

Duke University

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ARTS & SCIENCES COUNCIL
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Minutes of the Regular Meeting of the Arts & Sciences Council

Thursday February 27, 2014

Call to Order

Council Chair Professor Thomas Robisheaux (History): Let me call to order this February meeting of the Arts and Sciences council. I know the last couple of weeks have been challenging for all of you. I know on the council we have moved our agenda from the meeting that had to be postponed from the 14th to today. Even at that, I know that work has backed up for everyone, so I appreciate your being here today.

Approval of Minutes

The first item of business for us is to review and approve the minutes from our January 9 meeting. Have you had an opportunity to review and propose any corrections or amendments to the minutes? Do I hear any corrections to the minutes? Do I hear a motion to approve the minutes?

so moved

Chantal Reid (Biology): Seconded

Thomas Robisheaux (History): All those in favor? The minutes from January have been approved. Thank you; these are available on the Arts and Sciences council website.

Announcements and Updates

We have a full meeting today and I want to start with some announcements. There is a lot that the council, the executive committee, and other committees of the council have been involved in, so I want to bring you up to date. Also, I want to give you a chance to think ahead about some of the things that the council will be engaging very soon.

The most important is that we have elections to the council coming up; we have 20 out of our 35 seats up for election within units. We will be organizing these elections after the spring break, so within one week to ten days after break those 20 units that will be having elections will get emails. First, there will be a nomination process then an election for new representatives for next year. This is customarily a spring process and I am very glad that we do it in the spring because it helps everyone to plan their next academic year and know what their obligations and commitments are. Hopefully we will have the results for these elections by April 10, and at that time we will hold the second set of elections, which are to replace members of the executive committee who will be rotating off. There will be more information for you at that point.

Second of all, there have been some adjustments in the calendar of meetings for the council, and I just want to make sure that you have on your calendars the remaining three meetings of the council. We have our March meeting next Thursday before we go on spring break, which was originally scheduled long ago. You will be getting an announcement with the agenda tomorrow, so we all have the pleasure of engaging council business very intensively for these ten days. Then, we will reconvene on Thursday, April 10 for an early April meeting, but I have also added one extra meeting on April 24. You will understand very quickly why that is the case because we have another proposal coming before the council that is very important. Also, we have the opportunity to hear from the Provost on April 24 to reflect on Duke and the status of the university from his perspective as he prepares to leave the office of the Provost, and I think that is a very special opportunity.

Third of all, when you go back to your departments, would you please remind your colleagues that the faculty research committee is now actively receiving applications for research grants. The executive committee just had a meeting in which Valeria Finucci, a professor from Romance Studies who is the chair of the committee, came and gave a report. It is very possible we will have her before the council in April, but in the meantime, I would very much like it if you could make sure that word has gone out to your faculty that they are receiving applications and the deadline is the Monday after spring break. Valeria and her colleagues have adjusted that to take advantage of the fact that a number of us literally do

catch up over spring break and can do applications then. Please spread the word back in your departments about that opportunity.

Fourth, the faculty discussion board is up and running, as you all know. Let me first thank the people who put that together. I cannot thank everyone because the list is too long; this has been an amazing collaborative effort. I do want to identify them for those of you who have been interested in having a faculty discussion board and for the council, because we are getting some very good experience in hosting such a discussion board. Let me thank Chantal Reid, our representative from biology, who is serving as moderator and Jack Bookman from mathematics who is serving as co-moderator with Chantal. That is just the tip of the iceberg; José María Rodríguez-García has been advising us on the forum with Wahneema Lubiano and Ara Wilson, both of whom could not be here today. Micaela Janan from classics has also been very helpful in this regard and Linda George. Unfortunately Linda had a car accident earlier today and is unable to come, but she has been wonderful in giving help, advice, and suggestions as we put this together. Shawn Miller, who is the director of CIT, has been advising us with Deborah Hill, the associate dean for communications, and Israel Durham, our graduate student assistant. It has been a lot of work to put this together, and I encourage you to go back and tell your colleagues that the forum is still open. The original plan was to have it open until just before spring break, but Chantal and Jack have been consulting with people....Chantal, do you want to say something about the forum?

Chantal Reid (Biology): The faculty discussion forum has several topics up for discussion, and I would encourage everybody to go look at it because participation is very low. Of the seven topics up for discussion, only two have comments posted by faculty outside ECASC; those two relate directly to Duke-originated online courses and the discussion is about how to count credit hours for online courses, so the discussion is relevant to our conversation today. The other one is a general issue about experiences that faculty has had using online technology during the snowstorm instead of not giving a class, so you might want to look at that. There is a conversation on the curriculum committee proposal that we are going to discuss today, but there is no input from the faculty, so I would encourage all of you to give comments, put questions up, and take advantage of it because that is what it is there for.

