

**THE MEETING OF THE COLLEGE COUNCIL  
COLLEGE OF ARTS AND LETTERS  
April 27, 2010  
3:30 pm  
McKenna Hall Auditorium**

**ATTENDANCE**

Deans: *Dean:* John McGreevy; *Associate Deans:* Stuart Greene, Peter Holland, Daniel Myers, Maura Ryan, Dayle Seidenspinner-Núñez ; *Assistant Deans:* Paulette Curtis, Ava Preacher, Joseph Stanfiel, Vicki Toumayan

Chairpersons and Directors: Theodore Cachey, Jr. , John Cavadini, Olivia Remie Constable, Don Crafton, John Duffy, Stephen Fallon, Louis MacKenzie, Elizabeth Mazurek, Rory McVeigh, Thomas Noble, Charles Rosenberg (*Acting*), Mark Schurr, John Sitter

Elected Faculty: Richard Cross, Darren Davis, Noreen Deane-Moran, Jean Dibble, Richard Donnelly, Mary Frandsen, Sandra Gustafson, Sean Kelly, Brian Krostenko, James McKenna, Scott Monroe, Mark Pilkinton, Siiri Scott, Chris Vanden Bossche, Jennifer Warlick, Hannelore Weber

Graduate Student Representatives: Elizabeth Munnich

Undergraduate Student Representatives: Denise Baron, Marques Camp

Regularly Invited Guests, Observers, and Resource People: Alyssa Gillespie, *Department of German and Russian Languages and Literatures*, Hugh Page, *Dean of First Year of Studies*, Coach Brian Kelly, Tim McDonnell, *Personnel Development Program Director for Athletics*, Kathleen Opel, *Office of International Studies*, Elizabeth Rex, *Football Office*, Adam Sargent, *Academic Services for Student Athletes*, Matt Zyniewicz, *Office of the Dean*

Excused:

*Chairpersons, Deans and Directors:* Adela Penagos, *Office of the Undergraduate Dean*

*Elected Faculty:* Laura Carlson, Mary Keys, Errol Philip, John Welle

*Regularly Invited Guests:* Robert Becht, *Office of the Dean*, Marie Blakey, *Office of the Dean*, Richard Gray, *Center for Creative Computing*, Kathleen Opel, *Office of International Studies*, Pamela Wojcik, *Gender Studies*

Dean McGreevy called the meeting to order at 3:34 pm.

**APPROVAL OF MINUTES**

The minutes from the February 23, 2010 College Council meeting were approved without revision.

**COLLEGE BUSINESS**

Honorary degree nominees for Commencement 2011

Dean McGreevy explained that the Council must choose one nominee from each of the three areas of arts, social sciences, and humanities. The prospective nominees included: (1) For the Arts: Judith Jamison (internationally-known dancer and choreographer), James MacMillan (prominent composer), and Marilynne Robinson (religious fiction writer); (2) for the social sciences: Shirin Ebadi (lawyer, human rights activist and found of the Children's Rights Support Association), Paul Krugman (American economist, columnist and author), and Teresa A. Sullivan

(administrator and sociologist); (3) for the humanities: Aram I (Primate of the Armenian Apostolic church, author, essayist), John Philip Santos (author, poet, freelance filmmaker), and George Steiner (literary critic, essayist, philosopher, novelist).

Rory McVeigh (Chairperson, Department of Sociology) asked if the council could discuss the candidates before the vote; Dean McGreevy agreed, welcoming any comments. R. McVeigh noted that of the nine persons who will receive honorary degrees during this year's (2010) ceremony, eight of them are white men, and there is one woman. Dean McGreevy mentioned that he was informed that the central administration invited three women to receive honorary degrees, and they declined because of previous commitments that weekend.

The council members completed the ballots, and turned them into the Dean's Office staff for tabulation.

[After the council meeting, the final tabulation showed that the nominees with the highest votes in each of the three areas were: Judith Jamison, Shirin Ebadi, and George Steiner.]

#### Coach Kelly, His Staff, and Adam Sargent (Associate Director of Academic Services for Student Athletes)

Coach Brian Kelly, his staff and Adam Sargent, who is the Associate Director of Academic Services for Student Athletes, arrived as the council completed the ballots. Dean McGreevy introduced Coach Kelly, the new head football coach.

Coach Kelly thanked the council for allowing him to attend the meeting. He introduced his administrative assistant, Beth Rex, who helps with his scheduling and planning, and has assisted Coach Kelly with meetings with the colleges and schools across campus. Coach Kelly introduced Tim McDonnell, who deals with student wellness and affairs, including student athlete academics, campus life, community service, and dorm living. He then introduced Adam Sargent.

