6 ~~Professional~~ *Masters Degree students in other programs outside the Graduate School*:

4.1 Condenses two parts of the Code into one. Preacher clarified that this also covered students who are studying abroad. Changes were approved.

4.2 Changes were approved.

4.3 Changes were approved.

4.4 Changes were approved.

4.5 Changes were approved.

4.6 Changes were approved.

4.7 Changes were made for students who simply “forgot” to change their schedule. Exceptions should only happen under very specific circumstances. Jacobs stated that “mental and physical illness” seems too narrow. Pace clarified that illness is defined – it needs to be verified by a medical professional. Students in this situation are at a point where they cannot continue because they are suffering acute mental or physical problems. Earlier wording was “diagnosed medical condition” but there was concern that some students who needed to alter their schedule may not consider themselves eligible because they have not been officially diagnosed. There was discussion about the term “mental illness” and the stigma that may be associated with it. **BRACKETED: Brickley (General Counsel) will look at language from ADA guidelines and find appropriate terminology for this section.**

Recommended wording from Kathleen Brickley:

4.7 A student’s request to drop a class after the last day of discontinuance(section 4.6) will ordinarily not be granted except in the event of an unanticipated catastrophic event, illness or injury or a physical , mental or psychological condition that has prevented the student from seeking appropriate assistance prior to the last day of discontinuance. Such request can only be made to the dean or dean’s designate and the decision is wholly within the discretion of the dean. If allowed, the class will be recorded on the official transcript with a grade of “W”.

5.1 Poorman mentioned that 10 days seemed like an arbitrary number, but changes were approved.

5.2 Question about the word “must” in the last sentence. This seemed too strong. Pace wants to keep this stipulation so the university can find out why students are leaving so that students who are thinking about returning can know what they will need to do to reapply. Recommended changes to last sentence:

This can be accomplished in any formal communication **including** the reason for the separation and future education plans.

5.3 Changes were approved.

5.4 This section was rearranged so that the penultimate paragraph became section 5.4.1, section 5.4.1 became 5.4.2, and section 5.4.2 became section 5.4.3. Per Sterling, the language in 5.4.3 was changed as approved by Academic Council last year. **The final paragraph (“Dismissal under this paragraph....”)** became 5.4.3.c and was BRACKETED to check for consistency. Per Kathleen Brickley – She will be in touch with Pat Bellia in the NDLS to seek her thoughts on the wording in this section. “Professional Masters degree” was changed in this section (and also in section 3.6) because some masters programs outside the Graduate School are not technically “professional” degrees. Changes as approved thus far:

5.4

1) The **dean (or dean’s designate)** officers responsible may ~~request dismissal~~ dismiss or **require** withdrawal of a **student** at the end of any semester if, in their judgment, sufficient progress has not been made to warrant continuance.

2) *Undergraduate students* are subject to dismissal for:

- a) Two consecutive semesters on probation, or
- b) A total of three nonconsecutive semesters on probation, or
- c) Failure to achieve a semester average of 1.000 regardless of previous academic work.

The standards for probation for undergraduate students are defined in section 22.1.

Dismissal under this paragraph is effective fourteen calendar days after the date on which final grades for the semester are due to the University Registrar. ~~Dismissal decisions are final and are not subject to appeal,~~ but students may apply for re-admission under Section 6.1. A student’s second academic dismissal is deemed permanent, and the student may not apply for readmission.

3) *Graduate students* generally must maintain at least a 3.000 average. However, individual departments or programs may adopt higher standards, so graduate students should consult departmental or program requirements for good standing. In addition to grades, other factors may affect a department’s assessment of good standing and whether the graduate student will be permitted to continue in a degree program.

- a) *Graduate students:* A student may be dismissed from the department or program if the GPA in any one semester is below 2.500 or if the GPA is below 3.000 for consecutive semesters. No student with less than a 2.000 semester average will be permitted to continue in the Graduate School in any status. Any student whose semester average is less than 2.500 for two consecutive semesters is subject to dismissal.
- b) ~~Professional~~ Masters degree program students in programs outside the Graduate School: Separation criteria will be determined by the program dean. The student separation criteria for professional masters degree students in programs outside the Graduate School will be determined by the program director of the relevant professional masters degree program director.
- c) Dismissal under this paragraph is effective fourteen calendar days after the date on which final grades for the semester are due to the University Registrar. **(BRACKETED to check for consistency)**

Comments from Athletics, the Faculty Board on Athletics, and Academic Services for Student-Athletes

Section 5.4: Multiple comments, which may be more appropriately raised with Dean Sterling:

1. Subparagraph a) – We would like to discuss whether this provision should apply equally to degree and non-degree seeking graduate students (in our opinion, we should consider a different standard for non-degree-seeking students).
2. There is currently some confusion between the Academic Code, the Graduate School Bulletin and common practice as to what courses count toward the Graduate School GPA (400000 and above? 60000 and above?). In addition, there is some confusion as to whether the grades of C and D can be awarded to degree or non-degree seeking students, and in what level courses. It seems that we should have a firm understanding of these issues before we agree on language re: the graduate student GPA and academic good standing.

6.1 Clarification: students can (and do) change colleges while they are dismissed. Changes as approved:

6.1 Any student who voluntarily withdraws or who is dismissed (non-permanently) under any provision of Article 5 must apply for re-admission to the **Office of Undergraduate Admissions** appropriate admissions office.

7.1 Clarification: what is the longest you can take a leave? This is not in the Code, it can be fairly lengthy for military leave. Changes were approved.

8.1 Changes were made to formalize what a semester hour is, though the committee acknowledged that shifts in pedagogical approaches may force changes in the future – particularly with regard to what constitutes “classroom instruction”. Changes were approved.

8.2 Changed grade requirement from “C” to “B” to enforce a higher standard. Some questioned whether a “B” is considered equal from all institutions. Preacher pointed out that individual departments sign off on transfer credits in the end, so they are ultimately responsible for making that determination. Changes were approved.

Comments from Athletics, the Faculty Board on Athletics, and Academic Services for Student-Athletes

Section 8.2: We prefer the current provision that requires a “C” or better. The asserted reason for increasing the required grade to a “B” is to ensure that students have a meaningful educational experience. Although this is an important goal, it seems like we have other checks and balances designed to protect that, such as approval of the enrollment and the selected course(s).

8.3 Final sentence added to this section:

Application of these credits to the student’s degree requires approval of the student’s dean.

8.4 Change to header as approved:

8.4 Undergraduate ~~Students Seniors~~ Taking Graduate Courses **for Graduate Credit:** ~~During the student’s senior year,~~ An undergraduate, if qualified, may register....

8.5 “Internet-based class credits” was added, but Dean Sterling did point out that ND offers internet-based class credits through the ECHO program. The language may be too strong. Preacher mentioned that this was separated from section 8.2 because it is a special case, and she has objections to adding the terminology “as approved by the dean,” as it may open a Pandora’s Box of issues. The section was **BRACKETED FOR FURTHER DELIBERATION.**

8.6 Changes were approved.

9.1 Changes were approved.

10.1 The College of Science currently has a limit of 18 credit hours per semester. It was suggested that the numbers be removed from this section entirely. **It was decided that this section be BRACKETED**

until the College of Science can look at it. Friendly amendment for the final sentence of the section was approved:

These ~~maximums~~ ~~maxima~~ include ROTC and activity courses.

10.2 Changes were approved.

10.3 Changes as approved for final sentence:

Professional Masters degree students **in programs outside the Graduate School** must have permission to overload from the director from the ~~professional~~ masters degree program.

11.1 Changes were approved.

12.1-12.2 This section has generated lively debate in the last two meetings of this committee. **It was decided to BRACKET this section so the University Committee on the First Year of Studies (UCFYS) could look at it.** Page noted that the UCFYS has already been discussing this section, and he distributed minutes from their last meeting.

