

**THE MEETING MINUTES OF THE COLLEGE COUNCIL
COLLEGE OF ARTS AND LETTERS
February 13, 2012
3:30 pm
McKenna Hall Auditorium**

ATTENDANCE

Deans: *Dean:* John McGreevy; *Associate Deans:* JoAnn DellaNeve, Peter Holland, Maura Ryan, Mark Schurr, *Assistant Deans:* Paulette Curtis, Ava Preacher, Nicholas Russo, Joseph Stanfiel

Chairpersons and Directors: Matthew Ashley, Susan Blum, Theodore Cachey, Jr., Jim Collins, Richard Cross, Patrick Griffin, Richard Jensen, Elizabeth Mazurek, Peter McQuillan, Rory McVeigh, Robert Norton, Valerie Sayers, Dayle Seidenspinner-Núñez,

Elected Faculty: Tobias Boes, Michael Brownstein, Laura Carlson, Noreen Deane-Moran, Denise DellaRossa, Robert Dowd, C.S.C., Margot Fassler, Liangyan Ge, Lionel Jensen, David Nickerson, Robin Rhodes, Deborah Rotman, Marcus Stephens, James Sullivan, David Thomas, John Welle

Graduate Student Representative: Katie Bugyis, Karrie Fuller

Undergraduate Student Representative: John McKissick

Regularly Invited Guests, Observers, and Resource People: Marie Blakey (Office of the Dean), Patrick Clauss (University Writing Center), Maria Di Pasquale (Office of the Dean), Essaka Joshua (College Seminar Program), Kathleen Opel (Office of International Studies), Matt Zyniewicz (Office of the Dean)

Excused: Olivia Remie Constable, Joshua Diehl, Richard Donnelly, Erika Doss, Robert Fishman, Joseph Kaboski, Mariel Lee

Dean John McGreevy called the meeting to order at 3:33 pm.

APPROVAL OF MINUTES

The minutes from the September 26, 2011 College Council meeting were approved with a minor correction.

COLLEGE BUSINESS

J. McGreevy introduced the new University Librarian, Dr. Diane Walker, who comes from the University of Virginia. Dr. Walker began by mentioning the February 2012 issue of *NDWorks* that listed articles about the library and the 50th anniversary of the laying of the cornerstone for the Hesburgh Library building. Dr. Walker further spoke about five specific goals and her vision for the Hesburgh Library:

- 1. Advance research and scholarship in two ways: (a) by identifying, funding, building, describing, maintaining, and preserving collections that are aligned with Notre Dame's established research programs and emerging academic areas, (b) by using technology to enhance the discovery of scholarly resources in all formats;*

2. Enrich educational experiences and intellectual growth (a) by providing easy and expert access to resources and services, informed by user input, and (b) by fostering student research through targeted services and collections;

3. Heighten the value and impact of the libraries by developing digital programs and services (a) by expanding access to unique library collections through digitalization processes, and (b) by collaborating to create and support digital repository tools to manage and provide access for university and library digital assets;

4. Transform library spaces to foster and inspire intellectual engagement (a) by developing a master program plan for Hesburgh Library that will guide renovation planning and fundraising, (b) by creating spaces that promote intellectual growth and discovery, and (c) by collaborating with appropriate Colleges and Schools to determine library service needs and the best use of the space occupied by branch libraries.

5. Create a sustainable culture of continuous improvement and service excellence in support of the University's mission (a) by stewarding and developing financial, personnel, and space resources in alignment with academic and research priorities, (b) by creating a more flexible, responsive, and well-managed organization with a strong ethic of service excellence, (c) by communicating regularly and strategically with both internal and external constituents.

J. McGreevy asked for questions.

Chris Fox (Director, Keough-Naughton Institute for Irish Studies) asked that in view of the University moving towards the next capital campaign, could the University more effectively plug the library into the development office and the development office into the library for a better fit in the campaign than in the past campaigns? Dr. Walker responded that Lou Nanni, Vice President for University Relations, said that during the last capital campaign the library and graduate school were not as well integrated as they might have been. It is also important that the respective Deans articulate the importance of the libraries. If development regional officers are talking with graduates from particular areas of the University, the alums may have particular interests in what they may want to fund. In short, the University Relations Office has been suggesting that there will be a stronger link and message in the next campaign.