Thomas Robisheaux (History): Do you and Jack plan to have it open until after break?

Chantal Reid (Biology): The Duke-originated and non-Duke online course conversation was supposed to be ending next week, but we are going to extend it to a week after spring break.

Thomas Robisheaux (History): There were some representatives who actually asked for some breathing space, which is understandable.

Chantal Reid (Biology): I have heard from a few people that they have not had time, they are too busy, or they have not looked at it, even from people who really wanted to participate. It will be open until the 21st of March, but the website has not been updated to reflect that yet.

Thomas Robisheaux (History): We will get that updated and there will be an announcement going out with the announcement of next week's council meeting. Chantal and Jack might be sending out a separate email themselves.

Chantal Reid (Biology): Please tell the faculty to take advantage of it because it is there for that purpose and there are several other topics that are not directly related to online courses or to the curriculum committee, but the hope is that this is going to be a place for faculty to voice opinions.

Thomas Robisheaux (History): All of us are busy, I know, but this is a way in which you can take part and colleagues who cannot come to a forum, for example, might be able to share their points of view.

Wayne Norman (Philosophy): I guess I should have realized this already, but is it available to everyone on Sakai? I thought it just showed up on mine because I'm special.

Thomas Robisheaux (History): All Arts and Sciences faculty members have access.

Chantal Reid (Biology): I might want to point out that there have been some faculty [members] expressing reticence in putting their comments on the forum. We have a mechanism in place if you do not want to have your name associated with your comment. You can send them to the moderators and it will be posted anonymously, so you can tell your colleagues that as well.

Dean Laurie Patton: What I shared with ECASC in a meeting we had the other day was, "bring some experience to the question of a plenary conversation." One possibility that I am willing to work with faculty on is something we had at Emory called *Academic Exchange*, and it was an actual publication with opinion pieces on very hot topic issues that was published twice a year. It was a great instrument and it is a very good tradition; it is different than an online forum in many ways but it also had an online element to it. It is just a faculty publication that is produced at the university with articles written by the faculty and actively edited and curated by someone who is in charge of it. I am not sure we could fully fund a staff position to do that, but we can find other ways to do it and I would highly recommend that we consider that.

Thomas Robisheaux (History): I would like to thank Chantal and Jack for extending their commitment. They are the ones who are monitoring it on daily basis and it is not a small amount of work and it is a serious commitment to the faculty. Also, we have 17 representative reports on online learning. They are all available on our Arts and Sciences Sakai site; you will see them in separately labeled folder, and I am going to ask you to start reading them. There may be a couple more that are still in my inbox, but I promise you I will get them up as soon as I possibly can. At next week's council meeting we are going to start a discussion of what we are seeing from these different council reports and begin to draw together our year of exploring online learning.

Finally I want to note for you that there is going to be a really interesting certificate proposal. This will be the first certificate proposal under the rubric of the new experiential learning certificate if you will remember last year when the

council passed the framework for these new proposals. The first one is ready to come to council and that will be made available to everyone on the Sakai site tomorrow as you will see in the announcement going out. I think it is going to be interesting and I look forward to that. I have one last little note; you have probably noticed that the email announcement came out from Mary Nettleton instead of Shawna Kaufman. The bad news is that Shawna Kaufman, whom you all know and worked with as the staff assistant to the dean of the humanities and to the Arts and Sciences council, has a new and exciting job opportunity and is now happily doing that work. The sad part was losing her, but we have Mary Nettleton who is standing in right now. Mary has experience in the Provost's office and Mary Jacobs is helping today, so if we could ask for a little bit of patience when you communicate with Mary Nettleton or with me as we are in a transition time, but I think it is working out very nicely.

Undergraduate Course Credits Proposal and ECASC Recommendation

Let me now move to the first item of businesses on our agenda. Back in January, the curriculum committee put before the council a new proposal on undergraduate course credits towards graduation. You have had a month to look at it, review it, and think about it so we are going to continue our discussion today. Unfortunately, Suzanne Shanahan is out of the country right now, but Bill Seaman who also serves on the curriculum committee and the executive committee of the council is going to open the discussion.

Bill Seaman (Art, Art History, and Visual Studies): Suzanne is an excellent committee chair, as is Tom, so I am going to be wearing two hats today. I will start with the curriculum committee's perspectives on the proposal, and then I will go to ECASC. I will then present the motion and we will have a discussion. I am going to ask other members of the committee to help because there is a lot of minutia here.

The curriculum committees' perspectives: we were charged with thinking through this question of graduation requirements. There was a huge amount of discussion coming from all of the members of the committee, and it was a very bottom-up faculty-focused discussion from the people within the many different disciplines that are represented in the curriculum committee. We decided to frame this in the positive knowing that our students are rate-busters and generally do much more than the minimum required for graduation. So we asked: what is the minimum number of Duke-originated classes a student should have in order to graduate?