A. Sargent spoke about his role as an intermediary between the faculty and the coaches, a role that reports to the Office of the Provost. A. Sargent mentioned that Coach Kelly and his staff understand Notre Dame's philosophy of education. Logistically, Coach Kelly's changes in the program have drastically improved the quality of life for the football student athletes, which will, in turn, help the student athletes to be more successful in the classroom. For example, the Office of Academic Services for Student Athletes has in the past held the study hall from 8:30-10:30 pm in DeBartolo, and 10:30 pm is not an ideal time. Coach Kelly has streamlined his program by instituting training tables, which take place in the Don F. and Flora Guglielmino Family Athletics Center [aka, "The Gug"]. When everyone is done with dinner, usually at 6:30 pm, the student athletes can begin study hall in the Gug at that time. It has improved the quality of the life of the student athletes and the staff as well, because they have a two-hour study session, and are done at 8:30 pm. Additionally, Coach Kelly has been proactive in drawing attention to the importance of attendance, and has made very clear statements to the student athletes about what the expectations are and will be going forward.

Coach Kelly said that for him to be here at the council as the head football coach is important, especially to interact with our faculty, deans and staff. In short, his reason to attend the meeting was to provide the council with a brief description of his philosophical approach to student athletes, based on twenty years as a college head football coach. He has worked with four different faculties at four different institutions. The football team currently has 32 scholarship players in the College of Arts and Letters, and approximately 26 scholarship players in the School of Business, and together the two make up a great number of the student athletes currently on the roster.

Who are those players? First, the players recognize what Notre Dame is about and stands for; it is a faith-based education. Second, the players want to compete in the classroom and on the football field. If the student athlete

wants to play at Notre Dame for two or three years simply to improve his draft status for the National Football League, Coach Kelly will not recruit him. He wants to recruit, retain and develop young men who want to play for Notre Dame, first and foremost. The players understand the importance of education, community, service, and being other-centered. Those are the "RKGs", the Right-Kind of-Guys, relative to football. Coach Kelly would like all the student athletes to be great students, with scores of 1400-1500 on the SATs, but the student athletes are not all going to be great students. The student athletes, however, ought to be motivated and recognize the value of a Notre Dame education. Otherwise, Coach Kelly is not interested in coaching them.

The recruiting process is just starting for Coach Kelly. He and his staff arrived in December 2009, and they tried to retain the recruits who were recruited by the former coaching staff. Coach Kelly and his staff, however, already have eight student athletes who have made commitments, and Coach Kelly has met with their parents.

The freshmen class coming in this year, fall 2010, was recruited by the former staff, and Coach Kelly had to retain them. Those recruits understand what Coach Kelly expects of them in the classroom. Coach Kelly asked the council to communicate with the coaching staff if they are not getting the academic effort and results that they would like from the student athletes. A Notre Dame degree must be the student athlete's first priority.

Coach Kelly's biggest motivating/behavior modification factor for the student athletes is summer scholarship money. The players are typically on campus in the summer, taking summer classes. The NCAA allows institutions to add or delete scholarships in the summer. If student athletes are not doing their academic work, then the parents will need to pay for the summer tuition, and the student athletes will need to work in the summer.

Coach Kelly asked for any questions.

Elizabeth Mazurek (Chairperson, Classics Department) thanked Coach Kelly for attending the meeting. She inquired about the number of hours the student athletes have for studying during the week? The Department of Classics expects their students to study two hours outside of class for every hour inside of class. A three-credit course then carries the expectation of six hours of study outside of classroom. Do the student athletes have enough hours in the week to study? Coach Kelly responded that currently the student athletes can only be in football activities for twenty hours per week. Given that, there is plenty of time for the student athletes to study and to be involved in the community.

Stephen Fallon (Chairperson, Program of Liberal Studies) observed that the head football coach at Notre Dame is highly visible and very busy. How would faculty communicate with him? Coach Kelly suggested that A. Sargent and his office would assist the faculty in communicating with the football staff, working with Tim McDonnell, with whom Coach Kelly meets every day. Coach Kelly then receives an update every day on academics, in order to be proactive and not reactive to the academic life of the student athletes.

