

**THE MEETING MINUTES OF THE COLLEGE COUNCIL
COLLEGE OF ARTS AND LETTERS
Monday, March 20, 2017
McKenna Hall Auditorium**

ATTENDANCE

Deans: *Dean:* John McGreevy; *Associate Deans:* James Brockmole, Margaret Meserve, JoAnn DellaNeva;
Assistant Deans: Collin Meissner, Ava Preacher, Nicholas Russo, Joseph Stanfiel, Vicki Toumayan

Chairpersons and Directors: Thomas Anderson, Lee Anna Clark, James Collins, William Donahue, William Evans, Margot Fassler, Patrick Griffin, Mary Celeste Kearney, Brian Krostenko, Jesse Lander, Thomas Merluzzi, Dianne Pinderhughes, Peter Smith, Jeffrey Speaks, Thomas Stapleford, Thomas Tweed

Elected Faculty: Undergraduate Student Representative: Ann Astell, Carolina Arroyo, David Betson, Liang Cai, Ann-Marie Conrado, Noreen Deane-Moran, Richard Donnelly, Kirk Doran, Mary Flannery, Anne Garcia Romero, David Gibson, Daniel Graff, Joshua Lund, Louis MacKenzie, Sarah McKibben, Laura Miller, Marisel Moreno, Rahul Oka, Siiri Scott, Lynette Spillman, Juan Vitulli, David Watson, Hannelore Weber, Lira Yoon

Graduate Student Representative: Jessica Kim

Regularly Invited Guests, Observers, and Resource People: Kate Garry (Dean's Office), Essaka Joshua (College Seminar Program), Geraldine Meehan (Faculty Engagement/Global Gateways at NDI), Kathleen Opel (Office of International Studies), Warren von Eschenbach (Internationalization), Matthew Zyniewicz (Dean's Office)

Excused: Matthew Ashley, Jessica Collett, Jon Coleman, Tom Gresik, Dan Groody, Sarah Mustillo, Darcia Narvaez

Dean John McGreevy convened the meeting at 3:30 pm.

APPROVAL OF MINUTES

The minutes from the February 15, 2017 College Council meeting were approved.

COLLEGE BUSINESS

Teaching

Associate Dean James Brockmole announced that the Interim Report of the Ad Hoc Committee on the Evaluation of Teaching would be released soon.

Core Curriculum

Michael Hildreth (Guest, Chairperson of the Core Curriculum Transition Committee) introduced the work of the Core Curriculum Transition Committee, about foreseeable changes to the Academic Articles and to the governance of the core curriculum.

First, he addressed the core curriculum committee structure. M. Hildreth summarized the current structure of the core curriculum committee. Over the past ten years the entire core curriculum committee was appointed by the provost. M. Hildreth then showed the newly proposed structure, which included both appointments and elections.

Margot Fassler (Director, Sacred Music Program) and J. McGreevy asked if the Keough School of Global Affairs would be represented on the core curriculum committee? M. Hildreth noted that the Keough School does not have undergraduate majors at this time; however, if they do develop a significant undergraduate population, then the school certainly should be included in the core curriculum discussions and governance.

Peter Smith (Chairperson, Department of Music) asked how will subcommittees be selected? M. Hildreth noted that he will address the election/appointment process as the next topic of discussion.

Tom Anderson (Chairperson, Department of Romance Languages and Literatures) observed that the proposed core curriculum committee seems to be a very large committee. M. Hildreth indicated that the core curriculum transition committee wanted to have representation from the colleges directly on the core curriculum. The size of the committee will remain a concern.

Tim Matovina (Director, Institute for Latino Studies) asked if there has been any discussion about the funding for the core curriculum committee. He observed that the current core curriculum committees have not met over the years since 2005. M. Hildreth mentioned that Provost Tom Burish is supportive of the new core curriculum. T. Matovina stated that someone, as a leader, has to bring people together. M. Hildreth agreed and mentioned that there are also questions of enticements to get faculty to teach core courses. M. Hildreth confirmed that the University is on a time scale to implement the new core curriculum. J. McGreevy also observed that the core curriculum will need proper staffing or it will not work. The goal is to have more University ownership of the core curriculum.

Jim Collins (Chairperson, Film, Television and Theatre) observed that there will be 11 chairs of the core committee subcommittees. Who would be eligible to serve in that capacity? M. Hildreth indicated that he would like to address the governance topic next. He asked for any final comments on the current topic. None were offered. M. Hildreth concluded from the discussion that the newly proposed core curriculum would be workable with sufficient staffing.

The second item for discussion was the core curriculum subcommittees. M. Hildreth explained who would be eligible to serve on the subcommittees, noting—among other issues—that the chairpersons would need to have significant expertise in the particular “way of knowing.”

J. Collins noted that literature and fine arts “ways of knowing” are different from other more defined “ways of knowing” and would have a much larger pool of potential chairpersons than, for example, the philosophy and theology “ways of knowing”. J. Collins opined that the elections for the chairpersons of the literature and fine arts “ways of knowing” could get really baroque in a hurry. M. Hildreth understood the position but mentioned that the “ways of knowing” would have sufficient guidelines for who could run for the subcommittees.

Patrick Griffin (Chairperson, Department of History) applauded the pursuit of accountability but also workability in terms of the elections/appointments for the governance of the core curriculum. He saw the need to ensure that the chairpersons are diligent persons. He wondered if the provost should actually appoint the subcommittee chairpersons and have the subcommittee membership elected? J. McGreevy and M. Hildreth agreed that there must be both appointed and elected members in order to have faculty ownership of the core curriculum.