This was very interesting and there was a lot of discussion about what this should be. A Duke-originated course is a course that is designed by a Duke faculty member and has been approved by his or her department and the courses committee before being listed in the bulletin. We wanted to be clear about that definition. We came up with a number of 24; we went back and forth quite a bit but settled on [that number] after various consultations with others outside of the curriculum committee and within the committee itself. This gives students 10 degrees of freedom that they can mix and match from; the specifics are in the handout and there are copies here today if you want to look at it again. Few existing guidelines have been changed. For example, you can still do ten non-Duke study abroad and two transfer classes, but the total configuration has changed. The proposal is trying to understand that both our faculty and students are creating and pursuing rigorous paths through Duke. In a sense, we were trying to heighten this potential for these pathways and we asked ourselves how we could best facilitate this.

From ECASC's perspective, in terms of the discussions in ECASC, the proposal was seen favorably. This proposal clearly articulates the standard for a Duke undergraduate education while not burdening students or restricting innovation in the curriculum for teaching. Students are free to take more than 34 courses if they wish; in other words, although the proposal has a limit for the minimum, students can take as many courses as they want to. The restriction is about articulating what a strong Duke education would be. It distinguishes appropriately between Duke originated non-Duke courses, which is fairly clearly laid out here. It treats all pedagogical formats taught by Duke faculty equally and affirms the system of entrusting faculty members, DUSs, and departments with the responsibility of determining appropriate pedagogical formats for their courses.

We must be clear here that different departments are going to have different feelings about what they are looking for in terms of these standards. In each case the DUS is the person who makes the decision about external courses and the courses have to run through the course committee to be formally approved. I think this is a strong bottom-up approach in trying to make the strongest Duke education we can make. It supports faculty members interested in continuing to articulate new forms of innovation and teaching. After the outcome [last Spring], we did make a motion to continue with innovation in teaching and there is a huge amount of excitement about new forms and potentials that are coming from the faculty and are not top-down or being forced onto anybody. I just want to make that very clear. Finally, it seeks to heighten and enable the best qualities and potentials of a Duke education. I move that we accept the curriculum committee's course credits proposal. Is there a second?

Clark Bray (Mathematics): Second

Bill Seaman (Art, Art History, and Visual Studies): Now we can move on to the discussion; I am going to stand to the side and you can direct questions to me, Inge, Dean Lee Baker, or other members of ECASC.

Thomas Robisheaux (History): Let me get started with the discussion by going back to a question that was raised at the January meeting. Diane Nelson had posed a question about the financial impact on students and whether the curriculum committee had examined if moving from 17 Duke courses to 24 Duke-originated courses for graduation might have unintended financial burdens on students and their families. Suzanne had responded that the curriculum committee had not examined that issue, so in the intervening time Suzanne and I have been in touch with Alison Rabil, who is the Vice Provost and the director of financial aid. I have asked Alison if she would come and start our discussion by answering that

initial question. While she comes up here to the front, this may be the first time that some of you get to meet Alison. I encourage you to hang around after to meeting to get to know her. Alison has been the director of financial aid and the Vice Provost for the last couple of years and she and her family have made Duke and Durham their homes in lots of different ways. When you talk with Alison, one of the things that will come across very clearly is how devoted she is to helping students and their families find a way to finance their undergraduate education. It gives me pleasure to welcome Alison to the council today.

Financial Implications of the Undergraduate Course Credits Proposal

Alison Rabil (Director of Financial Aid): I really just wanted to come and make sure everybody knew who I was, what we did, and how we did it. The answer to the question about whether it would have a financial effect on students is pretty easy: no. I thought about it for a while, and I could not come up with any reason why a student who was on aid would be adversely affected by this change. I do not think there would be that many students who would fall into this bucket, but I thought I would throw out what we do cover and how we cover that. It might help with the general understanding of how financial aid works.

A little over 50 percent of our students are on some kind of aid and get some kind of funding from Duke. I would say probably 70 percent of the [student] population goes through our office at some point. One nice piece about financial aid is that we are open to every single student, so right underneath where a student's dean is listed is the name of their financial aid counselor. That is not just everybody who is on aid, it is everyone; any student who has a financial concern or needs to ask any questions knows who they can call and you in turn, might also figure out who you can call to answer any questions, so we are always there.

If you take a look at our website you can see that we generally cover eight semesters and two summer terms, though we are known to wiggle on the 9th term quite flexibly. If a student, for some reason, has had to go home for the semester and withdraw, has gotten sick, or has had something happen that would require them to have a 9th semester we do not say that we will not pay for it. It is a pretty straightforward process -- we get in touch with the student, find out what is going on, and fund the 9th term.