Comments from Athletics, the Faculty Board on Athletics, and Academic Services for Student-Athletes

Section 12.1: We simply raise the question whether section 12.1 (internal transfer from FYS to a college) and section 3.2 (transfers into Notre Dame from other institutions) should be consistent re: the number of credits required, i.e., 24 or 27 credit hours.

12.3 Changes were approved.

13.2 Paragraphs 2, 3, and 4 – Preacher recommended that we mention a specific number of classes instead of a percentage. This policy is currently only mentioned in the Academic Guide, but it is desirable to have something in the Code as well. We want to set a policy that established a minimum number of classes a student can miss for various reasons, including job interviews, graduate school interviews, university representation, etc. The group recommends that a maximum number of

excused absences be codified as well (20% was mentioned). **BRACKETED: Page will determine a subcommittee to make further revisions.**

13.3 Changes were approved.

13.4 Changes were approved.

13.5 Friendly amendments were approved (hyphen in University-wide and last two words):

13.5 Regularly scheduled classes may be dismissed only at the direction of the President or Provost. If this decision is made related to an emergency or is weather related, an emergency message will be issued to all students and faculty. On rare occasions, classes may also be dismissed because of a University-wide event scheduled during the class day. In both cases, the University Registrar will schedule an approved class makeup period/day at another point in the term, **if requested.**

14.1 Typo “designed Reading Days”

Final exams may not be administered during normal class periods or on **designated** Reading Days. **This section BRACKETED to confer with Kaneb Center and colleges to determine what is in the best interest for students. Berry commented that current exam schedules exemplify brain antagonistic learning and do not promote long term learning.**

14.3 Schmidt noted that many students have had to take three exams in one very protracted 24 hour period (for instance, one exam at 7 pm, another at 9 am the next morning, and a third at 5 pm that same day). This is a hardship. Gaglio mentioned that this problem could be resolved if ND returned to the system of having alternate exam and reading days. A vigorous discussion followed. The issue was BRACKETED.

14.4 Changes were approved.

15.1 Changes were approved.

15.2 It was noted that the Core Curriculum does not tell deans when a student can graduate. Changes as approved:

15.2 The receipt of a baccalaureate degree from the University requires the satisfactory completion of a **degree** the curriculum according to the decision of the University Core Curriculum committee. This includes:

- a) The satisfaction of the University **Core Curriculum** requirements of English composition (one semester), mathematics (two semesters), history (one semester), social science (one semester), fine arts/literature (one semester), ~~natural~~ science (two semesters), philosophy.....

15.2.b. These are not degree requirements. Gaglio recommended taking this section out as it is covered in section 12. BRACKETED for further reflection.

15.2.f This section fostered a lengthy discussion. There is general sense that we do not want ND students to end their careers off campus. Preacher pointed out that, with the application of AP credits and overseas studies credits; it is currently possible for students to graduate with as few as 30 credit hours on campus. Page recommended that we should hear from some different voices on this matter, so this section was BRACKETED.

Comments from Athletics, the Faculty Board on Athletics, and Academic Services for Student-Athletes

Section 15.2(f): Although I do not believe this reflects a change in current practice, we believe it's worth discussing whether the stated residence requirement is in fact followed in practice and, if so, whether it makes sense in today's educational environment.

15.4

Comments from Athletics, the Faculty Board on Athletics, and Academic Services for Student-Athletes

Section 15.4: Again, we believe it's worth discussing whether this requirement makes sense in today's educational environment. We believe that many our peer institutions approach this very differently (Stanford, for example, puts no time limit on finishing the degree and does not have credit forfeiture provisions). This provision particularly affects student-athletes who leave early to pursue a professional career. In these cases, it is beneficial for Notre Dame to encourage these student-athletes to finish their degrees at Notre Dame.

18.1 – Jumping ahead, but it was briefly noted that “B+” occurs twice in this section.

*****Bracketed sections include****:**

3.4 and 3.6 – Do graduate programs want to include “or equivalent” after accredited institution?

4.7 – General Counsel will look for appropriate language in ADA guidelines.

5.4.3.c – Need to check for consistency in this section.

8.5 – Further deliberation needed on Internet-based classes.

10.1 – College of Science needs to look at the maximum number of allowable credits taken per semester.

12.1 and 12.2 – Sent to University Committee on the First Year of Studies for deliberation.

13.2 – Page will determine a subcommittee to look at revisions to this section.

14.3 – Need more deliberation.

15.2.b – This section is closely tied to section 12, and needs to be revisited after the UCFYS makes recommendations for section 12. It is possible that 15.2.b may not be necessary.

15.2.f – More input needed from outside the committee.

16.1 – Okayed

17.1 – Okayed

17.2 Okayed

17.4 – add hyphen between Notre Dame-affiliated

17.5 – Okayed

18.1 – Changed second “B+” to “B”

19.1 – Okayed

20.1 – Okayed

21.1 – Okayed

22.1 – There are concerns for student athletes. College is a difficult transition, so changing the minimum semester averages may be difficult. **Bracketed to confer with Athletics.**

22.2 and 22.3 – Do we want this to be an undergraduate-only document, or will we continue to include graduate programs? **Bracketed. Hugh will contact other units.**

23.1 – Okayed

Other issues:

- 1. The Academic Guide has been incorporated into the Code, and these changes have been okayed.**
- 2. Dual Degree Programs – Ava Preacher.**

Respectfully, Cheri Smith

Undergraduate Studies Committee Meeting: April 20, 2010

Members Present: H. Page (Chair), R. Brellenthin, N. Delaney, S. Fallon, G. Garry, J. Gaski, D. Jacobs, G. Lappin, M. Lykoudis, K. McDonald, J. McGreevy, M. Poorman, J. Powers, A. Preacher, G. Schmidt, C. Smith, C. Woo.

1. Brief follow-up on *Academic Code* vetting process – Brellenthin requested clarification on what will happen next with the Academic Code. Page said that the document will be turned over to Provost Burish who will determine the appropriate groups to handle bracketed issues. Preacher noted that it is important that whoever handles further revisions needs to be familiar with how the document is applied. Page agreed, and said that he will pass this on to the Provost.
2. AP Subcommittee – McGreevy reported that the Advanced Placement issue has proved to be very complex. The subcommittee is waiting for data to help clarify the issue, and plans to meet a few more times this year. They hope to have something by the end of fall 2010. Poorman requested an update on what the subcommittee has been discussing. McGreevy said basically the group is trying to determine whether ND should continue with its relatively generous AP policy, or should the university move to stricter policies for accepting AP credits. Resource allocation is an issue (for example, if all FY students are required to take a composition class, this will require many more instructors), but the group has set those issues aside for the moment. They are looking at issues related to the core curriculum. Should AP credits count as a Notre Dame class? Brellenthin asked about benchmarking. McGreevy said they have looked at 7 peer institutions and they have determined that ND is among the most generous, but not entirely unique. The College of Engineering appears to have a more tightly bound curriculum than other schools, but Arts & Letters policies are comparable to peer institutions.
3. Additional issues for next year.
 - a. Dual Degree – This is an ongoing concern. Guidelines should be in place, but should not squelch entrepreneurship. McGreevy noted that the Deans and Chairs group has discussed this issue, and the consensus is that it should be put on hiatus for further investigation. Currently the 5 year Engineering/A&L is the only officially approved dual-degree program. At this time, Arts & Letters will not grant dual degrees. Double majors are still okay. Woo mentioned that there are also approved 3 + 2 programs in business. She wants delimiters in place so that these programs are not affected. Ava noted that the Code is not as specific as one might think. She said that the Bulletin could possibly handle new guidelines in a more flexible manner. Delaney suggested that wording be added to the Code such that all dual degree programs need to be approved by the Academic Council. Woo questioned whether Academic Council is the right body to handle this issue.
 - b. Student assessment and grade validity – (AKA “Grade inflation”). Hugh summed up the issue as one regarding Notre Dame standards and the impact these standards have on the educational experience for undergraduates. What does it mean to give students work and to assess that work? Lappin asked about expectations for grades for First Year Students. Page said that FYS encourages students to learn for the sake of learning. A

