

ACADEMIC COUNCIL
Meeting of April 25, 2012
McKenna Hall
3:30p.m. – 5:30 p.m.

Members present: John Affleck-Graves, Panos Antsaklis, Robert Bernhard, M. Brian Blake, Thomas Burish, Greg Crawford, Darren Davis, Michael Desch, Margaret Doody, Dennis Doordan, Nick Entrikin, Morten Eskildsen, William Evans, Judy Fox, Mary Frandsen, John Gaski, Nasir Ghiaseddin, Roger Huang, Jeffrey Kantor, Peter Kilpatrick, A. Graham Lappin, Michael Lykoudis, Alexander Martin, John McGreevy, Dan Myers, William Nichols, Ben Noe, Hugh Page, Catherine Pieronek, Donald Pope-Davis, Ava Preacher, Ramachandran Ramanan, Neal Ravindra, John Robinson, Jeffrey Schorey, Jon Schwarz, Cheri Smith, Greg Sterling, Ann Tenbrunsel, Diane Parr Walker

Observers present: Kevin Barry, Earl Carter, Chuck Hurley

Members and Observers excused: Don Bishop, Rev. John Coughlin, O.F.M., , Rev. John Jenkins, C.S.C., John LoSecco, Christine Maziar, Thomas Pratt, Nell Newton

Members absent: Laura Carlson, Julia Douthwaite, Rev. Tom Doyle, C.S.C., Jason Lovell, Laura Ritter, Brett Rocheleau, Julianne Turner

Guests: Steven Buechler, Johannes Westerink, Richard Jensen

1. Welcome and opening prayer: As Father Jenkins was unavailable, Thomas Burish opened the meeting and invited Dean Greg Sterling to deliver the opening prayer.

Mr. Burish noted that Dean Sterling is assuming the deanship of the Yale Divinity School at the end of the academic year. He applauded Dean Sterling's accomplishments as scholar and administrator.

2. Approval of minutes:

The minutes of the February 20, 2012 meeting were approved unanimously.

3. Name Change Proposal for Civil Engineering and Geological Sciences

Dean Peter Kilpatrick reported that the department of Civil Engineering and Geological Sciences is requesting a change in name. The proposed name is the Department of Civil and Environmental Engineering and Earth Sciences. He invited the department chair, Prof. Johannes Westerink, to present this request.

Prof. Westerink thanked members for this opportunity to speak. Civil engineering is 'the most multi-disciplinary field' in Engineering. There are many, many areas of specialization in this field. ND's department has a history of covering many of the specialties. In 1992, Civil Engineering merged with the Geosciences department because Earth Sciences puts the infrastructure issues which are the concerns of Civil Engineering into the context of the broader physical concerns. The history of the department makes the current change logical. Since 1992, there has been strong synergy between the two disciplines,

focusing on the most significant areas of specialization. The department focuses on Infrastructure, Natural and Man Made Hazards and Mitigation, Environment, Energy, Water, Planet Systems, Sustainability, and Security. There are four sub-disciplines: structures (such as buildings, bridges, etc), environmental fluid dynamics (such as water treatment and sewage), geochemistry, and environmental engineering. There is enormous interactivity between the four; the synergistic energy is tremendous. Therefore, the department would like its name to reflect where it has excellence. Environment is a big component now; Civil Engineering is the traditional aspect of its work; and Earth Sciences frames all the problems in the larger framework.

The name change will unify and reflect the specialties, and it will allow the department to move forward with exciting undergraduate programs.

As there were no questions, a motion was made and seconded. The vote to approve the new departmental name, Civil and Environmental Engineering and Earth Sciences, was unanimous.

4. Proposal for B.S. in Statistics

Dean Hugh Page presented the proposal for a new B.S. in Statistics. Noting that there is a new vetting process for proposals of major curricular changes at the college level, he reported that the proposal had been through the process, which had worked very well, and after input at various levels, is today presented to the full council for approval. The new undergraduate major in Statistics is offered by the department of Mathematical Statistics.