Agustin Fuentes (Director, ISLA) appreciated what Coach Kelly said about integrating the student athlete as members of the student community. In his eight years at Notre Dame, A. Fuentes has noticed that such efforts have not been as effective as they should be. He asked Coach Kelly to provide some examples of changes that he has instituted to help such integration. Coach Kelly stated that he would like to break down the barriers; football should not be separate entity in the university, but understood as one of the many resources that Notre Dame has. It starts simply with the building, for example. He observed that the building was like Fort Knox when he arrived; it was like a lockdown. Football staff and players are part of the Notre Dame community. Another example is the pep rallies; they need to be improved. We need to get the students and players together, and get back to what a true pep rally is all about.

Darren Davis (Department of Political Science) asked Coach Kelly to talk about his plans to increase racial diversity among the coaching staff. Coach Kelly mentioned that diversity is important when it comes to building

relationships with all players. Some of Coach Kelly's former programs have had a lot of diversity. For example, when he was at Cincinnati, the football program was made up of 62% of African American student athletes. Notre Dame needs to work toward greater diversity, and remain sensitive to the fact that we have a long way to go. Coach Kelly is comfortable with his staff now, because he has a diverse support staff. Lorenzo Guess, for example, in the strength and conditioning department, was as a football and basketball student athlete and an All Big Ten performer in academics. He works with the football players. Coach Kelly has strategically placed some of the staff to allow for more contact with the players than the assistant coaches who need to fall under the twenty-hour rule. Scott Booker from Western Kentucky, as another example, is in an internship position that allows him unlimited contact with the student athletes.

Dean McGreevy asked the coach about what has surprised him both positively and negatively in his brief time at Notre Dame? It surprised Coach Kelly that he has not received resistance at Notre Dame for the reason that "it has always been done this way." At every other program that Coach Kelly has taken over, he would receive resistance for new initiatives or programs because of the ways that institutions have operated historically. Notre Dame has so many traditions, and it is refreshing not to encounter such resistance; people are willing to think outside the box. From a negative standpoint, Coach Kelly believes that the program needs to help develop players' spirituality. When he came to Notre Dame, he assumed that the student athletes would be engaged on a daily basis with spiritual pursuits. His staff polled the student athletes, and many of the players do not spend time even at the basilica or at the grotto. Coach Kelly and his staff have instilled some programs that they think will help with spiritual pursuits.

A. Fuentes mentioned that last year he had five football student athletes in his class, and he found them to be surprised to be invited to participate equally with the other students. A. Fuentes understands that Coach Kelly is going to recruit student athletes willing to make the extra effort, and asked what sort of changes in the infrastructure will Coach Kelly make for the student athletes when they first arrive. They might not be used to a challenging environment. Coach Kelly would like student athletes who are not weak or timid but are proud of what they have accomplished.

Noreen Dean-Moran (Department of English) asked if the training table is at variance to the goal of integrating the student athletes into the student life, because meal time is a key time to help in that socialization process. Coach Kelly said that formerly the student athletes would run to Burger King after practice, and were generally tardy to academics, and would find their time to integrate into the student life at 10:30 pm. Coach Kelly has attempted to shorten the day, and allow the training table to help the coaches build relationships with the student athletes. It is one meal a day, and it provides time to teach about nutrition.

Denise Baron (Undergraduate Representative) asked what role Coach Kelly sees the rest of the student body playing during his tenure at Notre Dame? Coach Kelly wants his players and staff to participate in the campus community. The pep rallies should be like a rock concert, where students compete to be in the first few rows, because they want to engage the student athletes. He would like to engage the students at the games as well. He would like the players to engage in service activities. And when the students build relationships with the student athletes, they will find that they have much more in common with them.

Rob Becht (Office of the Dean) mentioned that he is also an alumnus of Notre Dame, and his roommate happened to be an All-American offensive tackle, who was clearly a student athlete, very much a student and part of the student body. When out recruiting, how do the prospective student athletes respond when they find that they will need to live with the regular student body on campus? Coach Kelly said that many prospective student athletes, for the most part, do not like the idea of having to live on campus. If the student athletes do not wish to be a part of that student life, then they do not belong at Notre Dame. Coach Kelly is proud of what Notre Dame has to offer, and has a national recruiting market enabling him to be very selective with his offers.

Dean McGreevy reminded the council that the role of A. Sargent's office—an office that reports to the Provost's Office—is to assist the efforts of faculty relevant to the student athletes. Further, Coach Kelly provided a monetary contribution to the library and new cancer center, both causes that are important to him. Dean McGreevy and the council members expressed appreciation to Coach Kelly and his staff for joining the meeting.