lengthy and lively discussion ensued regarding various means of assessing student work, ranging from Reed College's non-grade system to the College of Engineering's move to portfolios. McGreevy asked why this committee would be the appropriate body to look at this issue. What would the policy outcome be? Shouldn't this be done at the department/college level? Hugh said that this committee would be a part of an ongoing conversation. Delaney mentioned that one part of the conversation could be whether instructors give absolute grades, or grade on a scale. Jacobs referred the group to the Section 18.1 of the Academic Code. Preacher mentioned that this section of the Code needs to be more broadly articulated, and the conversation should be taken up at the university level. Brellenthin stated that he would not want any changes to negatively affect students. Fallon would like to continue the conversation as different colleges have different standards. Smith mentioned that the recent Improve ND survey seemed to indicate that students in different colleges spend vastly different amounts of time on coursework outside of class. This supports Fallon's statement. Barry pointed out the dangers of grading on a curve and noted that the "description" column in section 18.1 is not particularly helpful, but the descriptions in the final column ("explanatory comments") are very good. Lykoudis said that this is a worthwhile conversation – especially in a time when students and parent are approaching higher education from a "market" viewpoint. The sense of wonder and natural curiosity is also important. Discussion of the topic could help to change the culture. Page said that the decision to continue this conversation will be turned over to the next Chair.

4. Meeting adjourned.

Respectfully,

Cheri Smith

The Academic Code

08 April 2010 Version

The Academic Code, approved by the Academic Council on May 13, 1974, became effective for the fall semester 1974. Any additions or deletions to the Academic Code must have Academic Council approval.

OKAYED by USC 3/4/10 **Preamble**

Embodied within this academic code are policies and regulations governing the student attainment of all academic credit and degrees from the University of Notre Dame. The Academic Code has been enacted by the Academic Council of the University, which retains the authority and responsibility for its review and amendment. The administration and interpretation of this code rest with the administrative academic officers of the University, viz., the provost, the deans, and the University Registrar. The responsibility to abide by this code resides with the students, faculty, and administrators who are accordingly required to know and observe its stipulated regulations.

Comment [MSOffice1]: Removed last sentence of first paragraph, which referenced policies contained in bulletins ... because this document contains the necessary policies and bulletins can change without anyone paying attention to what they contain.

Colleges and schools of the University are empowered to enact and publish policies and regulations for themselves consistent with this code.

Admissions Responsibilities

Changes approved by USC 3/4/10 1.1 The Assistant Provost for Enrollment, who oversees undergraduate admissions has the authority and responsibility for admitting to the University entering first-year students in compliance with the procedures and requirements determined by the Academic Council of the University. Acting through the Assistant Provost for Enrollment undergraduate admissions, the dean (or the dean's designate) of each college has authority over, and responsibility for, the admission of students into that undergraduate college.

Comment [MSOffice2]: Changed terminology to be consistent with actual titles and processes as they exist. No substantive changes.

1.2 Under the purview of the Provost, the deans of the Graduate School, Law School, the Mendoza College of Business, and the School of Architecture shall have authority and responsibility for the admitting of students to the Graduate School, Law School, the Graduate division of the Mendoza College of Business, and the graduate division of the School of Architecture, respectively. The director of a professional master's program shall have authority and responsibility for the admitting of students to that program.

OKAYED by USC 3/4/10 **Student Status**

2.1 a) *Degree-seeking student:* A student earning academic credit while pursuing a course of instruction leading to a degree.

Comment [MSOffice3]: Considerably streamlined the language. No substantive changes.

b) *Non-degree-seeking student:* A student not registered for a degree, but taking courses for which the student is qualified and for which the student receives credit.

Admissions Classifications

Changes approved by USC 3/4/10 3.1 *First Year of Studies:* Students applying for the First Year of Studies must apply to the Assistant Provost for Enrollment undergraduate admissions specifying an **interest intention** to complete the baccalaureate degree requirements. **Normally,** such applicants will not have **attended matriculated** at another college or taken **any more than three** college-level courses. **In the event that such courses have been taken, the credits may be accepted.** The dean of the First Year of Studies will determine the application of credit earned toward the fulfillment of First Year requirements; the dean (or the dean's designate) of the student's college will determine the application of the credit toward the student's intended degree program at the time of the student's entry into that college.

Comment [MSOffice4]: Reflects existing practice of FYS to allow up to three college courses to transfer toward degree requirements. Note that a student who took/transferred more than three courses (four courses normally equaling 12 credits) would have satisfied one semester of full-time college work, which is why this limit is in place.

DISCUSSION POINT: This would effectively prohibit Admissions from admitting students into the spring semester as first-year students if students have taken a semester at another institution. Those students would have to fall under transfer student requirements but would not meet those requirements and, thus, their admission would be delayed for a year.

OKAYED by USC 3/4/10 3.2 *Degree-seeking Transfer Students*: An undergraduate student matriculated at another institution and wishing to enter an undergraduate degree program must apply to the Office of Admissions and comply with the stipulated requirements and procedures. In general, to be considered for admission as a transfer student, the applicant must present a transfer record with at least a “B” average on a minimum of one year (normally 27 semester hours) of transferable college credits. The dean (or the dean’s designate) of the college or school in which the student intends to matriculate approves transfer admission and determines the number of credits acceptable in transfer toward the degree.

Comment [MSOffice5]: No number of credits had been spelled out in the prior version, but 24 credits had been the practice of Admissions. Deans want 27.

Changes approved by USC 3/4/10 3.3 *Graduate students*: To be admitted to the Graduate School the student must hold a bachelor’s degree from an accredited institution **or the equivalent**. The student who intends to work toward a graduate degree must satisfy the prerequisites required for graduate work by the Graduate School and by the relevant department or program. All students admitted to the Graduate School should have attained at least an average of “B” or its equivalent in the undergraduate courses of their major field.

Comment [MSOffice6]: Second part of this section, regarding undergraduates taking graduate-level courses, has been moved to 8.4.
DISCUSSION POINT: We had a number of discussions over whether these sorts of criteria (the GPA, for example) should be contained in this document.

Does Law School want to add “or the equivalent” after “accredited universities or colleges”? 3.4 *Law students*: Graduates of accredited universities or colleges will be considered for admission. Applicants for admission to the Law School are required to submit scores from the Law School Admission Test.

Comment [MSOffice7]: Wording supplied by Law School.

3.5 *MBA students*: Graduates of accredited universities or colleges will be considered for admission. Executive Masters of Business Administration (EMBA), Master of Business Administration (MBA) and Master of Science in Accounting (MSA) admission decisions are based on the student’s undergraduate academic record, score on the Graduate Management Admissions Test (GMAT) and leadership potential. Master of Not-for Profit in Administration (MNA) Admissions will be based on the Graduate Record Examinations (GRE).

Comment [MSOffice8]: Wording supplied by Mendoza.

Add “or the equivalent after “accredited universities or colleges”? 3.6 *Professional Masters Degree students in other programs outside the Graduate School*: Graduates of accredited universities or colleges will be considered for admission. Admission decisions are based on the student’s undergraduate academic record, score on the Graduate Record Exam and a level of academic achievement that implies a developed ability for advanced study and independent scholarship.

Comment [MSOffice9]: New section to cover ESTEEM and other similar programs that might develop in the future.