The proposal received unanimous approval at the February 20, 2012 meeting of the Undergraduate Studies committee. At the April 16, 2012 Executive committee meeting, several questions were raised; chair Steven Buechler made some substantial changes to the proposal in response to these questions. Diane Parr Walker, University Librarian, reviewed the proposal as well, to confirm the availability of library resources to support the new major. Dean Page invited Prof. Buechler to present the proposal.

Prof. Buechler began by noting that the field of statistics continues to present a vibrant career track, and the possible career areas continue to grow as our society creates and collects massive amounts of data. When the new department of Applied and Computational Mathematics and Statistics was created several years ago, there were resources to hire a number of professional statisticians. This provides the basis to create a robust curriculum and major. While there had been a discussion about creating a concentration in Statistics, the major offers greater flexibility because students can develop depth in a specialty.

In the curriculum, there are a number of core courses, and then students can take three electives. These are somewhat unusual in design, in that they are rooted in application. The advantages of the approach are as follows: students will see problems in the context in which they might encounter them in the work place. Also, by looking at problems in the context in which they arise, it is easier to tie the statistical result to the problem at hand and to understand the impact in the contextual field. Third, students who are taking a supplementary major in Statistics will be able to get some depth of statistical methods in one specialized field by taking one course.

The faculty overall are new to the program. There are three teaching and research faculty and four special professional faculty. The latter largely teach and assist with statistical consulting.

As there were no questions, a motion was made to approve the proposed Bachelor of Science major in Statistics. The vote was unanimous in favor of the new major.

5. Proposal for International Economics

Dean Page introduced the proposal for a new major in International Economics, which is sponsored by two departments in the College of Arts and Letters, an example of creative and synergistic pooling of energy. This proposal will combine existing resources and course offerings of the Department of Economics and the Department of Romance Languages and Literatures.

There are two learning objectives for the new major: development of proficiency in economics and promotion of advanced linguistic and cultural literacy in one or more romance languages related to the geographical area of economic concentration. There is a possibility that other language units will join this major, further expanding it in the future.

Dean Page invited University Librarian Diane Parr Walker to speak about the library's assessment of available resources to support this new major. Ms. Walker reported that the library's holdings in electronic resources are sufficient to support the major, and comparable to those at the University of Michigan and the University of Chicago. There is some doubt, however, about the sufficiency of the print resources and the retrospective resources. In particular, in the Romance languages, the library resources up to now have focused on French and Italian language and literature but not on cultural and economic topics in these languages. Ms. Walker also noted a weakness in general of the library collection in African Studies, were there to be interest in Francophone Africa. Ms. Walker suggested that there needs to be retrospective collection development as well as a more in depth analysis to more closely identify needs. Finally, there needs to be an increase in subject expertise, particularly on the topic of Africa, broadly.

Dean Page thanked Ms. Walker for her report. He noted that the proposal comes with the enthusiastic support of the College of Arts and Letters Council and the unanimous consent of the Undergraduate committee.

Prof. Richard Jensen, chair of the Economics department, was invited to address the Council. He stated that the Economics department is satisfied with the library collections. Noting that the chair of Romance Languages and Literature is away from campus, Prof. Jensen read from an email message from Prof. Theodore Cachey on the subject of library collections. Prof. Cachey said he does not anticipate that the new major will require new resources. Dean McGreevy thanked Ms. Walker for this informative report and noted that if the major is approved, a sub-committee should be formed to consider the question of retrospective purchasing. He noted that student demand will be small at first which will provide a window in which to collect data, assess needs and develop a plan based on this information.

Ms. Preacher spoke of some concerns which had been raised at the College Council. She asked what added value the major offers that a double major in each of the named departments does not provide. Also, she noted that there are no business courses offered in the named languages; this seems to be an 'odd omission.' Since there appears to be only one integrative course offered in the proposed course list, a one credit course, the con-joining of the two departments in this new major seems forced.