C. Fox followed up with another question: Is there thinking about developing manuscript collections with the Development Office, in this digital age, particularly concerning the humanities? D. Walker indicated that the concern is covered under the first goal mentioned for supporting and advancing research and scholarship.

Lionel Jensen (East Asian Languages and Cultures) wondered if there are any plans for adding an annex for rare books and special collections? D. Walker noted that she will consider such plans in the future, and currently is thinking about a remote shelving facility for infrequently used printed materials. A discussion with the Provost is taking place for a facility that staff could use for housing one million volumes (of a total count of 3.5 million volumes); moving one million would provide relief for other collections.

Margot Fassler (Departments of Theology and Music) stated that it would be wonderful to have an overall plan for serious funding to update the library. D. Walker recalled that the library previously sold

carrels (by placing plaques on them) to raise money. Hopefully that will not have to happen again. She thinks it is important that the University have a plan for the whole building. J. McGreevy added that the library, graduate school, and research infrastructure generally fall not quite within normal College mechanisms. The big challenge for the next campaign is how to support the University-wide infrastructure support systems.

D. Walker observed that, based on data from a Facilities Planning Offices report in 2009 that asked perspective students what they considered to be the most important aspects of the physical campus, students considered the library as second on their list of importance when choosing a school.

J. McGreevy mentioned that graduate students often make their decision on the library's research apparatus.

Ted Cachey (Chairperson, Department of Romance Languages and Literatures) asked D. Walker to share her reflections on benchmarking with regard to aspirational peers. When Notre Dame faculty and staff talk about academic programs, they identify programs that are in the same position or above Notre Dame's position in trying to improve. Is there a niche for Notre Dame's library with respect to wider context of university libraries that you're looking at? D. Walker is looking into AAU private institutions as a useful subset rather than the whole 120 large research libraries in the country. Notre Dame libraries often compare to the peer groups with the same academic profiles and how Notre Dame fares against those groups. D. Walker does not know at this point how Notre Dame's libraries will fare against peer libraries.

J. McGreevy asked D. Walker to reflect on the social sciences for our College and how faculty in those disciplines actually use the library. Social scientists are typically most interested in desktop access and datasets, which represent large costs. How do we better serve Notre Dame's economists, psychologists, sociologists, political scientists and anthropologists, for example? D. Walker recognized that the library needs better expertise in a data librarian, and there are plans to hire such a librarian. A discussion with the social science faculty needs to be scheduled to find what their library needs are. The Political Science Department seems to be less concerned about book buying than about helping students gain access to data.

C. Fox observed that fewer faculty members visit the library because it provides a document delivery service program. D. Walker noted that this past fall the library began delivering to graduate students as well as to faculty. The library is overwhelmed with the demand so organizational restructuring is planned to help provide more resources into that popular and valuable service.

Essaka Joshua (Director, College Seminar Program) inquired about the consultation process with faculty and other users as the library plans for hiring subject specialists. How will faculty contribute and respond to the plans? D. Walker indicated that a search committee will talk to the respective chairpersons of two academic departments to get a handle on what they expect from subject specialists before a search begins again. D. Walker thinks that it is important that in general the subject specialist's role be a consultant and involve active participation in events in the departments and programs they are serving. Further, D. Walker has been inviting faculty to lunch to discuss their library needs. J. McGreevy thanked D. Walker for her presentation and discussion.

Graduate Minor in Irish Studies

J. McGreevy introduced Prof. Sean O'Brien (Assistant Director of Keough-Naughton Institute), Prof. Chris Fox, Prof. Sarah McKibben (Director of Graduate Studies, Keough-Naughton Institute), and Prof. Peter McQuillan (Chairperson, Department of Irish Language and Literature). C. Fox led the discussion, distributing a three-page document from the 2010 external review report of the Keough-Naughton Institute for Irish Studies, noting that the proposal under discussion pursues a suggestion by the review committee. C. Fox then underscored aspects of the proposal for a graduate minor in Irish Studies that will be housed in the Keough-Naughton Institute. The program proposal gives graduate students credit for the extra work they are already doing. The proposal is also enthusiastically supported by the Graduate School, by the respective graduate programs, and by the students. Faculty library resources, faculty governance, and administrative support are already in place. The proposed program will require no additional funding.