#### Russian and East European Studies Supplementary Major Proposal

Dean McGreevy invited Associate Dean Stuart Greene and Alyssa Gillespie (Department of German and Russian Languages and Literatures) to introduce the Russian and East European Studies supplementary major proposal. S. Greene mentioned that the proposal grew out of the Russian and East European Studies minor that was floundering for a number of years. He recognized that A. Gillespie and Semion Lyandres (Department of History) have improved the program and have increased the number of students involved in the minor. It made sense to the undergraduate committee when they read the proposal that the supplementary major would give some opportunities to students who are interested in Russian and East European Studies, students who may have arrived late to the area of study and who might not have the language skills to actually fulfill the Russian major. There are a number of other reasons why this proposal is a good fit, and S. Greene invited A. Gillespie and S. Lyandres to discuss some of the other reasons why they wanted to develop this supplementary major. It seemed to be a very sound and timely program, where students receive tremendous mentoring. The committee voted unanimously to support the proposal.

A. Gillespie stated that the department had the minor for many years, and, during her eleven years here, the department had one or two students complete it. Yet, the faculty constantly heard from their students—both students who are taking Russian language courses and culture courses—as well as students in history who kept returning to Russian history courses, that they would be attracted to a substantial area of studies option. In looking back at the minor, the faculty noticed that it was much too large for a minor and was essentially a supplementary major already. In essence, then, the department took the old minor and had two minors approved that are much more commensurate with what is understood to be a minor. The department then added some items to the already substantial minor and proposed that it be a supplementary major. There are a number of students who through an indirect route will take courses primarily in the Department of History, occasionally in the Department of Political Science on Russian or East European topics, and become very interested in Russian culture and start taking language courses in their junior year, which is already too late to pursue even a minor in Russian, because it requires three years of language. The proposal was developed for those students who wanted to pursue a substantial course of study, but it does not require a great deal of language proficiency. It will help the department attract additional students to the elementary language courses. The students could pursue courses then in theology, history, etc. The faculty are strong in this area, with 3 faculty in Russian and East European history, 2 in Central European history, 4 faculty in Russian language and literature, 1 faculty member in music, 1 in art history, all providing enough breadth in those course areas for the supplementary major.

S. Fallon asked a question about the requirements, noting that there appear to be 24 credits, and that 21 of those courses would have to be completed on the main campus. S. Fallon referred to the 15 credits taken in residence at Notre Dame, and the three one-credit courses offered here, and then the senior thesis or equivalent. A. Gillespie mentioned that the department does not want the students to pursue the Russia abroad programs which give them 200-level language credit primarily and return to Notre Dame to ask that the eight or nine credits of such courses be applied to area studies. The proposal may need to more clearly specify that the students could pursue more advanced courses abroad.

Dean McGreevy would like to note the friendly amendment to the proposal that there needs to be more clarity as to what courses would count from other programs to fulfill requirements in the supplementary major.

A. Gillespie mentioned that the department would probably not accept credit from the Russian abroad program toward the area of studies part of the program, but would accept it toward the language part of the program if relevant. If, however, a student took a Russian history course in Notre Dame's London program, then the department would probably accept those credits.

Theodore Cachey, Jr. (Chairperson, Romance Languages and Literatures) asked A. Gillespie to talk more about language requirements for the supplementary major. A. Gillespie indicated that the students would need to meet the co-requirement of at least 3 semesters of languages in Russian or perhaps in Polish in a summer program equivalent. Students could also take one more semester of language that could count toward their area studies component. Or, if the student pursues the second option—not pursue a senior thesis and take a one-semester seminar—they may take an additional language course as well.

T. Cachey asked more generally how many supplementary majors do we currently have where there is not already a first major. Assistant Dean Ava Preacher noted that there are five supplementary majors without a first major (Gender Studies, Medieval Studies, Peace Studies, Latin American, for example). T. Cachey wondered if this was a trend. A. Preacher asked if T. Cachey is equating this supplementary major to a full major, because there is a Russian major. A. Gillespie noted, however, that there is not a major in Russian and East European Studies that has a different structure.

John Cavadini (Chairperson, Department of Theology) noted a matter of interest that the Department of Theology recently hired Fr. Yury who is Russian born, has a degree from Russian Orthodox Theological Seminary and Academy in St. Petersburg, and will teach courses in Russian theology.

A. Preacher pointed out that there are several minors that do not have first majors, and so this supplementary major seems like an intermediary step, but it is very rigorous and meets all the criteria that we need for a program that will give students a real grounding in this area.