Registration and Schedule Changes

OKAYED by USC 3/4/10 4.1 *Registration*: A student must register for classes at the dates and times announced by the University Registrar. The student’s dean (or the dean’s designate) and department chair (or the chair’s designate) share the responsibility and authority for the advising and assignment of courses for students. Only under extenuating personal circumstances will a student be permitted to register for classes after the announced registration deadline. The student’s dean (or the dean’s designate) in collaboration with the University Registrar will receive and act on such requests.

Comment [MSOffice10]: Collected the scheduling information formerly in Section 11 so that everything relevant to student schedules in in one place.

Comment [MSOffice11]: Clarifying existing procedures. Wording supplied by the Registrar.

OKAYED by USC 3/4/10 4.2 *Enrollment*: All eligible students who are properly registered must also enroll for the current term at the dates and times announced by the University Registrar. Enrollment is a process, separate from registration for classes and payment of fees, in which the student notifies the University Registrar of the student’s plan to continue to pursue studies and through which the student reviews and updates contact information. Any student who has not enrolled by the end of the designated enrollment period will be dropped from all classes and is separated from the University.

Comment [MSOffice12]: Clarifying existing procedures. Wording supplied by the registrar.

OKAYED by USC 3/4/10 4.3 A student may receive credit only for classes for which the student is duly registered.

Comment [MSOffice13]: Formerly section 11.1. No substantive changes.

OKAYED by USC 3/4/10 4.4 A student may add classes only during the first six class days of the semester.

Comment [MSOffice14]: Formerly section 11.2.

OKAYED by USC 3/4/10 4.5 Generally, the registration period in which students may drop or add classes continues for the first six class days of the semester. After this period, any alteration of the student's schedule must be approved by the dean (or the dean's designate).

Comment [MSOffice15]: This was changed from seven to six, to minimize the number of class periods missed during the time allotted for changing schedules, but also gives academic units sufficient time to work with students to develop appropriate schedules.

OKAYED by USC 3/4/10 4.6 A class may be dropped up through the forty-fourth class day (last day for discontinuance) with the department chair (or the chair's designate) and the dean's designate approval; however, the dean's designate approval will not be granted if the remaining course load falls below full-time (12 credit hours). Any class dropped during this period will not appear on the official transcript.

Comment [MSOffice16]: Formerly part of section 11.3. This section was split into 4.5, 4.6 and 4.7 for clarity. No substantive changes except the changes from seven to six days throughout.

Comment [MSOffice17]: Formerly part of 11.3. See note 16 above.

4.7 Any request for an alteration of the student's class schedule after the last day for discontinuance should occur rarely (normally because of mental or physical illness) and requires review and approval by the dean's designate. If allowed, the class with a grade of "W" will be recorded on the official transcript. **General Counsel will look at language from ADA guidelines and find appropriate terminology for this section – specifically "mental illness".**

Comment [MSOffice18]: Formerly part of 11.3. The substantive change is to make it clear that the withdrawal procedure is rarely used, and not to be used by students who simply forgot to drop a class within the rule of section 4.6 or who find themselves performing poorly as the semester winds down. The current procedure has led some students to believe that "withdrawal" is just another form of "drop."

Separation from the University

OKAYED by USC 3/4/10 5.1 *Voluntary Withdrawal*. It is expected that, once admitted and properly registered, a student will complete the term. However, a student may request a voluntary withdrawal for appropriate reasons. A voluntary withdrawal from the University is contingent upon review and approval by the student's dean (or the dean's designate), which includes a personal interview and gathering of counsel from other appropriate University officials. If a student is approved for withdrawal before the end of the last day for course discontinuance in the semester (section 4.6), no courses or grades will be listed on the student's record. Student-requested withdrawals initiated after this date will be assigned a grade of "W" in each class (consistent with section 4.7). **Except for medical reasons, withdrawal requests will not be accepted within ten class days of the last class day. (The University reserves the right to seek appropriate documentation from a treating provider in cases of medical withdrawal.)**

Comment [MSOffice19]: This section was reworked significantly. Major changes include establishing four separate categories of separation (formerly two), and dealing with the consequences of each type of separation separately. This reflects actual practice in all of the colleges, and is intended to clarify the procedures for students.

Changes approved by USC 3/4/10 5.2 *Voluntary Separation between terms*. A degree-seeking student in good standing may decide not to return to the University during a semester break (December – January or during the summer months). Proper notification of the student's department chair, the college's dean (or the dean's designate) and the University Registrar is required. This can be accomplished in any formal communication **including and must include** the reason for the separation and future ~~education~~ plans.

Comment [MSOffice20]: This is another change, to keep students from dropping classes really late in the semester, and for perhaps made-up reasons. This language has been approved by General Counsel.

OKAYED by USC 3/4/10 5.3 *Involuntary Non-Academic Dismissal*. The University may dismiss any student whose health status or general conduct may be judged clearly detrimental to the best interests of either the student or the University community. The University may also dismiss students for disciplinary reasons as set forth in the *du Lac*, and for violations of the Academic Code of Honor as set forth in that policy. Academic and/or financial consequences depend upon the stipulated effective date of dismissal.

Comment [MSOffice21]: This is a NEW SECTION and is a substantive change. It gives us the ability to remove from the University a student who could be dangerous to self or others. It also makes clear that disciplinary dismissals are handled through *du Lac*, and Honor Code dismissals are handled through that procedure.

5.4 *Involuntary Academic Dismissal*. Academic dismissal decisions are based on the following criteria:

Comment [MSOffice22]: There is a substantive change here in terms of the finality of academic dismissal decisions.

- 1) **Changes approved by USC 3/4/10** The dean (or dean's designate) ~~officers~~ responsible may ~~dismiss request dismissal~~ or **require withdrawal of a student** at the end of any semester if, in their judgment, sufficient progress has not been made to warrant continuance.

2) **Changes approved by USC 3/4/10** Undergraduate students are subject to dismissal for:

- a) Two consecutive semesters on probation, or
- b) A total of three nonconsecutive semesters on probation, or
- c) Failure to achieve a semester average of 1.000 regardless of previous academic work.

The standards for probation for undergraduate students are defined in section 22.1.

Dismissal under this paragraph is effective fourteen calendar days after the date on which final grades for the semester are due to the University Registrar. ~~Dismissal decisions are final and are not subject to appeal~~, but students may apply for re-admission under Section 6.1. A student's second academic dismissal is deemed permanent and the student may not apply for readmission.

3) Graduate students generally must maintain at least a 3.000 average. However, individual departments or programs may adopt higher standards, so graduate students should consult departmental or program requirements for good standing. In addition to grades, other factors may affect a department's assessment of good standing and whether the graduate student will be permitted to continue in a degree program.

a) **Changes approved by USC 3/4/10** Graduate students: **A student may be dismissed from the department or program if the GPA in any one semester is below 2.500 or if the GPA is below 3.00 for consecutive semesters. No student with less than a 2.000 semester average will be permitted to continue in the Graduate School in any status. Any student whose semester average is less than 2.500 for two consecutive semesters is subject to dismissal.**

b) **Changes approved by USC 3/4/10** ~~Professional Masters degree program~~ students in **programs outside the Graduate School**: Separation criteria will be determined by the program dean. The student separation criteria for ~~professional~~ masters degree students in **programs outside the Graduate School** will be determined by the program director of the relevant ~~professional~~ masters degree program director.

e) **This section moved to 5.4.1 – Changes approved by USC 3/4/10** ~~The officers responsible may request dismissal or withdrawal at the end of any semester if, in their judgment, sufficient progress has not been made to warrant continuance.~~

c) **This section will now become 5.4.3.c – this approved by USC, but the section needs to be reviewed for consistency.** Dismissal under this paragraph is effective fourteen calendar days after the date on which final grades for the semester are due to the University Registrar.