Over the summer, we will fund two summer terms in addition, which I think is a policy that I have not seen in many other institutions. It has been very nice for a lot of students who want to take a course that they might not otherwise have had time to take because they are stacked with engineering or pre-med courses or they just have not been able to fit it in, or they need time to concentrate their effort on taking that one course so they can do well in it, or they want to go study abroad but they do not want to do a whole semester abroad. Any of those are reasons why our students would take advantage of that, but the most important thing is that financial aid will cover two of those summer terms, whether it is here or at any of the Duke-in programs. We do not cover summer school at any other school. If a student decides to take a biology class at UNC, unless they are also registered for a course at Duke in that same summer term and are registered through inter-institutional, then we would not cover it. If they do an inter-institutional course registration and they have another Duke course during that same term, then we would cover it like a Duke course. Any of the overseas programs that are Duke's programs we would cover over the summer. That includes plane fare, living expenses, and those kinds of things.

It is a pretty generous program and it does allow students to take more than the 34 courses that they would need as a minimum to graduate. It encourages them to take advantage of opportunities that they might not otherwise have the chance to take advantage of, especially for the sake of taking that course they are really dying to take as opposed to needing the 34 credits. That having been said, if a student finishes their major and completes all of their courses but decides they want to be here for another term we will not pay for it. We encourage students to either not finish all of their courses or save that one they are dying to take. We have had students who have contacted us and said, "I really want to do a minor and I only need two more courses," or "I want to do a concentration," and if they are on the track to finish their major within the standard amount of time and they would like to do it for enrichment purposes, then they would have to fund it. We could loan them the money or help them borrow it since we do not want to keep them from doing it, but we would not use institutional funds to do that.

Those were the main pieces that I wanted to get across. We try to fund as many semesters as possible and there are not usually many restrictions. We are coming across a number of online classes now and we are starting to figure out how we are going to do those, so that is a little bit of a question regarding how we go about funding online classes. Another is if students are taking classes while they are doing other things, so if they are enrolled in a study abroad program and then enroll in an online class. They are starting to mix and match in ways we have not seen before, so we are working those out as we go.

Discussion

Thomas Robisheaux (History): Are there some questions for Alison while we are on the topic of the financial implications of the proposal?

Dean Ron Grunwald: The flipside to that question of whether any students might be adversely affected is the question of whether the financial aid pot would be adversely affected if there would be a significant number of students who end up needing to take more Duke courses, which then need to be paid for because they are not able to use as many transfer courses in the shift from a minimum of 17 to 24. I suspect the number is small, but I am wondering if you know what that number looks like. Maybe the curriculum committee worked out what that number is? How does that number translate to an impact on financial aid?

Dean Inge Walther: My colleague Valerie Konczal sent us data about what students are doing now, and hardly any students take 17 courses that are non-Duke originated. This really would have no impact, at least, I do not see how it could have an impact and certainly not with financial aid. The answer is clearly no.

Alison Rabil (Director of Financial Aid): In most situations it divides out to half of the population, so if there were three students who fell into that bucket, only one of them would have financial implications. If we are primarily dealing with the transfer population, that is relatively small and tends not to be a needy population.

Linda Franzoni (Pratt School of Engineering): You kind of touched on my question when you said they would mix and match, so my question is: right now, if a student takes three Duke-originated classes, that is full tuition. If their fourth class is online, how will that be covered? A student who is not needy can just pay for it, but would their academic dean allow it? Is that considered a full load? If it were a needy student, you would already be paying full tuition, so would you then add on for that online course?

Alison Rabil (Director of Financial Aid): Is there an additional charge for an online course?

Linda Franzoni (Pratt School of Engineering): Not Duke online...

Alison Rabil (Director of Financial Aid): This is where my lack of understanding for how the academic piece works becomes very obvious. Would the student get transfer credit for that particular course?

Dean Ron Grunwald: The general rule of thumb is that students are not allowed to enroll as visiting students if they are also enrolled full-time in a degree-seeking curriculum. The simple answer is no: students cannot do that because they cannot even enroll. The exception is the inter-institutional agreement in which case they are paying Duke tuition for that fourth course even though the course is being taught by the other institution. From a financial aid and transfer perspective it is as if they were taking a Duke course, but they could not do an online course from Stanford, Harvard, or someplace else while they are also enrolled as a full-time student at Duke—not for credit, which they would presumably be paying for. They certainly take online courses but they are not getting credit for them.

Linda Franzoni (Pratt School of Engineering): Until we approve accepting online courses you would not have seen it because we would not be accepting online courses for credit. Once we start accepting online courses from Stanford, Harvard or anywhere for credit then you are going to see charges for them.