Prof. Jensen pointed to the significance of the capstone project. The senior capstone project is intended to provide an experience that integrates the analytical aspects of economics with the linguistic and cultural aspects of a romance language. The project has two possible formats. One is an original research paper on a topic of international or development economics related to one or more foreign countries and that uses original language sources. The project will be supervised by a member of the faculty from one or the other of the collaborating departments. The other is a research seminar paper or senior thesis that focuses on a topic or topics related to the economic, linguistic, and cultural characteristics of a country or countries where a Romance language is normally spoken. Ideally this paper would emerge from a seminar team-taught by members of the respective collaborating departments. In addition, Prof. Jensen noted that there will be development in the program over time, as student interests are analyzed and assessed.

Dean McGreevy said he is not concerned about the absence of a particular business course; rather, he is focused on the sophistication in language concurrent with the development of economic expertise. The puzzle of integration is a challenging topic; the question of added value was discussed at all levels. The conclusion was that it behooves the College to assist incoming freshmen, who have a vague sense of interest in international business, to formulate a practical and intellectual path to that career. By providing a ready-made integrative program, the College encourages students to consider, at an earlier stage in their studies, the role of the study of languages and literature as part of a broader course of study. He added that this curriculum is also in development; as data is assessed on student interests, further integrative courses will be added to the program.

Dean McGreevy concluded by noting that an attractive dimension of this proposal is the cooperative planning and synergy of the two departments; he hopes to see more of this in the future.

As there were no further comments, a motion to approve the proposal was made. There were three nay votes; the proposal was approved. Mr. Burish thanked all concerned for this presentation.

6. Proposed graduate School Academic Code

Prof. Panos Antsaklis, chair of the Academic Affairs subcommittee, reviewed the history of the academic code. In April, 2011, a new Academic Code was approved for undergraduates. This resulted in an urgent need for a graduate student Academic Code; the lead was taken by the Graduate School on this. Dean Greg Sterling was invited to present the proposed graduate student Academic Code.

Dean Sterling briefly reviewed the history of this code. All relevant parts of the former code were extracted and combined with the Graduate School's bulletin. There are now two documents: a brief summary statement of the code, and the Bulletin, which provides a fuller statement with commentary and examples and including the full code.

The code has been vetted by the directors of graduate study throughout the university, the GSU, the FBA, the General Counsel, the Executive committee of the Academic Council, the Advanced Studies committee, the Faculty Senate, and is now presented to the full Academic Council for approval. It is presented today for approval as a whole.

Dean Sterling briefly highlighted eight sections of the code which are areas either of significant change from the former code or which engendered considerable discussion.

- Section 3.3 Residency

This was a non-controversial change. The definition of residency is now made at the program level. The code now provides criteria to determine residency.

- Section 4.1 Course numbers

There are two large groups of students who are impacted by course numbering. One category is composed of young men preparing for entrance into the Master's of Divinity program. These students sometimes enroll without adequate background in theology, so they take a year of course work to address that lack. The other category is composed of student athletes who have a fifth year of eligibility. They have completed an undergraduate year and enroll in graduate courses while playing out their eligibility. Both groups need to take graduate level courses, and they will most likely take some undergraduate level courses as well, making up deficiencies. In conjunction with FBA (Faculty Board on Athletics), the Graduate School established the rule that all graduate students are expected to register for at least three hours of credit at the 60000 level. This was non-controversial.

- Section 4.3 Grading

In the past grades could be as follows: A, A-, B+, B, B-, C+, C, F. A question was raised whether an undergraduate student taking a graduate course would be held to this standard, and whether a graduate student taking a 40000 level (undergraduate) course would not be held to this standard.

The revised rule now looks to the course rather than the student for the appropriate grading standard. An undergraduate enrolled in a 60000 or 70000 course will be graded on the same standard as graduate students. A graduate student enrolled in a 40000 course will be graded to the standard appropriate for undergraduates in that course.

In addition, to protect the requirements for the graduate programs, if a student receives a C- or D in a course, it must be retaken to satisfy the program requirement. In such a situation, the course will count toward hours taken, but not toward a degree requirement. This was a non-controversial change.

