

**THE MEETING MINUTES OF THE COLLEGE COUNCIL  
COLLEGE OF ARTS AND LETTERS  
September 24, 2012, 3:30 pm  
McKenna Hall Auditorium**

**ATTENDANCE**

Deans: *Dean:* John McGreevy; *Associate Deans:* JoAnn DellaNeva, Maura Ryan, Mark Schurr, *Assistant Deans:* Collin Meissner, Ava Preacher, Nicholas Russo, Joseph Stanfiel, Vicki Toumayan

Chairpersons and Directors: Matthew Ashley, Susan Blum, Maureen Boulton, Theodore Cachey, Jim Collins, Richard Cross, Richard Gray, Patrick Griffin, Louis MacKenzie, Elizabeth Mazurek, Peter McQuillan, Rory McVeigh, Robert Norton, Hugh Page

Elected Faculty: Cindy Bergeman, William Carbonaro, Michael Driscoll, Richard Donnelly, Kathleen Eberhard, Larissa Fast, Robert Fishman, Carlos Jauregui, Lionel Jensen, Nelson Mark, Abby Palko, Robin Rhodes, Alison Rice, Deborah Rotman, Valerie Sayers, James Sullivan, Erika Summers-Effler, Julianne Turner, Kristin Valentino, Shauna Williams

Graduate Student Representative: Peter Campbell

Undergraduate Student Representative: Carolyn Perez

Regularly Invited Guests, Observers, and Resource People: Robert Becht (Dean's Office), Marie Blakey (Dean's Office), Matthew Capdevielle (University Writing Center), Maria Di Pasquale (Dean's Office), Essaka Joshua (College Seminar Program), Matt Zyniewicz (Dean's Office)

Excused: Tobias Boes, Michael Brownstein, Theodore Cachey, Erika Doss, Liangyan Ge, Christopher Hamlin, Richard Jensen, Encarnacion Juarez, Joseph Kaboski, Jan Poorman, Brian O'Conchubhair, Henry Weinfield

Guests: Margot Fassler (Departments of Theology and Music), Peter Jeffery (Departments of Theology and Music), Toni Otokunriu (Dean's Fellow), and Carmen-Helena Téllez (Department of Music)

Dean John McGreevy called the meeting to order at 3:32 pm.

**APPROVAL OF MINUTES**

Dean McGreevy welcomed everyone to the September 24, 2012 College Council meeting, and asked new student members to introduced themselves.

The minutes from the April 26, 2012 College Council meeting were approved without corrections.

**COLLEGE BUSINESS**

**Honor Code**

John McGreevy introduced two guests, Patrick Murphy (Mendoza College of Business) and Patricia Blanchette (Department of Philosophy), who spoke about the University's Honor Code. P. Murphy underscored the importance of the Honor Code and reviewed some minor modifications to the Code. He also urged the Council members to encourage faculty to use the Honor Codes system as now established. Faculty can handle honor

code violations with students on their own, but should also report the incident using the Honor Code Violation Report [HCVR], indicating how the faculty person addressed the matter.

P. Blanchette talked about how the Honesty Committee works in the College of Arts and Letters. (P. Blanchette is the chair of the committee.) She reminded the Council about the website that has information about the Honor Code. She also reviewed the procedures for faculty to follow if they suspect an incidence of academic dishonesty with a student. She also stressed that faculty should complete an HCVR for each incident so that the Provost Office can gather data on a specific student about unrelated incidents of academic dishonesty; most faculty do not know how many times a particular student has engaged in academic dishonesty. Faculty should also discuss the Honor Code and the use of an HCVR with their graduate student instructors or teaching assistants.

Robert Norton (Chairperson, Department of German and Russian Languages and Literatures) wondered at what point does academic dishonesty become a serious issue, having heard references to multiple incidents for a single student in this presentation. He also asked if there was a catalogue of standard actions that faculty could pursue if they encounter academic dishonesty. P. Blanchette stated that the penalty imposed would depend on the severity of the violation. There is a catalogue of penalties listed in the Honor Code found on the website. Further, the associate provost will review the HCVR to ascertain whether or not the penalty was appropriate for the infraction.

Assistant Dean Joseph Stanfiel (Undergraduate Dean's Office) reported an incident where a faculty member caught a student cheating using an iPhone. P. Blanchette responded that an appropriate reaction would be for the faculty member to confront the student, explain what the inappropriate actions were, and write down what he/she understood took place in the HCVR. Or, the faculty member could contact the Honesty Committee Chair who could pursue the matter. The faculty member need not confiscate the iPhone.

Carlos Jauregui (Department of Romance Languages and Literatures) wondered if students are instructed about the Honor Code beyond what they learn in the First Year of Studies. P. Murphy responded that faculty should have a section in their respective syllabi about the Honor Code. Faculty have also placed portions of the Honor Code on the exam sheets to remind students of the policy. C. Jauregui suggested that the University provide some sort of general presentation on the Honor Code to the incoming students to underscore its importance.