Undergraduate Readmission

Changes approved by USC 3/4/10 6.1 Any student who voluntarily withdraws or who is dismissed (non-permanently) under any provision of Article 5 must apply for re-admission to the **Office of Undergraduate Admissions** ~~appropriate admissions office~~. Readmission requires the approval of the dean (or the dean's designate) of the college or school in which the student wishes to matriculate. In appropriate circumstances the dean (or the dean's designate) may consult the Office of Student Affairs regarding re-admission. ~~Readmitted students are subject to the academic policies in effect at the time of readmission. Readmission is precluded following permanent dismissal.~~

Leave of Absence Policy

OKAYED by USC 3.4.10 7.1 An undergraduate student is eligible to seek the approval of the dean (or the dean's designate) for a leave of absence from the University. A leave differs from a separation (Article 5) in several ways:

Comment [MSOffice23]: This is a NEW PROVISION. It states that the first academic dismissal is not subject to appeal. The second academic dismissal is permanent and, also, not subject to appeal.
DISCUSSION POINT: This is how the deans function in practice. Should there ever be any appeal for academic dismissals?
DISCUSSION POINT: The "effective date" of dismissal is a new provision. The deans felt this date was necessary to deal with two issues: first, the date beyond with student-athletes subject to dismissal could no longer compete in games or tournaments; and second, the date beyond which international students are no longer students for visa purposes.

Comment [MSOffice24]: This is a new provision to deal with professional masters degree programs not under the purview of the graduate school, such as ESTEEM.

Comment [MSOffice25]: This is a new provision, consistent with the provision for undergraduates as listed above.

Comment [MSOffice26]: The language here was revised to comport with the changes made in section 5.

Comment [MSOffice27]: These are the substantive changes to this section.

Comment [MSOffice28]: Formerly section 25. This was moved up to this point to be in the same general area as all the other reasons a student might leave the university for a time. No substantive changes.

- a) A leave is an integral part of a plan for the student's development;
- b) The leave is planned in advance of the semester for which it is granted;
- c) It is for an agreed-upon period of time, with a limit of two semesters.

7.2 Upon granting approval for a Leave of Absence, the student's dean (or the dean's designate) will notify the Office of the Registrar, which maintains records indicating the current status of students "on leave."

7.3 Before the semester of reentry, the student is contacted by the University Registrar in order to make the necessary arrangements for registration and enrollment. A student who fails to register and enroll in the semester following the period of the approved leave will be considered a voluntarily separated student and must apply for readmission per Article 6.1.

7.4 Unless the dean (or the dean's designate) of the college/school has approved the leave of absence specifically for the purpose of study, no credits earned while on leave will be eligible for transfer.

OKAYED by USC 3/4/10 **Credit**

8.1 Credits for all courses are reported in "semester hours." A semester hour of credit represents approximately 750 minutes of classroom instruction, which is equal to one 50-minute class period per week or its equivalent throughout a fifteen-week semester (1 x 50 x 15 = 750). At least double that time in laboratory, drafting or studio work is required for a semester hour of credit.

Comment [MSOffice30]: Registrar clarification.

OKAYED by USC 3/4/10 8.2 Matriculated undergraduates wishing to obtain degree credits from another institution must first seek approval from the dean (or the dean's designate) before enrolling at the other institution. If enrollment is approved and credits are earned, the dean (or the dean's designate) will determine how the credits are applied to the degree. All such credits must be earned with a "B" or better.

Comment [MSOffice31]: Substantive change: is "C" in the current version.

For graduate students, up to six semester hours of graduate credit from an accredited graduate school may be accepted toward the master's degree upon the recommendation of the chair of the department and with the approval of the associate dean of the graduate school. Twenty-four credit hours may be transferred toward a doctor of philosophy degree if the graduate student has a master's degree from an accredited institution. In all instances, the grade attained must be at least a "B" and the credits must have been earned during the five-year period immediately before first registration at Notre Dame. The transfer of credit will normally be made only if the credits are appropriate to the student's degree program. Such transfers of credit must be affected before the semester in which the graduate degree is conferred. Business graduate programs do not accept transfer credit.

Changes approved by USC 3/4/10 8.3 Undergraduate students are allowed to take classes at Saint Mary's College during the Academic Year (summer session excluded) for no additional tuition charge. These courses will be posted on the student's Notre Dame transcript as Notre Dame credit, not transfer credit. Acceptance into a class at Saint Mary's is up to the discretion of the instructor, department, and Saint Mary's College Registrar's Office. This is governed by the Saint Mary's/Notre Dame Co-Exchange policy and administered by the Office of the Registrar. **Application of these credits to the student's degree requires approval of the student's dean.**

Comment [MSOffice32]: This section was not in any prior versions, but was included to bring the Co-Exchange policy (which is being reworked) into the Code.

8.4 Undergraduate Students Seniors Taking Graduate Courses for Graduate Credit: ~~During the student's senior year,~~ An undergraduate, if qualified, may register for graduate courses at the appropriate level to be taken for graduate credit if the credits would be in excess of those required for the undergraduate degree. For such graduate courses to count for graduate credit toward a Notre Dame Master's degree, the student must apply for admission to the post-baccalaureate program and receive written approval of the chair of the department for the graduate credits to be

Comment [MSOffice33]: Formerly part of section 3.3. Moved here because it makes more sense. No substantive changes.

transferred. The transfer of such credits is made after the student has received the bachelor's degree and has been admitted to the appropriate post-baccalaureate program.

BRACKETED FOR FURTHER DELIBERATION 8.5 No correspondence or internet-based class credits from other institutions are accepted toward any degree credit.

OKAYED by USC 3/4/10 8.6 The entering First Year of Studies student may become eligible for credit by examination in three ways: (1) through the advanced placement program administered by the College Entrance Examination Board, (2) through the international baccalaureate program, and (3) through the testing program administered by the First Year of Studies. The general guideline is that credit by examination is counted as credit if it is required or permitted in a particular program. Credit by examination is not counted as credit if the number of the course for which the credit is awarded is lower than that of the initial course required in a particular program (also see Article 15.2 e).

Student Classification

OKAYED by USC 3/4/10 9.1 For academic purposes, the rating of an undergraduate student as first year, sophomore, junior, or senior is determined by the number of semesters of attendance and the number of credits earned. The University Registrar and the student's dean (or the dean's designate) will determine the appropriate classification for each student.

Class Loads

College of Science needs to look at maximum credit hours. 10.1 Except with special permission of the dean (or the dean's designate) of the college, the maximum number of credits allowed for the undergraduate student is as follows: First Year of Studies, School of Architecture, College of Engineering, College of Science, and Mendoza College of Business seniors and juniors are limited to no more than 19 credit hours per semester.

College of Arts and Letters students and College of Business sophomores are limited to no more than 17 credit hours per semester.

Change approved by USC 3/4/10 These ~~maximums~~ ~~maxima~~ include ROTC and activity courses.

OKAYED by USC 3/4/10 10.2 An undergraduate degree-seeking student must be enrolled in at least 12 credit hours in a given semester to be full-time. An undergraduate student who is in the graduation semester may seek permission of the dean (or the dean's designate) to be "part-time," if fewer than 12 credit hours are needed to complete the degree. Such requests must be submitted to the dean (or the dean's designate) for consideration before the sixth day of classes.

10.3 The normal study load for a student in the Graduate School is 12 hours, with 15 hours being the maximum allowed without special permission from the dean (or the dean's designate). The total study schedule of the student in the Graduate Division of the Mendoza College of Business is not to exceed 16 credit hours of course work a week and 18 credit hours per semester. The Law School class load is governed by the *Hoynes Code*. Professional masters degree students must have permission to overload from the director of the professional masters degree program.

Course Numbering System

OKAYED by USC 3/4/10 11.1 All courses offered are five numeric digits (e.g. ENGL 43715). The first digit of the course number indicates the level of the course and are designated as follows:

- ENGL 0 X - XXX = Pre-College Course
- ENGL 1 X - XXX = Freshman-Level Course
- ENGL 2 X - XXX = Sophomore -Level Course
- ENGL 3 X - XXX = Junior-Level Course
- ENGL 4 X - XXX = Senior-Level Course

Comment [MSOffice34]: This is significantly streamlined from the prior version. There are several issues here for further discussion.