Hannelore Weber (Department of German and Russian Languages and Literatures) asked about Appendix A, concerning the cultural enrichment course. Does the course meet or do the students receive credits for attending five events? A. Gillespie mentioned that the course does not meet, and was based on what the Department of History had begun a few years ago. The course was established in part to enrich the students and in part to have better attendance at the department's events. The students do not meet as a group, but the students receive the course description in the beginning of the semester, and they receive the calendar that is updated periodically. The students attend two events of their choosing in the first half of the semester and at least 3 events in the second half. After each event, the students have a week to submit a page-long personal reflection to which A. Gillespie always responds with some substance. Eight to ten students pursue the course each semester, and they report that they love the course. Dean McGreevy concurred that the Department of History established a similar course to have more students attend events, and had students think about an education outside of the classroom.

Dean McGreevy asked that a friendly amendment be added to the proposal with a sunset clause, as is now the case with any approval of a minor or major. With thirty or more minors already, we need to attend to the actual enrollments in the minors and to ensure that each minor has sufficient interest. In three years we can review this supplementary major to see if there has been sufficient interest or student cohort.

S. Fallon returned to his earlier inquiry in terms of the Moscow program, which is essentially now a language program. A. Gillespie agreed that the Moscow program is all language, with one or two electives that meet once a week, and are not substantial courses in the way that we would expect reading and discussion. The courses are basically in grammar, lexicon development, etc., and students receive credit for those courses, but not area studies credit. S. Fallon asked if we could add a course to the program that could count in the area studies.

A. Gillespie observed that it is not our program, and so it is not workable to add such a course. It is a peculiarity of Russian being such a difficult language that even at the third-year level you really cannot ask students to take a full-content course in the language. Some programs do allow the students to audit content courses, for example, at Moscow State University, but it would be auditing and not the equivalent of real intellectual depth and substance and intellectual engagement that we would like our students to have in the area of studies part of our program.

T. Cachey responded to A. Preacher's suggestion that minors could lead to supplementary majors, but there are major implications for that, in terms of a department's ability to support it from a disciplinary perspective.

S. Greene thought that the College should assess in an ongoing way where it is going with these new programs, and the Undergraduate Committee has adopted the mandate to continue to review these programs annually in keeping with the sense that the programs are proliferating and perhaps not serving student needs. The supplementary major in this case fits with the growing interest in this particular area, and perhaps there are other areas in which a supplementary major might make sense, but a supplementary major should not exist in a department that already has a major. To go from a minor to a supplementary major is five to eight courses; to go from a supplementary major to a major is eight to ten courses. In most cases, majors have a thesis requirement. There is not much danger, then, in the proliferation of supplementary majors growing out of minors, and, there appears to be the opposite trend with departments that have majors; they have eliminated their supplementary majors. In fact, the trend away from supplementary majors has been growing over the years with departments with majors, and there have not been many cases of minors moving to supplementary majors in large part because there is not a critical mass of faculty or sufficient seats, etc. T. Cachey stated that areas studies in language—majors, minors and supplementary majors—are special zones in the College. We already have several different models, for example, Classics and Romance languages, and this is a new model. Perhaps it is not the only model to be applied in that context, and certainly this new model will stimulate the other language groups to consider their position.

Dean McGreevy asked for final comments. With no final comments, he asked for a vote in favor of approving the Russian East European Studies Supplementary Major: **In Favor: 41 votes, Opposed: 1 vote, with no abstentions.** Dean McGreevy thanked A. Gillespie and S. Greene for their work on the proposal.

#### FYS/AL Collaboration Committee Report

Dean McGreevy called on E. Mazurek to introduce the report that was commissioned early in the year as a project on collaboration with the First Year of Studies. Dean McGreevy also recognized Dean Hugh Page of the First Year of Studies and welcomed Assistant Dean Holly Martin (First Year of Studies).

E. Mazurek recognized the work of the committee members, especially H. Martin who was helpful throughout the entire process, as well as Louis MacKenzie (Chairperson, Department of Music), Susan Blum (Department of Anthropology), Associate Dean Steven Buechler (Undergraduate Affairs), and Senior Associate Dean Angie Chamblee (First Year of Studies). The work on the committee has been very educational. She appreciates that it seems that what is often perceived to be a FYS problem is really a University requirement problem, as stated in the summary on the last page of the report. Similarly, she appreciates how complicated a task it is for FYS advisors to make sure students are getting various requirements that they absolutely have to fulfill by the end of the first year, and keeping track of the courses the students then have to fulfill by the end of their sophomore year. The students' schedules are very full.