Essaka Joshua (Director, College Seminar) asked if confidentiality becomes a problem in the process of dealing with cases of academic dishonesty. P. Blanchette urged faculty to maintain confidentiality in the cases, but to be pastorally sensitive to the students. If confidentiality may need to be broken for some serious reason, the faculty members should discuss the matter with the dean and chair of the Honesty Committee.

### **Proposal for a Doctor of Music Arts [DMA]**

J. McGreevy invited Margot Fassler (Departments of Theology and Music), Michael Driscoll (Department of Theology), Peter Jeffery (Departments of Theology and Music) and Carmen-Helena Téllez (Department of Music) to the front of the auditorium to address the proposal for a new degree, Doctor of Music Arts [DMA] in Organ and in Conducting.

M. Fassler emphasized that sacred music is a very broad, incredibly interesting and important field. Sacred music has a strong interdisciplinary role to play, relating very much to the concert hall as well as sacred spaces. Sacred music may relate to how religion is perceived, understood and experienced by people who do not go to church, by society, as well as by those who work and worship in the church. The DMA therefore will create a very broad-

based pool of graduates trained in organ or choral conducting. M. Fassler suggested that with the DMA Notre Dame could become premier in these fields with excellent placements across the country. She also noted how the degree program allows for some flexibility with the curricula so that each student in consultation with a mentor will have an opportunity to develop the best suited curriculum for himself or herself. Finally, she assured the Council that the degree program has funding for the first four years from Lilly Endowment Inc. and from the Mellon Foundation.

M. Driscoll provided some historical background to the DMA. The discussion for sacred music at Notre Dame began about ten years ago. Should it be called “church music,” “liturgical music,” or “sacred music”? Sacred music was chosen because it is a much broader term under which we can talk about church music and liturgical music. Sacred music then could include music for the churches and music for the concert hall.

C. Téllez added that sacred music could also include music from other traditions other than from the Christian traditions. A doctorate would attract and encourage talented artists who are interested in critical thinking and very creative thought in the field of sacred music. Sacred music is in itself a repertoire, and in order to study the repertoire one needs an interdisciplinary approach. One needs to be a great artist in one’s discipline, and must be alerted to other methodologies from other disciplines in order to understand sacred music. Sacred music is a section that represents different cultures as a whole. Notre Dame is the place for this sort of degree, and many artists in fact expect Notre Dame to develop such a doctorate where sacred music would be studied in depth.

Robin Rhodes (Art, Art History and Design) asked about part 4 of the proposal, wondering if the degree is a three-year Ph.D. program. M. Fassler noted that the degree is a Doctor of Musical Arts degree program, a performance degree. There are theses involved, and rarely are the theses more than 100 pages long. Sometimes the thesis involves an analysis of a particular piece. P. Jeffery added that with the thesis there is a major required performance.

Louis MacKenzie (Chairperson, Department of Music) strongly supports the proposal. The degree program will boost the Music Department as well as the Notre Dame brand more generally.

Elizabeth Mazurek (Chairperson, Classics Department) mentioned that the proposal shows that to be eligible for admission into the DMA, students must first have a masters degree in music. Can students pursue such a masters at Notre Dame? M. Fassler noted that Notre Dame offers a Masters in Sacred Music (MSM) degree, and there very well may be some MSM students who pursue the DMA at Notre Dame. Now such students must leave to pursue a DMA elsewhere.

Richard Gray (Chairperson, Art, Art History, and Design) inquired about how the DMA is different from the MSM, because the proposed model for the new DMA is very similar to the MFA model, three-year program, performance/exhibition, and a thesis paper. M. Fassler observed that the MSM that is situated in theology is more of a church music program, with a heavy theological component. The DMA is an interdisciplinary degree that will be housed in the College and not in the Department of Theology. P. Jeffery added that the MSM degree is a two-year degree program and it does not have a thesis requirement, only performance requirements.

C. Téllez recalled that in the fine arts there is a practice, and the MFA is the final degree for the “practicing” artist. In Choral Conducting and in Organ, artists must have a doctoral degree for the top professional practice positions in the fields where artistic practice and critical thinking are allied.

J. McGreevy called for a vote. The Council voted unanimously (41 votes) to pass the proposal. The Graduate Council will next consider the proposal.

## **Proposal for a Ph.D. in Anthropology**

J. McGreevy invited Associate Dean Mark Schurr and Susan Blum (Chairperson, Department of Anthropology) to the front of the room to address the proposal for a new degree, Ph.D. in Anthropology. S. Blum noted that the last external review indicated that the Department should develop a Ph.D. in Anthropology, building on its fine undergraduate program. Provost Burish and Dean McGreevy then asked the Department to generate a proposal for a new Ph.D. degree program. The Department deliberated about a new Ph.D. degree program for a few years, and determined that they should not delay any longer, and the proposal indicates a modest-sized program at least initially.