The prior version allowed an exception to the general rule of "no correspondence credits" for courses from the Armed Forces Institute, but none of the deans grant this credit at this point anyway.

DISCUSSION POINT: The key discussion point revolves around the word "internet-based" as a class description. What is the definition of an "internet" class, and how do we deal with the way technology is now affecting classroom instruction.

Comment [MSOffice35]: This section was reworded by FYS to reflect practice and for clarity.

Comment [MSOffice36]: Formerly section 8.

Comment [MSOffice37]: Added.

Comment [MSOffice38]: Formerly section 9.

Comment [MSOffice39]: This section was reworded for clarity. No substantive changes.

Comment [MSOffice40]: This is a change from the existing code, to limit part-time students to students in the graduation semester. The existing code is silent on when a student can be part-time, but this actually reflects the "common law," but possibly not consistent practice, on this issue.

Comment [MSOffice41]: Change to comport with changes in section 4 regarding registration time limits.

Comment [MSOffice42]: New provision to deal with ESTEEM and others like it.

Comment [MSOffice43]: Formerly section 10. No substantive changes.

ENGL 5 X - XXX = 5th-Year Senior/Advanced Undergraduate Course
ENGL 6 X - XXX = 1st-Year Graduate-Level Course
ENGL 7 X - XXX = 2nd-Year Graduate-Level Course (MBA/LAW)
ENGL 8 X - XXX = 3rd-Year Graduate-Level Course (MBA/LAW)
ENGL 9 X - XXX = Upper-Level Graduate-Level Course

The second digit of the five-digit course number indicates the general type of course as follows:

X 0 - XXX = Regular Classroom Course
X 1 - XXX = Lab/Drill/Studio
X 2 - XXX = Tutorial/Discussion Group
X 3 - XXX = Seminar
X 4 - XXX = Study Abroad/ Off Campus
X 5 - XXX = Internship/Field Work
X 6 - XXX = Directed Readings
X 7 - XXX = Special Studies
X 8 - XXX = Thesis/Research/Dissertation
X 9 - XXX = Reserved for Future Use

[note]

Comment [MSOffice44]: The provisions of section 11 were moved up to section 4.

Transfers within the University

University Committee on the First Year of Studies will work on this 12.1 Upon completion of the First Year of Studies, an undergraduate student in good academic standing, who has earned at least twenty-four credit hours, selects a college and major and transfers to a degree granting college or school.

Comment [MSOffice45]: Split into 12.1 and 12.2 for clarity. No substantive changes.

University Committee on the First Year of Studies will work on this 12.2 The First Year of Studies curriculum consists of one semester of First Year Composition, two semesters of mathematics, two semesters of science or a foreign language, one semester of another University requirement, one semester of a University Seminar, and two semesters of physical education or ROTC.

First Year of Studies students who have earned less than twenty-four credit hours or who are on academic probation may not transfer to a degree granting college. Exceptions to this rule can be granted only by the dean (or the dean's designate) of the First Year of Studies and the dean (or the dean's designate) of the accepting college. The accepting dean (or the dean's designate) has discretion regarding which credits are acceptable toward the degree in that college.

Comment [MSOffice46]: Streamlined for clarity. No substantive changes.

OKAYED by USC 3/4/10 12.3 The undergraduate student who wishes to transfer from one college to another college within the University must be in good academic standing and have the approval of the deans (or their designates) of both colleges. The accepting dean (or the dean's designate) has discretion as to which credits are acceptable toward the degree in the new college.

Comment [MSOffice47]: This is a substantive change, but it reflects existing practice.

Class Attendance and Conduct

13.1 Classes for the academic year commence on the dates announced in the official Academic Calendar. Students are required to attend class regularly and punctually.

Page will determine a subcommittee to look at this section 13.2 At the beginning of the term, each instructor will state in writing the class policies concerning attendance, grading, and allowable number of unexcused absences. At the instructor's discretion, a failing or reduced grade may be given for excessive absences. Instructors have discretion over attendance at class at all times, with the exception of officially excused absences as described in *duLac*.

Comment [MSOffice48]: Substantive change: removes the requirement that the instructor notify the student and the student's dean that "further absences will result in a failing grade."

MAJOR DISCUSSION ITEM: The Academic Guide (which we're trying to get rid of) contains language that was approved by the Academic Council regarding absences for job and graduate school interviews:

Graduating seniors often must travel away from campus for interviews, whether for a fellowship opportunity, graduate school interviews, or postgraduate employment. The following guidelines are designed to give faculty and students alike guidance in negotiating absences from class due to such interviews: 1) undergraduate students are asked to use good judgment in planning for such interviews and in scheduling them as appropriately as possible; 2) faculty members are asked to inform students of their class absence policies; and 3) the dean (or the dean's designate) or each college or his/her designee, acting as mediator, will mediate those situations where undergraduate students and their professors cannot resolve differences on their own.

The deans have many problems with this policy. One of the recommended approaches is to limit the number of classes a student may miss for other than officially excused absences to no more than 15% of the class periods in a semester. This would limit students to six MWF periods, and four MW or TR periods.

OKAYED by USC 3/4/10 13.3 Instructors are expected to hold classes at all regularly scheduled times. Students should not be excused from class or instructors should not dismiss classes on regular class days before or after designated University holidays. The instructor who cannot meet with a class at scheduled class times will advise the department chair and normally provide for a substitute. Students may presume a class is dismissed if the instructor does not appear within 15 minutes.

Comment [MSOffice49]: Not in the current code, but approved language by the provost that should be in the code.

OKAYED by USC 3/4/10 13.4 All classes are dismissed during designated University holidays.

Comment [MSOffice50]: New section. Registrar clarification.

Changes approved by USC 3/4/10 13.5 Regularly scheduled classes may be dismissed only at the direction of the President or Provost. If this decision is made related to an emergency or is weather related, an emergency message will be issued to all students and faculty. On rare occasions, classes may also be dismissed because of a University-wide event scheduled during the class day. In both cases, the University Registrar will schedule an approved class makeup period/day at another point in the term, if requested.

Comment [MSOffice51]: New section. Registrar clarification.

Final Examinations

Sent to Kaneb and colleges to determine what is in the best interest of students 14.1 A final examination must be administered to undergraduates at the time and place stipulated in the official examination schedule. Final exams may not be administered during normal class periods or on designated designed Reading Days. Any exceptions to this policy must be approved by the chair of the department offering the course and reviewed by the dean (or the dean's designate).

Comment [MSOffice52]: Deans felt very strongly of the need to codify this. This is what we insist on, but with nowhere to point to as a rule.

14.2 Unexcused absences from the semester examination will result in a student receiving a failing grade on the final examination. The instructor and the student's dean (or the dean's designate) will determine whether the cause of absence was sufficient to permit the later administration of the examination.

Issue needs to be examined 14.3 No student shall be required to take more than two final examinations in one calendar day or more than three final examinations in a 24-hour period.

OKAYED by USC 3/4/10 14.4 In the event of a final examination conflict either because of two final examinations being scheduled at the same time, or because of section 14.3, conflicts will be resolved as follows:

Comment [MSOffice53]: This is a new section in the Code. This was already in the Academic Guide, but because we're trying to get rid of the guide, it needed to be somewhere. Most of this is not a substantive change.

1. The conflict will be resolved by the student's dean (or the dean's designate), who will communicate with and convey the decision to both faculty involved. A student who has a conflict must contact the student's dean (or the dean's designate) at least one

week before the start of the final examination period, to allow sufficient time to resolve the conflict.