Tom Tweed (Chairperson, Department of American Studies) noticed that in his experience elections often result in large-department success. If not dealing with a specific requirement, then large departments could potentially vote as a block. Given that, it might make administrative sense to appoint the subcommittee chairpersons. M. Hildreth stated that in the university-wide discussions, the core curriculum transition committee heard that the subcommittees should have broad faculty representation on the subcommittees. If the provost could appoint subcommittee members, then the provost would have control of diversity of the representation.

Tom Anderson (Department of Romance Languages and Literatures) agreed that the appointment of the subcommittee chairpersons seems appropriate, but who would make the appointments? M. Hildreth indicated that it would be the chair of core curriculum committee.

Kevin Dreyer (Department of Film, Television, and Theatre) noted that the University could use the College Council model for election and appointments, whereas there are some elected and appointed to the Council and some members are then appointed to subcommittees. J. McGreevy observed that the subcommittees of the core curriculum would rely more on particular expertise.

Associate Dean Peter Holland could think of two possible extremes, where everybody was appointed, or everybody was elected. Both extremes would be possible. He wondered if some sort of arrangement could be imagined that would be in-between the two extremes, something more efficient and equitable. It seems that the chairpersons could be elected and the subcommittee members appointed, that way distribution is taken care of.

M. Hildreth recalled that the subcommittees decisions about the core courses should be unanimous. J. McGreevy agreed, observing that this works according to other places.

M. Fassler also liked having some members elected and some appointed. Perhaps the University could have elected members at large after the appointment and election processes? It could be a two-stage process; see who was appointed first and then have an election.

Lee Ann Clark (Chairperson, Department of Psychology) wondered who would have the opportunity to vote in the elections. M. Hildreth indicated that one way would be for it to be a free election model

where everybody could vote for the chair. Another way would be a representative model. Elections could be done in colleges/schools, and if the elections generate multiple candidates from different colleges/schools to serve as chairperson of a subcommittee then the chairperson of the core curriculum committee would select the chairperson from among the candidates.

Ann-Marie Conrado (Art, Art History and Design) asked how big will the subcommittees would be? M. Hildreth responded that this is where the subcommittee chair becomes very important. M. Hildreth thought that the subcommittee chairperson could reach out to departmental chairpersons for recommendations for appointments to the subcommittees. P. Smith stated that the departmental chairpersons could then consult with his or her faculty.

J. Brockmole noted that members of the subcommittees could and probably should come from different colleges/school. M. Hildreth indicated that the Integration course subcommittee could have 5 faculty members, for instance, and not one from the same department. The University would constrain and specify the membership of the subcommittees.

Patrick Griffin (Chairperson, Department of History) asked if the University is making the governance issue too complex? M. Hildreth suggested that the new process would be an experiment. Departmental chairpersons currently sit on the core curriculum subcommittees, but it was a model of governance that did not have much faculty input.

Tom Stapleford (Chairperson, Program of Liberal Studies) mentioned that he wanted more faculty involvement, but his earlier concern was more about the way the core curriculum review committee was structured.

Tim Matovina asked that core curriculum committee draft a good statement of the overall vision of the core curriculum. Drafting a vision is not listed as an overall requirement of the CCC. That committee should generate campus discussions about the core, and generate workshops, etc.

M. Hildreth thanked the College Council for their input.

International Internships

Associate Dean JoAnn DellaNeva introduced the policy for international internships taken as part of a semester abroad program. Departments will determine quality and duration of the internships.

T. Anderson wondered if the international internship credit would not count toward the major but for some other elective. J. DellaNeva responded that the DUS or Chairperson could determine if the credit could count toward the major.

Geraldine Meehan (Faculty Engagement/Global Gateways at NDI) observed that the internships in London would either have 3 credits for a letter grade or have 3 S/U credits. G. Meehan and J. DellaNeva decided to work together to work out any issues related to the international internships in London.

Carolina Arroyo (Department of Political Science) observed that many political science majors undertake internships in the State Department but earn only one credit that is not required for the major. Internships in the State Department are really valuable internships. The students work at least 6 weeks and up to 10 weeks. Can summer internships earn 3 credits instead of 1? J. DellaNeva said that she can work with the department to explore that option.

Assistant Dean Vicki Toumayan noted that regular internships are not counted as activity hours. V. Toumayan also suggested that the College should develop some generic guidelines for the international internships, to provide some consistency. Finally, V. Toumayan observed that the College Council had thorough discussion of domestic internships, and if the College begins to allow international internships for certain credit, it may dismantle what the College settled for the domestic internships. J. DellaNeva suggested that the College could examine the internships to make sure of the quality and suitability for credits.

K. Dreyer reminded the Council that students are not permitted to receive academic credit if the internships are paid. J. McGeevy noted that the College has had many discussions about internships, because internships are enhancing the study abroad experience. There has been a cult among students to use internships to get credits.

G. Meehan noted that in the London program we had 90 students apply for internships. The students want to integrate in London. G. Meehan asked about what sort of timeframe is the College using to implement the policies for the international internships? J. DellaNeva said the international programs can use the original policy for next year.

J. McGreevy asked NDI and J. DellaNeva's committee to look at this international internship document again.

ADJOURNMENT

J. McGreevy adjourned the plenary meeting at 5:00 pm.

Respectfully submitted,

Matthew C. Zyniewicz
Dean's Executive Administrator