- Section 4.4 Incomplete coursework

In an audit, it was determined that 12% of graduate students carry incompletes. In some cases, students have taken two or three incompletes in one semester. This necessitated completion of all these courses plus the new semester courses, for a total of as many as six courses. Incomplete courses did not have to be completed until the last class day of the following semester.

The revised rule requires that all incompletes be finished 30 days from when grades are due in the semester in which the incomplete was taken. If not completed, the grade becomes a permanent F.

This rule change is made to encourage efficiency rather than as a punishment. Most students supported this rule; it was not supported by all faculty.

- Section 5.5 Assessment

The revised rule requires that students who have a deficiency in a course that threatens the student's status must be given written notice of that deficiency. If the status threat becomes increasingly serious, the head of the program must send an official letter, outlining issues, remedies, and timing for redemption. Students requested this rule. It is intended to provide students with written notification of the condition.

- Section 5.6 Student Status designations

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A streamlined list of student designations was chosen; it was felt that a simple list would be most effective.

The statuses are as follows:

In good standing; On probation; Probation initiated by the Graduate School.

When a student is on probation, s/he becomes ineligible for funding from the Graduate School.

- Section 5.7 Dismissal of a student

This rule was somewhat controversial.

Reasons for a student to be subject to immediate dismissal:

- Extreme underperformance
- Inability to obtain a lab or an advisor
- Threat to health and/or safety

A question arises in the circumstance of a student who has been dismissed from a lab and cannot find another advisor. Should that student be put on a stipend or be dismissed from the university? In the final analysis, faculty came to the conclusion that an advisor is the sine qua non of one's progress; one cannot continue in a program without an advisor.

- Section 6.2 The doctor of philosophy degree

There is an 8 year clock for completion of the doctor of philosophy. In the past, two year extensions were granted. The revised rule now limits the extension to one year. After the eighth year, a student can apply for one year dissertation completion status, at which point s/he becomes a part-time student. The intent of this rule is 'to put some teeth into the eight year clock.'

Members were invited to ask questions and/or make comments. Prof. John Robinson asked about the 'unintended plagiarism' rule, on page 16 of the code. He prefaced his question by noting that when he raised this question with members of the Faculty Senate and with Dean Sterling, he could find no one in agreement with him. He raised the concern today 'as an individual.' He noted that he is troubled by the

notion of ‘unintended’ plagiarism, being unsure how plagiarism could be unintentional. It would be his suggestion simply to delete this paragraph from the code.

Dean Sterling stated that he unofficially asked members of the working group their thoughts on Prof. Robinson’s concern. The group decided to stand by this wording. While an informal benchmarking search revealed that many peer institutions address only intentional plagiarism, Dean Sterling said that ND students frequently offer as justification the fact that they did not intend to copy. The language of this rule is meant to undercut that argument.

As there were no other supporters of this concern, Prof. Robinson withdrew the observation.

Prof. Cathy Pieronek asked 1. Why ESTEEM is called out as a program which is not covered by the code, and 2. According to section 4.4, can undergraduate students who take graduate level courses as seniors then transfer that course into a graduate program at ND? If the student must have graduate school status while taking the course for it to be considered for credit toward a graduate program, as the rule seems to indicate, that would preclude this transfer of a course for credit.

After some discussion, Dean Sterling agreed to a friendly amendment which would make clear that undergraduate students are not blocked from using a graduate level course to fulfill undergraduate requirements and also be transferred for credit if admitted to a graduate level program at ND. Dean Sterling will take up the issue and craft the language of this friendly amendment. He also agreed to the friendly amendment to make clear that an undergraduate may apply a graduate course taken as an undergraduate to fulfill a graduate program requirement should s/he be admitted later to an ND graduate program. The course will satisfy the program requirement although the credit will not transfer.

Dean Sterling also noted that ESTEEM does not report to the graduate school; therefore, it needs its own approval.

As there were no further questions or comments, a motion was made and seconded to approve the Graduate School Academic Code as a whole. The vote to approve was unanimous.

Mr. Burish thanked all who worked so hard on crafting a new Graduate Student Academic Code.

As there was no further business, the meeting was adjourned.