The committee has discovered ways in which we can at least be more proactive in advising incoming freshmen about the importance of trying to fit certain courses into their first year, particularly language courses. E. Mazurek has worked with H. Martin on language that will go into the academic guide for FYS that

goes to all the freshpersons over the summer. Now there is more prominence in the guide about starting a language in the first year. In order to be competitive with some of the best study abroad programs, best graduate schools, and for the most prestigious national fellowships, students need to start language study and other disciplines right away.

The committee's work may ultimately create more demand for seats in languages for first year students. There is pressure on available seats in certain high-demand languages, particularly Chinese, French, Italian, Japanese, and Spanish (and particularly upper level Spanish). The College needs to do its part by providing more instructors for more sections so that more seats are available for FYS students coming in.

There are certain scheduling problems that the committee did not work through, such as the ongoing issue of students who want to keep the preprofessional or science major option open. Those students are going to take the lab sciences in their freshperson year, and that schedule always conflicts with the schedule for the first year languages, where there is typically a fourth and sometimes a fifth hour of instruction each week. There is not a clear solution, and a more careful study is needed by a committee of, perhaps, language instructors to think of creative ways of offering the fourth and fifth hour.

H. Martin agreed that it was educational working on the committee. The reason for the push for languages became much clearer which, in turn, will make it easier to convey that importance to the student. It is not simply about fulfilling a requirement, but is something the student needs to do if the student wants to pursue certain goals. FYS is concerned, however, about getting students into the languages as the demand increases. Other areas of importance in the discussions were the number of requirements that students need to fulfill in general, and specifically during the first year, and this is not under the control of FYS. Students and FYS become frustrated because the students and the advisors often would like the students to be able to pursue their majors more quickly. The committee considered what must be required the first year and what must be required in terms of overall requirements. The committee also tried to think of ways to make the first year more flexible, so that students can more quickly pursue their areas of interest. Hopefully, curriculum committees can also work on greater flexibility. A new approved class, for example, is an FTT course cross listed with Physics. It will be a course for students who have an interest in the sciences and have an interest in the arts can take the course and use it to count toward whatever requirement they need. Courses in the FYS that connect with students' interests quickly are encouraged.

S. Greene commended the committee for undertaking the work. For many years, he recalls having conversations about what FYS is doing or not doing, and alongside the committee's work, S. Greene has asked the DUSs from all the departments, to meet once in the fall and once in the spring, and to invite associate deans from other colleges to those discussions, the FYS advisors and assistant deans in the Office of Undergraduate Studies. The meetings have been enlightening. The committee's report reflects almost entirely the report that the DUSs produced. Not only are the chairs now aware of some of the conflicts of scheduling. One of the two key findings with DUSs, deans, and FYS, is the fact that FYS did not come up with these requirements. The second key finding is that it is incumbent upon the department to develop courses at the first year that are exciting and interesting. Many of the 10000 and 20000 courses have been taught over the last 10 to 15 years in the same form. These are students who have taken AP courses and expect to be challenged and are not being challenged.

Further, H. Page and S. Greene have tried to work on the University Seminar that would meet the needs of first year students, who are unfamiliar with what it means to read and write at a university, to develop arguments, to do research. Over the years, they have invited all the faculty who teach the course in the course semester as well as the prior semester, and S. Greene made a plea to chairpersons that the course be taught as it was conceived, where students are writing 25 pages of writing, not simply response papers, different types of papers, and the students receive comments on the papers, and meet with their professors about the papers,

and have an opportunity to revise. We have been trying to develop a culture of thesis writing, and anyone who has directed a thesis, would often ask if the student has taken a writing course, and the answer is probably not. Only 40% of our students actually take a composition course. This is a serious issue that ought to be placed in the foreground of the report. The course is very integral to the kinds of experiences that students will have in their first and second years. Over the years, it is usually a very small group of faculty who are interested in discussing what it means to read and write in a university, to find innovative and interesting ways to teach the course. The meetings are always extremely enlightening, but attendance is very low, even though there are 64 sections per semester. S. Greene hopes the College would take some ownership of the issues raised with FYS and develop new courses for first year students that are exciting and rigorous, introducing them to what it means to read, write and do inquiry in the College.