R. Norton asked about the job market for recent graduates from Ph.D. degree programs. What is the job market at least at this point? S. Blum stated that almost half of all Ph.D. students in anthropology work outside of the academy, and so graduates can work in many different capacities upon graduation, such as work in hospitals, NGOs, the government, besides in the academy. There are also hundreds of job openings each year in Anthropology. There was a slight decrease in job opportunities in 2008, but the market has since recovered.

Rory McVeigh (Chairperson, Department of Sociology) wondered if the Anthropology Department is concerned about training anthropologists for positions other than the academy. Would such a placement record hurt the Department when rankings seem to rely heavily on academic placement records?

M. Schurr responded that in the world of academia, everyone wants a stellar academic placement record. In anthropology, there are about five top schools that have such stellar records. Then in the rankings there are about twenty five schools that are very similar. Notre Dame is not proposing to place students in the top five institutions because those schools tend to hire from each other. Notre Dame will plan to place students in the top 25 and top 50 academic institutions but will also make non-academic options available to graduates. The Department in the end will be ranked heavily on the quality of faculty, and Notre Dame's program will start off ranked rather high because of the faculty already in place.

R. Gray was curious about the integrative approach—as opposed to a specialist approach—that was described in the proposal. Is it new in the field and gaining traction? And, does the Department anticipate that a student trained in the integrative approach would be well received by other institutions as a candidate for a future position? S. Blum confirmed that the integrative approach is rather new. By way of a quick overview, anthropology in the U.S. has been divided into four subfields, biological anthropology, archaeology, cultural anthropology, and linguistic anthropology. Faculty in each subfield, of course, do not agree on the importance of each subfield, causing some serious disagreements. Faculty in the Notre Dame Department of Anthropology, however, see value in each subfield to the point that many faculty cannot be identified easily as representing one of the particular subfields. Such a dynamic is not common but will be very valuable and appreciated especially as the Ph.D. degree develops.

M. Schurr commented that the integrative approach goes beyond the discipline of anthropology. Other programs across the campus recognized that if the Anthropology Department had graduate students, the students could contribute to their respective programs as well (e.g., Kellogg, Kroc).

C. Jauregui viewed the emphasis on teaching in the Ph.D. degree curriculum as problematic for the national rankings. Further, the proposal indicated that faculty will be able to accept one student every two years. This appears to be a democratic way of providing graduate students for faculty, and the program could suffer if it does not recruit the best students each year, however many go to an individual faculty person. Furthermore,

perhaps the University could waive the application fee for the new degree program so as to attract more applications, especially during the early years.

S. Blum thought that the pedagogical training that the students will have would be crucial for their professional lives upon graduation. Even if the national rankings do not recognize and value teacher-training in Ph.D. degree programs, the Department views it as essential, especially if students end up as teachers. Notre Dame already has some resources in place with the Kaneb Center and the Career Center. Without too much effort, the Department recognizes that it can improve graduate teaching, making teaching as part of a student's education besides preparing students to be excellent, robust researchers. In terms of the democratic model of providing graduate students for faculty, the Department views such a method as aspirational, recognizing that the program might not be able to realize it completely. The Department is determined to avoid a situation where one or two faculty attract most of the graduate students, and believes that there are enough top students to distribute across the subfields. M. Schurr was not as optimistic that the more democratic method of assigning graduate students will be sufficient, especially in view of how faculty are more productive at certain points in their respective careers. When a faculty member is more productive, he or she will naturally attract more students.

Robert Fishman (Department of Sociology) recognized that the Department already is appropriate for and equivalent to departments that have Ph.D. degree programs. In fact, R. Fishman has often received applications to the Kellogg Institute from post-docs who desire to work with anthropologists at Notre Dame. Further, a Ph.D. degree program will be valuable for the undergraduate anthropology students, especially the best students, because they benefit from studying together with graduate students.

Peter McQuillan (Department of Irish Language and Literature) expressed strong support for the proposal, and drew attention to goal 4 on page 7, about a more collaborative College. To have a Ph.D. degree program will impact Irish Language and Literature, and other departments not mentioned in the proposal, such as English and History.

William Carbonaro (Department of Sociology) had a concern that there are two areas that attract students to graduate programs. The first is good faculty, and the Department already has good faculty. The other area is resources or stipends. W. Carbonaro encouraged the Department and the College to consider increasing the stipend packages at least in the first few years so as to attract some of the very best students in the early years of the program, because prospective students might think there is too much risk involved coming to a new program. An example was Rice University when they started a program in Sociology a few years ago. They offered about \$10,000 more per stipend initially in order to attract quality students who in turn attract quality students.

J. McGreevy asked for a vote. The Council voted unanimously (38 votes) to pass the proposal. The Graduate Council will next consider the proposal.

## **ADJOURNMENT**

The meeting adjourned at 4:55 pm.

Respectfully submitted,

Matthew C. Zyniewicz  
Dean's Executive Administrator