Alison Rabil (Director of Financial Aid): Not necessarily, it depends on how the agreement is worked out in terms of payment for those courses. If the student is paying full tuition, and the faculty has agreed that they are allowed to take these courses and these courses are allowed to count, my guess is that there is some tuition trade. The student pays Duke and Duke pays the school; it can often work that way, but I doubt that we would tack another charge onto the student's bill. If that were the case it would be rare. I have never seen it happen that way, but if it did, financial aid would have to figure out how to alter the budget to change that, especially if academically we were going to allow that.

Makeba Wilbourn (Psychology and Neuroscience): Is there a distinction between Duke financial aid and government financial aid? In cases where a student is on Duke financial aid there may be more restrictions. Would there be fewer restrictions if a student is on government financial aid? I do not know if there is a distinction between that. For financial aid, if a student is studying abroad there are two different types -- Duke initiated and non-Duke initiated. Are financial aid students limited or not able to take the non-Duke initiated classes in Spain because their financial aid will not cover it?

Alison Rabil (Director of Financial Aid): When we say financial aid a lot of times we are talking about all forms of money that a student can receive. There is Duke institutional money, meaning it comes from Duke funds and then there are federal and state funds. We put them all together to maximize the funds that a student is going to get, so we have some students who only get federal funding like a Pell Grant or a Stafford Loan, but the vast majority of any student who is on aid, about 90 percent, have both institutional Duke aid and federal aid. Federal aid, compared to Duke money, is fairly small. The majority of aid for students at Duke comes from Duke.

In terms of study abroad, there are Duke in and Duke approved program. Students can go to any of them and financial aid will cover the cost for any of those Duke approved programs, the one exception is for those Duke approved programs that are more expensive than Duke, which is about three. We inform the student that we will only pay up to the cost of Duke, but the cost includes living expenses and plane fare, as well as tuition and fees, so we will cover up to what we would cover for a student doing a Duke in program. They are in a position to borrow the rest if they want to, so if there is a two or three thousand dollar difference they could borrow that money if they had their heart set on that particular program. We do not limit the programs, and it is only a handful, otherwise we basically send the money to the school to pay for them to take those classes and they come back as transfer courses, so they show up on a transcript as the names of courses and as transfer credit. They could count towards the ten, but not necessarily for the GPA.

Thomas Robisheaux (History): Are there any other questions involving the financial implications?

Alison Rabil (Director of Financial Aid): I have cards that I will leave up front, so folks take one if you have other questions.

Makeba Wilbourn (Psychology and Neuroscience): One of the things that was brought up was that this new proposal would be very taxing for advising, and there could be potential issues where students may get advice that this class would count when it does not and then there would be mistakes in the beginning with all of these new changes. One of the questions that our faculty raised was if you have a student who only has eight semesters [of aid] and because of these changes they took a class [that did not count] and with the advising transition it caused them to not be able to finish on time, would this affect financial aid students more than it would other students? For example, you would have to take an extra semester in the summer to be able to graduate because this course does not count for whatever reason because there

will be transitional issues in trying to figure this new proposal out. Has that been thought about or discussed in terms of...will these be the students who suffer most during this time of transition because they are limited in financial aid?

Alison Rabil (Director of Financial Aid): I think it might be a similar situation where there would not be too many students who would fall into this group, only because students tend to have a lot of credits they can choose from. Hopefully, it would not be a large number of students who would fall into this group, but our standard process for an extra summer term...let's say they had already done two summer terms and gotten eight semesters worth of funding, they could get extra funding through a letter from a faculty member or advisor saying this is why the student requires an additional summer term or semester, especially in a situation where they had planned responsibly and had made appropriate accommodations to try to get their program done within the right amount of time. We are not going to penalize them because the rules changed on them in the middle.

We would obviously prefer to fund a summer term for the last course rather than a full semester because it is cheaper, but those courses are not always offered, so we would accommodate in a situation where the student had done what we had asked the student to do, but the rules had changed. It is helpful to know that in any of those situations where students come in and they require an additional semester it is basically the same process: we need their dean to write a letter to tell us why and it turns into a bit of a conversation. We are not too hard lined on that one.

Dean Inge Walther: I want to speak to that same question. Presumably this policy would not go into effect for current students. If it is passed this year, it would only go into effect for students matriculating next fall, so there would not be students caught in that position.

Wayne Norman (Philosophy): My question was just addressed but I wondered if that should be written into the proposal before the vote on it...just those last two sentences.

Thomas Robisheaux (History): That could be considered as a friendly amendment to the motion at some point. We would have to think about that.

Charlotte Clark (Nicholas School of the Environment): I do not know...Inge and her colleague said there were very few students impacted, financial aid students or others; do we have a range or a more specific count?

Dean Inge Walther: I can send you data, but it is only one or two.