Thomas Noble (Chairperson, Department of History) mentioned that eight or nine years ago, Fr. John Jenkins, C.S.C., was then the associate provost for academic affairs and appointed a curriculum review committee that worked for about a year and half, discovering many different aspects of how the university functions. If this proposal goes to the Academic Council, because any changes or considerations will have to go to the Academic Council, what one will hear from them is that the curriculum is already heavily geared for Arts and Letters courses in terms of the university requirements, with 12 university requirements (2 Math, 2 Science, 8 Arts and Letters). It will be difficult to persuade anyone on that council to think about whether or not, for example, university requirements are in fact delaying students from pursuing their majors more quickly. Language is an Arts and Letters requirement, not a university requirement, and so if the College would like to place language in the first year, we are not able to substitute that course for another course. Are there broad liberal arts courses within the university requirements that are from Arts and Letter that serve to introduce the liberal arts? For example, in the Department of History, any history course can fulfill the university requirement; however, some history courses more adequately introduce students to history as an intellectual discipline than do other courses. The existence of these liberal arts requirements is partly to maintain the liberal arts ideal of a broad education, and partly it is a spoil system. It is designed for enough departments to get enough claims on enough students to justify the departments' existence. If, as E. Mazurek mentioned, it is not a FYS problem but a university requirements problem, and eight of the twelve requirements are from the College of Arts and Letters, and so it is a problem that we would have some power or capacity to address the problem if we had the will to do so. Even if we had the will to do so, it is hard to envision what solutions would look like.

John Sitter (Chairperson, Department of English) thinks the first recommendation is especially important, that it be a circumspect comparison with schools that we admire and that the College has a role in the study. The College is especially important in the thinking of liberal education, and we do need to look at places that we admire. There are admirable aspects to the commitment to breadth, but that they are slowing down our students. And, there are oddities of the local environment that make life difficult for departments, for example, having a university-wide requirement of the university seminar and then dictating what days of the week it can be taught, which is an extreme constraint and tax at the same time. The larger issue is the one of the intellectual comparisons of rethinking where we are.

L. MacKenzie mentioned that the problem is that there are too many university requirements. If we add courses, something must give. We must seriously look at the university and college requirements. Notre Dame is very top heavy with its requirements, and we do not have room to fix the problem. T. Noble's expression that it is a "spoil system" is exactly what it is. Departments are not going to easily give up required courses. There was even some resistance on the committee when L. MacKenzie raised this issue, but it was exactly where the committee ended up. FYS has been unfairly targeted for a situation that is much more deeply embedded in the spoil system wherein departments are privileged because of the number of courses they offer and the larger number of students they teach. A study with our peers is essential.

Chris Vanden Bossche (Department of English) agrees that there is a sense of protecting interests that is at play, for example, when there was a discussion about reducing a math requirement, it became clear that departments were protecting their territories. Even though that might be the case, we need to study this matter. Further, it is not simply an issue of the number of requirements, but the second finding on the list which is the number of requirements that are to be completed in the first year. That is also in the academic code, and therefore the Academic Council must also consider it. Even without changing any of the requirements, some positive movement can be made by changing those stipulations to allow more flexibility. We are out of line certainly with our peers in forcing our students to frontload so many requirements in the first year. In terms of the university seminars, whenever Chris is talking to a new faculty member about the seminars, it is difficult to find anywhere on the university's website a description of what is supposed to be in the university seminar.

J. Cavadini would second many of the points made but would introduce some caution. There are some logistics at play that decrease flexibility for departments, such as the scheduling constraints; another is that so many of the requirements are frontend loaded. When we speak about asking the Academic Council to look into whether or not university requirements are delaying intellectual development in Arts and Letters, what do we mean by "intellectual development"? If we mean by "intellectual development" specialization, that is one way to understand "intellectual development" but not the only way to understand it. J. Cavadini would place a caution so that we know at least what we mean by "intellectual development" if we are going to talk about delaying it. One could argue that intellectual development involves both specialization and also taking courses that one may not initially want to take, because they contribute to your intellectual development.

A. Preacher observed that those who sit with students on a daily basis, helping them plan their curricula and think about where they are going, see different scenarios. A. Preacher does not think that the university requirements delay the students. In fact we see that many of the requirements are filled by AP, and so students are not taking courses at the university level, for example, in history or social sciences and in certain areas in the arts. They use about 60 credits in the College to go toward their major and their university requirements, which gives them another 60 credits in the College to explore. Yet, rather than explore, the students are building majors, and multiple majors, and majors and minors, making curricula look like everything is credentialed. Students are beginning to think of ten courses as a major, and not take more courses than that in the major. Allowing students to use so many AP credits, is actually taking away the opportunity for the students to explore other topics or disciplines in any serious way. What does "delay" mean? Or, as Assistant Dean Vicki Toumayan once asked, "Where are they racing to?"