2. When two examinations conflict, priority will be granted to the larger class.
3. When class size does not determine the outcome, lower-numbered courses usually take precedence over higher-numbered ones.

Comment [MSOffice54]: This is a substantive change. The current version gives priority to the smaller class. In practice, however, instructors in smaller classes have been more willing and able to switch exams in the event of a conflict, so this just codifies that.

These same rules shall be followed in the event two departmental exams conflict.

14.5 While a final examination is desirable for graduate courses, no University regulations regarding their conduct are set forth because of differences in graduate education in the various disciplines.

Degree Requirements

OKAYED by USC 3/4/10 15.1 When enrolling for the intended graduation term, a student must notify the University Registrar of the intent to graduate. The University Registrar will notify the student's dean (or the dean's designate), who will determine the student's graduation status. If approved, the dean (or the dean's designate) will inform the University Registrar of the degree to be awarded.

Comment [MSOffice55]: Simplified and updated to reflect current practices. Registrar wording.

Changes approved by USC 3/4/10 15.2 The receipt of a baccalaureate degree from the University requires the satisfactory completion of a degree the curriculum according to the decision of the University Core Curriculum committee. This includes:

Comment [MSOffice56]: Simplified and reworded for clarity. No substantive changes except for the addition of sub-part (g).

a) The satisfaction of the University Core Curriculum requirements of English composition (one semester), mathematics (two semesters), history (one semester), social science (one semester), fine arts/literature (one semester), natural science (two semesters), philosophy (two semesters), theology (two semesters), and one of the above course requirements in the University seminar format. Two semesters of physical education are also required and may be satisfied by one year enrollment in ROTC.

Students accepted to the University as transfer students are exempt from the University seminar format and physical education requirements.

Bracketed for further reflection b) English composition, a University seminar, mathematics, and physical education must be completed in the first year. Natural science must be completed by the end of the sophomore year. At least one semester of philosophy and theology should be completed by the end of the sophomore year.

c) Completion of college requirements and satisfactory work in a major or a program of study.

d) A minimum cumulative average of 2.000.

e) A minimum of 50% of the degree credit hours must be completed at the University (no less than 60 credit hours), and a minimum of 75% of the degree credit hours (no less than 90 credit hours) must be earned after high school graduation through college and university courses.

Bracketed for further reflection f) The last year in residence.

Comment [MSOffice57]: DISCUSSION ITEM: What does this mean?

g) Graduation requirements for students who transfer into the University pursuant to a formal cooperative program agreement with another educational institution are governed by the terms of the contract between the student's initial educational institution and Notre Dame. Such students

must complete no less than 60 credit hours at Notre Dame and must spend the last two semesters in residence.

Comment [MSOffice58]: This is a new provision to deal with the 3-2 and 4-1 arrangements the College of Engineering has with other schools.

15.3 Requirements for advanced degrees are stated in the appropriate *Bulletin of Information*,

15.4 Credits earned in progress toward the baccalaureate degree are forfeited after ten total consecutive or non-consecutive semesters of non-attendance.

Comment [MSOffice59]: This used to be part of 7.1, but used to say "five years after the last date of attendance." This provision, as written, is designed to make sure that people don't just pop in from time to time to take a class and keep all of their old credits active.

15.5 The University offers the posthumous bachelor's, masters, Ph.D., and J.D. degree in the event of the death of a student. The posthumous degree will most often be awarded to the family of a degree-seeking student who was actively enrolled at the time of death. The student's dean (or the dean's designate) will determine if a posthumous degree will be issued. The University Registrar will maintain the record of a deceased student and will provide guidelines to the dean (or the dean's designate) and a record of past practices so as to assure consistency in awarding the posthumous degree. An approved posthumous degree will be granted to the deceased student's family in May of the year that it is anticipated the student would have graduated.

Midsemester Deficiency and First-Year Student Grade Reporting

Comment [MSOffice60]: New provision requested by Registrar.

OKAYED by USC 4/8/10 16.1 A letter grade must be submitted to the University Registrar at the middle of each semester by the instructor for each undergraduate First-Year student in that instructor's course. If the work of a sophomore, junior, or senior in any undergraduate course in the first half of a semester is unsatisfactory, the instructor must make a report of that fact to the University Registrar. The University Registrar transmits the midsemester grade or deficiency notice to the student and to authorized University offices with an educational need to know.

Comment [MSOffice61]: No substantive changes.

Semester Grade Reporting

BRACKETED with 14.1 17.1 The semester grade of the undergraduate student in any course is based on two elements:

Comment [MSOffice62]: Section reworked for clarity. Provisions moved around within the section.

(1) the class work of the student for the whole semester, and (2) the final examination (unless an exception is made consistent with 14.1). Final examinations for undergraduate courses may not be weighted for less than one-fifth or more than one-half of the semester's work in determining the final grades. Grades in the Graduate School and graduate professional programs may be based on the final examinations alone.

OKAYED by USC 4/8/10 17.2 Grades for courses taught on the main campus must be submitted by instructors to the office of the Registrar no later than the date stipulated in the academic calendar. Only those students whose names appear on the final class list generated by the office of the Registrar may be issued a grade.

Comment [MSOffice63]: Clarification of on and off campus grade reporting.

17.3 In the event a grade is not submitted by the date stipulated, the instructor must submit a grade change request to the University Registrar, which has been approved by the student's dean (or the dean's designate). Only the instructor-of-record may issue a grade except in extraordinary circumstances (death or sickness of the faculty member). In those cases, the instructor's department chair with the approval of the instructor's dean (or the dean's designate) may submit grades.

Change approved by USC 4/8/10 17.4 The University Registrar is the keeper of the academic records for the University and issues all academic transcripts and verifications of graduation and enrollment. Grades submitted from Notre Dame-affiliated programs are recorded by the Office of the Registrar.

Comment [MSOffice64]: New text to reflect actual practice, including for off-campus programs.

OKAYED by USC 4/8/10 17.5 Should an instructor wish to change a grade that was previously submitted, the recommended grade change and the justification must be submitted to the instructor's department chair and the student's dean (or the dean's designate) for approval. In those cases involving a student who is subject to dismissal or is on academic probation, the

student's dean (or the dean's designate) will have final approval of any grade change. In extraordinary circumstances, a grade may be changed by the instructor's dean with the concurrence of the student's dean. The instructor giving the grade must be notified immediately in writing of the change and the reasons for it.

Comment [MSOffice65]: Removed the need for the provost to approve such grade changes. This is a substantive change.

17.6 No diploma, professional certificate, or transcript of credit, is issued until the student's financial account has been settled.

The Grading System

Changes approved by USC 4/8/10 18.1 The grading system employed is as follows:

Comment [MSOffice66]: No substantive changes. This does include the definitions of grades as previously approved by the Academic Council.

Letter Grade	Point Value	Description	Explanatory Comments
A	4.000	Truly Exceptional	Work meets or exceeds the highest expectations for the course
A-	3.667	Outstanding	Superior work in all areas of the course
B+	3.333	Very Good	Superior work in most areas of the course
B B+	3.000	Good	Solid work across the board
B-	2.667	More than Acceptable	More than acceptable, but falls short of solid work
C+	2.333	Acceptable: Meets All Basic Standards	Work meets all the basic requirements and standards for the course
C	2.000	Acceptable: Meets Most Basic Standards	Work meets most of the basic requirements and standards in several areas
C-	1.667	Acceptable: Meets Some Basic Standards	While acceptable, work falls short of meeting basic standards in several areas
D	1.000	Minimally Passing Work	Work just over the threshold of acceptability
F	0.000	Failing	Unacceptable performance
X	0.000		Given with the approval of the student's dean (or the dean's designate) in extenuating circumstances beyond the control of the student. It reverts to "F" if not changed within 30 days after the beginning of the next semester in which the student is enrolled.
I	0.000		Incomplete (reserved for graduate students only). It is a temporary and unacceptable grade indicating a failure to complete work in a course. The course work must be completed and the "I" changed before the beginning of the final examination period of the next semester; otherwise, the "I" grade remains on the transcript and is computed as equivalent to an "F" in calculating averages.