Thomas Robisheaux (History): I want to be sure that all of the aspects of this proposal can be thoroughly discussed. I realize that we are running a little bit behind, but that is okay from my vantage point. I just want to make sure that colleagues have a chance to air points of view, ask questions, and get them satisfactorily answered.

Makeba Wilbourn (Psychology and Neuroscience): Another issue brought up by the faculty was about DUSs and advising. The big concern with the proposal, and in general with the changes of what is required and what counts and what does not count, is the question of who makes these decisions. Will there be extra support for DUSs? Is there an appeal process? These are the sorts of concerns that were raised by our faculty. Of the ten, how are things mixed and matched? What gets counted for GPA, for the major, or for Trinity? How are those discrepancies going to be resolved, and will there be support for the administrative staff that has to deal with that?

Dean Lee Baker: In some respects the only distinction that is going to impact the DUSs is the study abroad component which, conceptually, could be reduced since we are limiting it to ten, so the DUS transfer piece on that is going to be the same. The one difference is going to be the transfer credits and discerning which ones would be online. Increasingly, we are finding that schools are being a little stealthier in terms of saying whether it is online or not; you have to double down and read through the syllabi, but in general this is only going to impact those two transfer credits. There is going to be a limited amount of more work because it is still folded in within the two transfer credits, but to answer your question, the deans will make sure that these fit within the 34 and help discern the mixing and matching. In terms of extra support for the DUSs I do not think so.

Dean Laurie Patton: My guess is you are going to have a training session and go over it with the DUSs rather thoroughly. I think what Lee might mean is that we are going to be available; we will have an entire session on it with the DUSs and we will be available to any department who wants more time with it at a department meeting because that is our job.

Dean Lee Baker: The deans are there to support regardless.

Dean Laurie Patton: We are going to be having a lot of training sessions around it. The third thing I want to say, and this is a principle that we operate on in every single case, is that if the administrative folks screw up for some reason, it is our screw up and no one -- no undergraduate student or faculty member -- should have to pay. That has been our policy from the beginning. If there is a concern about an advisor who did not get the rules right and the student has to pay more, that is on us and that is an absolute inviolable principle.

Bill Seaman (Art, Art History, and Visual Studies): The online courses that would be taken for transfer credit have to be pre-approved, which is part of this. If people are following through with that process, there should not be as many problems as you are thinking there will be.

Dean Inge Walther: I think your question was: would this require extra work for the DUS to help students figure out how to mix and match the ten. I do not think advisors are going to have to be doing that. That is something that we have always done because we have always had these limits anyway. My colleague Valerie has put that into the advisement report, so the students will know what counts and they will be able to track how they are doing on this, so it should not create extra work. I might be wrong, but again the DUS, as far as the online courses go, will have to approve those the way they do any other course.

Makeba Wilbourn (Psychology and Neuroscience): Do we have input from DUSs regarding this proposal?

Dean Lee Baker: Not specifically...we assume and we were hoping that through the representation on the Arts and Sciences council these representatives would, during the two meeting rule, run back and [inform their DUSs]. We know we have some [feedback] from sociology, but we did not run this by the DUSs explicitly.

Owen Astrachan (Computer Science): I am a DUS and I am fine.

Dean Ron Grunwald: I will say that the issue of transfer courses, with regard to their format right now, is about evaluating contact hours. That is where the heavy lifting is going to be done and that is done at the college level, it is not done at the DUS level, so it becomes a question of how Kim in our office is going to figure that one out.

I want to transition here. It seems that the major change in this proposal is in item number four, which is essentially opening the curriculum to online courses in general, but to do it in a limited way. Putting aside the philosophical question of opening the door for as many as 25 percent of the courses in a student's curriculum being online, what was the thought about how we would implement this restriction of only one course per term? As far as I know, we do not have any other place where the registration system restricts what a student registers for based on something else they registered for unless courses are explicitly linked to one another in the form of pre-requisites. If a student signs up for an online course and they see another one and sign up for it...what was the discussion about policing? I am concerned about introducing a rule that cannot be effectively policed.

Bill Seaman (Art, Art History, and Visual Studies): We would have the time during the current matriculation to change the system and implement it.

Valerie Konczal (Director of Academic Services and Systems): It is very difficult because if we are limiting a student to one course per term, they might want to put more in their book bag if they do not know which one they are going to take. Does this mean they cannot be on a waiting list for one and registered for another? How can we limit it so that they do not end up with two, would they have to swap? It is going to be fairly complicated during the registration process and unfortunately we do not want to do it after registration is over, but we might have to move to looking at it more carefully during correction week.

Bill Seaman (Art, Art History, and Visual Studies): This may go back on the DUS because they would have to be pre-approved.

Dean Inge Walther: Not the Duke courses.