H. Page thanked Dean McGreevy for approaching FYS for doing this sort of collaborative venture, and thanked the members of the committee for their hard work and for preparing the report. We have to keep in mind that there are three things that impact the first year student. First the overall experience of the transitional year. There are multiple stakeholders involved in that, and there are some that are non-academic. Second, there is first year advising, which is the chief responsibility of the FYS who see it as an opportunity to teach. Third, there is the first year curriculum. To a certain extent, that is already fixed. It has been stipulated by academic council and FYS works within the parameters that have been established for the first year of education. From the experiences of advising students, it is clear that we need a better sense of what we are trying to do in educating them, not simply in the first year, but over a four year span. Last year the Academic Council approved for the first time an undergraduate education vision statement. There is a university committee on the First Year of Studies to which each college sends representatives, and one task that the committee has taken on is to look at our peers, at the AAU private institutions, to see what the university requirements are and what the first year requirements are.

Dean McGreevy asked the council to run through the specific recommendations of the report, to see if there are comments. The first recommendation is the largest, that the Academic Council undertake a study to see if the

university requirements are delaying students' intellectual development—which seems to be beyond the purview of the committee. The committee seems to ask for a study of the Notre Dame curriculum, which was done several years ago. D. McGreevy thinks we are due for a careful look at the requirements, and the broad picture of university education, and that could be a long and intense process, and a potentially productive conversation, to which all levels of the university would need to commit. We are living with a set of university requirements and curricular structure that were developed in the early 1970s and served us well, but are probably showing their age.

We need to build in more flexibility into the system of university requirements. That FYS advisors can continue to advise prospective Arts and Letters students to take language courses in the first year, by explaining advanced proficiency in a second or third language is something we could implement. To encourage students to postpone taking their science courses until their sophomore year is a consequential recommendation. A vast majority of students at Notre Dame take their science in their first year, in part because it allows them the flexibility to do pre-med and other courses of study that would require science in that first year. J. McGreevy would like to push this recommendation, because there is a group of students who do not need to take their science courses in that first year, and could benefit from a more arts-and-letters-oriented science even beyond the sophomore year.

In terms of the demand for more language instructors if we have more students taking languages in their first year, and in terms of the departments should examine the 10000 and 20000 courses to make sure that they are stimulating courses, is probably true. Few departments have looked closely into what the department should be offering for first year students.

In terms of the last recommendation that Arts and Letters departments should consider ways to allow sophomores who are still exploring possible majors to enroll in appropriate courses without having to declare a specific major prematurely, is related to something we have discussed often in the council, and that is the propensity of the students to double major simply to get into a certain set of courses. They may not want to double major in a discipline but they do that because it is the only way they have access to a certain set of courses. This has prompted Dean McGreevy to ask departments to offer more large courses at the upper level so that we do not have students making double major decisions for the wrong reasons.

The recommendation that the College of Arts and Letters give FYS an updated list of DUSs and faculty mentors, we should be able to do that.

All of the following also seem achievable: FYS send the academic guide booklet to the College; we continue to host the reception for the first year of students; Arts and Letters departments continue to actively mentor first year students brought to their attention by the FYS; and FYS consult with DUSs and departmental contacts to formulate first semester course schedules.

A. Preacher mentioned that the Dean's Office already does the first point on the last page, as well as give them contacts who are DUS and who on the PIN night.

T. Cachey hopes the departments will continue to offer more advising sooner than later, and in a more intense, discipline-specific way. H. Martin noted that under the first point on the last page, when the list comes out of the new DUSs and mentors, FYS will use that list much more actively during the summer, and will then encourage students to see department advisors in the fall as well as in the spring, without sharing the more general advisement duties that concern broader university requirements.

John Duffy (Director of College Seminar) notes that the first recommendation suggests that we pursue a study that considers a variety of matters, including writing proficiency. He would add speaking proficiency. In what ways is the first year of studies encouraging students to develop their speaking skills.

H. Weber underscored the importance of students' pursuits to get departmental advising early with regard to study abroad. If they can plan out their four year program, then they are much more likely to fit that study abroad into their curriculum.

Dean McGreevy mentioned that the origins of the committee came from the fact that he visited 21 departments in his first year, and during many of those departmental meetings he heard "if only FYS would understand that we need to get more first year students into our classes during their first year," and then he met with the FYS advisors, and they said "if only the departments would understand the difficulties of getting students into advanced languages, and some of the other struggles we deal with". The hope was to get more consistent and clear communication between the two entities. On the College's behalf, he thanked E. Mazurek, H. Page, and H. Martin for their hard work on this project.

The College will implement the specific recommendations over the summer.

**ADJOURNMENT**

The meeting adjourned at 5:00 pm.

Respectfully submitted,

Matthew C. Zyniewicz  
Executive Assistant to the Dean