These "descriptions" and "explanatory comments" are intended to be sufficiently general to apply across the University, but obviously have to be "applied" in manners specific to each department.

Letter Grade Grades assigned by the registrar; i.e., not to be given by the faculty

W	Discontinued with	Discontinued with permission of the student's dean. A
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	permission.	student may withdraw from a course only in cases of serious mental or physical illness per Section 12.3.
NR	Not Reported	Final grade(s) not reported by the instructor because of extenuating circumstances. No final grade reported for the course. It will revert to an "F" if not resolved by the beginning of final week in the next semester for which the student is enrolled.
F*	Not Reported	No final grade reported for an individual student. Assigned when the instructor has failed to report a grade for either an individual student or an entire class. It reverts to "F" if not changed within 30 days after the beginning of the next semester in which the student is enrolled.

Letter Grade Grades that may be given but are not included in the computation of the average

P	Pass (also see Pass/Fail option) (Article 19.1 of the Academic Code) Undergraduate students only. Law students see the Hoynes Code.
S	Satisfactory work (courses with zero credit hours, as well as research courses, departmental seminars or colloquia or directed studies, workshops; field education and skill courses).
U	Unsatisfactory work (courses with zero credit hours, as well as research courses, departmental seminars or colloquia or directed studies; workshops; field education and skill courses).
V	Auditor (graduate level students only).

18.2 Grading in the Law School is governed by the *Hoynes Code*.

Pass-Fail Option

OKAYED by USC 4/8/10 19.1 Junior or senior undergraduates may file with their academic dean (or the dean's designate), during the first ~~six~~ class days of the semester, the decision to take one elective course per semester, not to exceed four credit hours, outside the student's major department and not required by the student's program, on a pass/fail basis. Faculty, departments and colleges may elect to refuse pass/fail requests for selected courses. If approved, the filing is irrevocable and will result in conversion by the University Registrar of the instructor's final grade report into an entry of "P" (pass) or "F" (fail) on the student's record. The instructor will not be informed that the student has elected the pass/fail grading option. The University Registrar will interpret the final grades of "A" through "D" as pass.

Comment [MSOffice67]: Revised from seven to comport with section 4.

Comment [MSOffice68]: Reflects a need by some colleges to eliminate a pass/fail option for courses that require group projects, and in other instances.

Average Computation

OKAYED by USC 4/8/10 20.1 Only Notre Dame course grades (and those given in the co-exchange program with Saint Mary's College) are included in the averages. The value points of the letter grades earned in the course are multiplied by the credit hours per course to determine the quality points per course. The sum of the quality points divided by the sum of the credit hours attempted in the term determines the grade point average. The cumulative average is determined in the same manner except that it is based on the total credit hours and quality points accumulated to date.

Comment [MSOffice69]: No substantive changes. Section 20.2 was separated from 20.1 for clarity.

20.2 If a failed course is repeated, both grades are included in the averages.

Dean's Honor List

OKAYED by USC 4/8/10 21.1 For undergraduate students, the Dean's Honor List is restricted to those students who (1)

Comment [MSOffice70]: No substantive changes from the policy that was approved in 2001 by the Academic Council. But, some of that was not contained in this document and is now included.

carried at least 12 graded credit hours (which excludes grades of “P,” “S,” “U”) in the previous semester and (2) have a grade-point average in that semester that meets a minimum requirement set by the student’s dean that semester.

21.2 At the beginning of each academic year, the dean of each college and school will determine the minimum semester grade point average required for the Dean’s Honor List in that college/school. The choice will be made so that by best estimates, 30 percent of the undergraduate students in the college or school will receive Dean’s Honor List in a given semester. The University Registrar will be the final arbiter of who is awarded Dean’s Honor List.

21.3 In the Law School, eligibility for the Dean’s Honor List is governed by the *Hoynes Code*.

Academic Good Standing

BRACKETED – need to confer with Athletics (Second Paragraph) 22.1 *Undergraduate students:*

Determination of academic good standing for undergraduate students is made as follows: First-semester students in the First Year of Studies: minimum semester average of 1.750. Second-semester students in the First Year of Studies and all other undergraduate students: minimum semester average of 2.000. Failure to retain good standing will result in academic probation, which makes a student ineligible for class, resident hall, and University offices and privileges and intercollegiate and club athletics; also, the student’s academic program may be restricted at the discretion of the dean (or the dean’s designate).

Comment [MSOffice71]: Both substantive changes requested by FYS. Prior levels were 1.700 for fall and 1.850 for spring.

An undergraduate student on academic probation at the end of the spring semester, but not subject to dismissal per section 5.4, may seek good standing by attending the Notre Dame Summer Session. If the combined average of the student’s grades for the spring semester and the summer session is at least 2.000, the student will be restored to good standing for the fall semester.

Conversely, a student in good standing at the end of the spring semester will be placed on academic probation for the summer session if the combined average for the spring semester and summer session falls below the minimum 2.000.

Comment [MSOffice72]:
DISCUSSION POINT: If a student is in good standing as a result of summer work, does the spring semester followed by the subsequent fall semester on probation yield two consecutive semesters on probation, which subjects a student to dismissal? The answer is probably “yes,” but the code is not clear on this.

BRACKETED – Confer with Grad. School 22.2 *Graduate students:* Generally, a graduate student must maintain at least a 3.000 average. However, individual departments and programs may adopt higher standards, so graduate students should consult departmental or program requirements for good standing. In addition to grades, other factors may affect a department’s or program’s assessment of good standing and whether or not the graduate student will be permitted to continue in a degree program. No degree-seeking student in a post-baccalaureate program who has completed 18 credit hours with less than a 3.000 cumulative average will be supported financially by University funds.

Comment [MSOffice73]: This is a new provision. There has not to this point been a way to put a student on probation for poor performance during the summer session.

BRACKETED – Confer with Law School 22.3 *Law students, Graduate Business students and Professional Masters students:* Academic good standing for students in these programs is determined by the relevant academic unit or program director.

Comment [MSOffice74]: New provision to separate out law, graduate business and professional masters students from graduate students.

[note]

Comment [MSOffice75]: Note that section 23 was removed and combined with section 5.

Latin Honors at Graduation for Undergraduates

OKAYED by USC 4/8/10 23.1 In the undergraduate colleges or schools, a degree will be granted with highest honors (summa cum laude) if a student’s grade-point-average ranks among the top 5.000 percent of those students graduating from the student’s college or school; for a student whose grade-point-average ranks among the top 15.000 percent of the student’s college or school, a degree will be granted with high honors (magna cum laude); for a student whose grade-point-average ranks among the top 30.000 percent of the student’s college or school, a degree will be granted with honors (cum laude). A student who meets the requirements of more than one category of honors will be awarded only the highest honor for which that student qualifies.

Comment [MSOffice76]: Formerly section 24. No substantive changes.

The minimum cut-off for each Latin honor level in each college/school is determined by the University Registrar in February of each academic year using the combination of that college/school's (a) final cumulative grade-point-averages for the undergraduates who receive a bachelor's degree in January, and (b) the cumulative grade-point-average for the May degree candidates after the fall semester. Within the same calendar year, January, May, and August graduates will utilize the same grade-point-average cut-offs. Transfer students follow the Latin honors rule of the class which they joined upon admission. Dual Degree undergraduates are eligible to earn Latin honors for each bachelor's degree awarded.

[note]

Comment [MSOffice77]: Section 25, on Leave of Absence Policy, was moved up to section 7 to be closer to the other policies on separation from the university.

OTHER ITEMS FOR CONSIDERATION:

Standards for dual-degree programs.