Dean Ron Grunwald: I appreciate that there is a technical challenge for the students and the registration system to figure out how to police that, but there is also a curricular challenge for the departments. If departments start to adopt online courses as part of their curriculum and major requirements, for example, they will generally be rolling those out without regard to what other departments are doing. We may end up in a situation where curricularly, students are essentially being directed by departments where they need to take two online courses in one term because this is in the scheduling for their major requirements. There is nothing in here that says an online course may or may not satisfy a major or a Trinity college curricular requirement.

Bill Seaman (Art, Art History, and Visual Studies): We, on the curriculum committee, were actually trying to keep what a Duke education is clearly delimited, so of course these are problems but these problems are going to come up whether this passes or not.

Dean Ron Grunwald: This proposal could go forward without a limit on the number of online courses taken per term or per career or it could go forward with it.

Bill Seaman (Art, Art History, and Visual Studies): In your point of view, it would be better to not have a limit?

Dean Ron Grunwald: I am agnostic here about whether or not having too many online courses transforms the character of the education. I am concerned about whether or not this will create a burden on departments and the development of the curriculum, because now we have an interaction between courses and curriculums. If all of the writing courses, for example, were to go online and all of the freshmen would be required to take a writing course...

Bill Seaman (Art, Art History, and Visual Studies): If the course is passing through the course committee, they are Duke-originated courses, and they are in the bulletin, then they are Duke-originated courses. That means they have been fully vetted and articulated. I would say that it does not matter; it is about having the top Duke pedagogy that is being defined in a bottom up way by the committees, the faculty, and the departments they are originating from.

Dean Ron Grunwald: That makes sense, but in practice that will not be the case because the nature of the limitation is that the ability of a student to take a course depends upon the other courses they are taking. It is true already in terms of scheduling, but not in terms of hard-wired course characteristics.

Dean Lee Baker: This is a philosophical and fundamental aspect. Basically, it is saying that even if many Duke-originated courses go online, we still want three of the four classes to be more traditional, and the technological piece we will figure out. We do not want half or three-quarters, but if you are in residence at Duke we are limiting it to one.

Dean Laurie Patton: I just want to recommend that we adopt the spirit of "proceed as the way opens." Ron is absolutely right, this could come up later, if in fact there is a lemming-like rush to think about online courses. We can amend this later if this comes up and I would think that would be the spirit in which we would adopt this resolution.

Thomas Robisheaux (History): While we are on the subject of online courses and the technical challenges of identifying them, let me read a note from Linda George. She had a traffic accident before the meeting, but she took the time to send me a message. There are reservations in the sociology department regarding online course participation and she would like for me to share that.

“First, we believe that freshman should not be allowed to enroll in online courses here or elsewhere. The first year of college typically requires a considerable adjustment to new academic, residential, and social environments. The university is and has been appropriately active in seeking ways to smooth the transition and to integrate new students into the intellectual and cultural atmosphere of Duke. We believe that taking a classroom-based course in which new students can forge relationships with both professors and peers is an essential part of a successful transition and integration into campus life. Enrolling in online courses will not accomplish these goals, and it will not hurt students to wait until they are sophomores to take an online course.

Second, we would prefer to see a more definitive limit on the number of Duke-originated online courses that can count towards graduation. If we understand the draft proposal on graduation requirements correctly, Duke students may take one originated online course each semester or summer term. Consequently, students who spend four academic years here could count eight Duke-originated online courses toward graduation, and even more if they also enrolled in summer school. Eight Duke-originated online courses would constitute 25 percent of the 24 required Duke-originated courses and could be supplemented by two online courses transferred from another school. We believe that eight or more online courses is too many, at least until the university has considerably more experience with them. We recommend setting a limit at four Duke-originated online courses, or possibly but less preferably, six Duke-originated courses if students are restricted in taking online courses during their freshman year. We understand that some faculty members will argue against the lower limit of online courses, probably on the basis of freedom of choice, but Duke already imposes numerous restrictions and requirements on students’ choices if they wish to graduate.”

While we are on the subject of online courses, feel free to respond to Linda George as she will read the minutes. I suspect we are not going to call the question today, but continue our discussion next week.

Chantal Reid (Biology): I have a question of clarification that follows on Ron’s question. The proposal has up to one online course per semester that is either purely online or hybrid that is Duke [originated] or from any other academic institution. For the inter-institutional credit we are also allowed up to one per semester with a maximum of four, but the hybrid or online would not count? That sounds a little contradictory with the online course from Duke or any other accredited institution.

Dean Lee Baker: The inter-institutional does not count as transfer credit, so when you are looking at other institutions that would be one of the two that come over as transfer credit. If someone really wanted to go to UNC, pay tuition there, and transfer an online course then it would be another institution, but it is mostly done through inter-institutional.