Susan Blum (Chairperson, Department of Anthropology) wondered how many other graduate programs at Notre Dame have minors? J. McGreevy recalled that there are graduate minors both in Film, Television, and Theatre, and in Gender Studies which, according to S. O'Brien, were the two models for the current proposal.

L. Jensen asked what level of proficiency the students have after taking six credit hours? S. McKibben replied that after only six credit hours—two semesters—in a language which is the minimum requirement, students are not expected to achieve fluency but they will begin to become familiar with the language, and appreciate the culture and the history of the language. L. Jensen observed that the advantage of adding the minor is to extend a graduate student's training beyond English, and to enable the students to present themselves professionally in their careers. S. McKibben recalled that two recent NEH postdocs received their tenure track jobs mostly because they could demonstrate proficiency in the Irish language.

J. McGreevy asked if the majority of the students are already on their way to completing the graduate minor course requirement? C. Fox noted that the advisors have made it very clear that if the students were serious about the program they would have to be serious about taking courses in Irish. Students usually pursue the Irish seminar in Dublin the first two summers, which frees up some time to pursue Irish. S. McKibbin added that a lot of student funding has been provided for summer course work. Quite a few students often take more than the minimum. P. McQuillan confirmed that over the past few years there has been an increasing awareness that in order to teach Irish, job candidates are expected to have had exposure to the language.

M. Fassler inquired about the relationship of the Keough-Naughton Institute with the Medieval Institute and Medieval Studies? C. Fox replied that Irish Language had joint students at the undergraduate level. Valerie Sayers (Chairperson, Department of English) offered that the Department of English is doing a job search in the Medieval area and one of the specialty requirements is Old Irish.

Associate Dean Peter Holland noted that the list of requirements for the doctoral student track states that evidence of substantial research Irish Studies area would be a published article, a conference paper, or a dissertation chapter. P. Holland expressed concern that these are not equal to each other and there should be some evaluation of the weight of achievement in the area of study, perhaps a stated mechanism that indicates that the evaluation committee will determine whether or not the evidence of achievement is substantial and sufficient as an accomplishment. Otherwise, a student may argue that he

or she delivered a five-minute panel presentation and that should be adequate. S. O'Brien suggested that the section on governance could address these concerns.

J. McGreevy suggested as a friendly amendment to the proposal the following: "the steering committee will assess the nature of the substantive research contribution as a requirement for the minor."

Dean McGreevy called for a vote. The proposal to have a graduate minor in Irish Studies passed overwhelmingly, with none opposed and one abstention.

Major in International Economics

J. McGreevy promised to report at each Council Meeting where the College is in terms of enrollment. The sophomore class which started with 710 students in Mendoza, 650 in Arts and Letters, has evened out; the count is currently 660 Mendoza and 670 Arts and Letters, some transferred from Science and Engineering. The Business Economics Minor was designed to pull students from Mendoza College of Business into the College of Arts and Letters where they would do a business and economics minor instead of going into the College of Business.

The dialogue between Rich Jensen (Chairperson, Department of Economics) and Ted Cachey (Chairperson, Department of Romance Languages and Literatures) about the Major in International Economics was sparked before the discussion of Arts and Letters enrollment. Students often have a global interest in business, and yet the Mendoza College of Business does not have a language requirement. The fact that the College of Arts and Letters has excellent language programs presents an opportunity for the College.

J. McGreevy introduced R. Jensen, T. Cachey, and Associate Dean JoAnn DellaNeva, who introduced the proposal for the Major in International Studies.

R. Jensen suggested this program ten years ago because he has seen it work quite well at other universities. R. Jensen believes that two years from now there will be a significant increase of students majoring in either economics or the new major and an increase in the number of female students interested in economics. The number of students majoring in a language will also most likely increase. The Department of Economics values the proposed major because it will not sacrifice any of the core courses of the Economics program. What our students learn in International Economics combined with exceptional language skills will generate a substantial advantage in the global job market.

T. Cachey reported that the Department of Romance Languages and Literatures is very interested and committed to developing this new joint major with colleagues in Economics and in the other language programs for the benefit of the students. The proposal reflects a trend in research and teaching in the languages toward cultural, historical and economic approaches in addition to the philological and aesthetic approaches that have traditionally characterized the language and literature field as a discipline. Faculty in the Department therefore welcome the opportunity of the collaboration to develop further in this direction as scholars and teachers.

T. Cachy elaborated that some of the Department's leading faculty are exemplifying this trend this spring semester. Olivier Morel of French and Francophone Studies works on literature and trauma and has made a documentary film on post-traumatic stress of Iraqi veterans that was featured in a Kroc Peace Institute film series this semester; Julia Douthwaite, Professor of French, has taken the occasion

of the Rousseau centenary to organize an Amnesty International sponsored photographic exhibit called "Dignity" that is the centerpiece for a series of lectures and discussions of the relation between global economic development and human rights. Thomas Anderson and Marisel Moreno, faculty in Iberian and Latin American Studies, have organized an exhibit of Puerto Rican posters in the Snite Museum of Art related to economic development and questions of Puerto Rican identity. The Department believes that collaborating with the Department of Economics in developing this new major will stimulate and foster the development of research and teaching in the direction of cultural, historical and economic approaches to the study of languages and cultures for the benefit of the students.

The Department is also very committed to the collaboration with Economics on the proposed joint major because such a major will enhance the position of the study of languages and cultures within the College by stimulating more of our best students to continue the study of languages and cultures other than English beyond the elementary and intermediate levels.

This has been the effect of such joint majors involving the languages where they have been tried, for example at Georgia Tech University where a joint degree track in International Studies involving a collaboration between Political Science and the Modern Languages has been credited with "saving the languages" there. The current weakened state of the study of languages in higher education, as documented in publications such as the *Chronicle of Higher Education*, suggests there is a need to develop such innovative strategies to protect and improve the position of the study of languages, if liberal education in the humanities is to survive as a viable model.

For these reasons, T. Cachey concluded, the Department seeks the College Council's support for the proposed new major.

J. DellaNeva stressed that the template can be used for other foreign languages as well. This is a program that will make us different from what is happening in MCOB where there is no language requirement; the language component is an essential feature of this major.

Robert Norton (Chairperson, Department of German and Russian Languages and Literatures) embraced and recognized the many positive aspects of the proposal but asked if there are there any downsides or drawbacks to the proposal in terms of the burdens it might place on students. T. Cachey replied that the proposed requirement structure is not a full double major as a result of negotiations between the Department of Economics and the Department of Romance Languages and Literatures; rather than a 10-course major, it is a 15- or 16-course major. Students enter the language part at different stages so that can reduce the number of courses. By not requiring it to be a full double major we thought it would incentivize the students to take this combination. Economics is a very big major and there are many economic students who are proficient in a language and who will be inspired to take further language study.

R. Jensen explained that there are two schools-of-thought in the Economics Department. One is that the number of economic majors will fall because a joint major reduces the required number of economics courses required from ten to eight, the regular major calls for 4 electives and the new major reduces the electives to two but the two electives must specialize in international economics in some fashion. There may be a significant shift in the number of students from an economics major to the joint major, and there may be some points of stress for the Department faculty because economists typically do not specialize in specific areas of the world. The courses chosen will depend on what happens to the world

economy over time. R. Jensen is confident that the Economics faculty will be able to handle this learning opportunity.

E. Mazurek (Chairperson, Department of Classics) asked if such a program could be developed, for example, with Arabic. Would the same language standards apply as they will be applied for the Romance languages? J. DellaNeva responded that it would have to be decided on a case-by-case basis because some of the more difficult languages do not currently have the higher level classes. T. Cachey thought that any language and culture program that supports an academic major should be able to be accommodated in this structure.

E. Mazurek asked if a junior semester abroad would remain possible for the students who pursue the proposed major. R. Jensen noted that the Economics Department will encourage the majors to get all the six core courses out of the way in their first two years. Most students are doing that.

Assistant Dean Paulette Curtis asked if the proposed major will integrate the learning process such that students are not simply taking economics courses and language courses. T. Cachey stated that there are several ways that both departments are trying to work towards an innovative joint major as opposed to simply combining two double majors or a major and a secondary major. There will be advisors in both departments, and joint academic advisement will be constructed. Currently there is not much integration between double majors or primary majors and secondary majors. The departments plan to annually organize programmatic initiatives aimed at developing a joint-culture between the faculties. The departments discussed exploring international economics, similar to an undergraduate pro-seminar offered each semester as a way to integrate each side of the equation. There will also be a capstone project which will be at the end of the point of arrival that will be working towards the joint advisement, the programmatic initiatives, and exploring international economics. Currently the departments are not able to offer a free-standing core course due to the fact that there is not a student cohort as of yet and on the economic side there are some resource questions in terms of the faculty resources. The intent is to offer joint team-taught courses or a core course as the cohort forms over the next three years.

L. Jensen asked what the language in the proposal means when it states that students will be encouraged to take the international Economics course several times? T. Cachey stated that the course will be a one-hour course that will have varying content depending on what the current opportunities are in a given academic year. On an annual basis the committee will organize each semester a one-credit course that will take in any new students who are signed up for this major or any students who are already in the major may join the group. It is a mechanism to create a cohort.

L. Jensen further asked that when the proposal refers to advanced competency in listening, reading or writing the languages, does the proposal assume to follow the current rubric on the Department of Romance Languages and Literature's website? Or does the proposal intend to mean an actual advanced designation? T. Cachey replied that, particularly on the skill side, the American Council on the Teaching of Foreign Languages [ACTFL] guidelines define what is meant by the designations "intermediate high," "intermediate low," "advanced low," "advanced high." The learning outcomes are key to the ACTFL guidelines.

L. Jensen appreciated the internship aspects of the proposed program which could be a significant contribution to the experience of the students. It could lead to corporate sponsorships in which companies provide underwriting to ensure that the students leaving the program will join their respective firms upon graduation. L. Jensen then asked if the program should have a probationary time

of review? T. Cachey hoped that the program would start running next year (2012-13) and have a second year of recruitment. The program has the potential to generate a select cohort of very high achieving students. A goal for the proposed new major during the first year is between 5 and 15 students, the second year, 30 and 40 students, and the third year, 30 to 60 majors.

R. Jensen addressed why is this new joint major is different from simply two majors? R. Jensen observed that it is difficult to engage economics at any depth until one has to take the core courses which are at least two years into the program. The languages also take some time to develop confidence. R. Jensen viewed the capstone project as a key way to integrate the students' learning.

Assistant Dean Ava Preacher thought that the new major will narrow a student's academic flexibility in a program. The students will have to take their economics classes early in their college careers, and most likely will not begin to think about studying abroad until late into their first year. Further, the College does not have an opportunity to advise the students until their sophomore year. Further, a sixteen-course major could be a challenge for students to drop if they so desired. If they do wish to drop it, they will most likely have to finish a major in economics or in the languages.

J. McGreevy asked A. Preacher how she would respond to the data on the number of Arts and Letters students who pursue double majors, 70% to 80%. The high number indicates that there is flexibility in their programs. A. Preacher's objection is that students who pursue the new major would be locked into a large number of required courses, rather than a ten-course or eight-course major which so many of the students pursue.

A. Preacher stated that the concern is that the student would not have a choice to finish one of the majors. It will take away the students' ability to select courses for themselves. Joining the two programs together will be a nightmare to manage.

R. Jensen expected the proposed major to be a small program and, considering the number of students with two majors, this will be an unambitious program.

Assistant Dean Joseph Stanfiel observed that the assistant deans emphasize advanced language learning to every student. It is unlikely that this particular accommodation will result in a lot of student interest because while the social science majors go into Spanish, Art students go into French and Italian. It also seems that students who are interested in international economics gravitate towards East Asian and German languages.

T. Cachey emphasized that in this case there will be two departments supporting the effort to encourage students to achieve advance competency and to continue their study of the languages by joining forces to create a curricular pathway. The goal will be to provide students guidance to integrate advance competency in language and culture other than an English major with a social science discipline. T. Cachey believes that there is a reach of French and Spanish languages and cultures that has an established global economy. This major would be a much more liberal arts aspiration of a kind of preparation for global citizenship.

J. McGreevy stated that he continues to be enthusiastic about the proposal. He mentioned that A. Preacher's and J. Stanfiel's concerns are points that are well taken, however, the proposed major represents an opportunity for the College, with all the students who do double majors, to try to get

them to take a more standard discipline with a language, boosting their respective language skills to the upper level.

A vote was taken with 22 votes in favor of the proposal for a new major, 3 votes against the proposal, and 6 abstentions. The proposal was approved.

ADJOURNMENT

The meeting adjourned at 5:05 pm.

Respectfully submitted,

Matthew C. Zyniewicz
Dean's Executive Administrator