Chantal Reid (Biology): When you do inter-institutional, that counts as a Duke course? That means that you could take an inter-institutional course for credit every semester and it would count.

Dean Lee Baker: We do not let you take an inter-institutional course online, because the strength of the inter-institutional is getting over there, meeting Central or UNC students and participating. Part of the value of inter-institutional is participating reciprocally with our neighbor institutions.

Chantal Reid (Biology): I understand that, but the way I interpret the proposal sounds like you could take the inter-institutional credit, because that would be counted as Duke, and that could be your up to one semester at Duke, right?

Dean Lee Baker: It says we are prohibiting you from taking an inter-institutional course online.

Chantal Reid (Biology): To me, it sounded like it was contradictory, so maybe it needs to be explained a little better.

Dean Inge Walther: You are a smart cookie because this one jumped out at me too. It is contradictory, but as I recall in the discussion about this in the curriculum committee there was some concern that, because inter-institutional courses come with grades, they did not want students to take even up to four of those that count towards the 34. They did not want students taking all four of those courses online at UNC Charlotte or Greensboro; that was the concern. They can still take inter-institutional courses online, but they would not count towards the 34. It is not satisfactory in my mind, but that was the thinking of the curriculum committee.

Chantal Reid (Biology): It could be worded to say exactly what you mean.

Thomas Robisheaux (History): We will get the minutes completed as soon as possible because there may be some suggestions for re-wording or friendly amendments to the proposal that are going to be needed. I want to make sure that we have these suggestions down for next time.

Denise Comer (Thompson Writing Program): I just want to open parentheses to circle back to Ron’s comment, because he said “if writing courses go online,” and we are not considering putting the writing courses online.

David Malone (Education): I agree that we need more time to talk about this and that some of the language needs to be clarified, so hopefully we can do that. Ron and Linda had a discussion about transfer courses, so I think the language in number four could be confusing. The rule is that if you are a full-time student at Duke, you cannot take another course at another institution and receive transfer credit, is that correct?

Dean Inge Walther: That is correct right now.

David Malone (Education): If you read number 4 and you cut some of the language it says, “Students who are enrolled at Duke may take for credit one online course per semester whether it is Duke-originated or transfer credit.” My idea is that we need to have folks work to make sure the language is clear.

Dean Inge Walther: I want to address Linda George’s comments. The original proposal that came before the council last year that was tied to the 2U agreement actually said that students in their first year could not take online courses and we limited the total number to four. That was in the original proposal last year that was before the council.

Charlie Becker (Economics): I want to say that I think in the next few years we are going to want to accept online transfer courses from other schools. We might as well recognize that; I think in particular in various less representative languages, that [scenario] is going to come up.

Thomas Robisheaux (History): Colleagues, this is a really important proposal because it would be the foundation stone for us in thinking about what a Duke education in the early 21st century should be. We have more questions, comments, and clarifications that we need to consider on this proposal. I will be in touch with the curriculum committee chair and we will get some new language for you to take into consideration the comments that you made today. If you have some additional suggestions would you let me know? We will bring them back before council maybe next week, but we will see how the agenda goes and that is a very quick turnaround for the curriculum committee. I am shortening the agenda; I have asked Kevin Moore if he could come back next week and instead I would like to go right to Dean Patton and Matt Serra. I want to do that because the results of a recent survey of entering freshman to Duke is very pertinent to the discussion that we are having about a Duke education. Matt has some information that he would like to present first, and then I think Laurie will have a comment to make on it.

First Year Student Survey Results

Matt Serra (Psychology and Neuroscience): I want to give a little bit of context; along with the assessment profile that we are doing for the Mellon supported Humanities Writ Large programs on campus, about three years ago we started surveying each matriculating class in terms of their disposition and beliefs about what research is or should/can be at Duke and how they might participate in that. We have been doing that for three or four years now, and I promised Tom that I could come back next term or the term after to fill you in on that. What I am going to talk about now is a small subset of the questions that Dean Patton came to me about; she wanted to see if we had a vehicle to get some feedback from our incoming students about what they thought about online learning, their experiences with it, and their dispositions towards it. She, Inge Walther, and I sat down one afternoon and pounded out four or five brief questions. We attached those to the survey this past summer, so the incoming class got those and responded to them, so I would like to briefly go over what we found, and then I will turn it over to Dean Patton.

Who did we hit? We got responses from 322 incoming students, which is a good sized number. It was obviously not the entire class, but statistically speaking it was very representative of our incoming class socio-economically, etc. The only thing that was a little askew was gender, as we had an overrepresentation of women and an underrepresentation of men. That is just the state of the world. It is close to representative in all of the other characteristics, so with this large of an N, I think we can read something into the responses.

What was asked? We want to know a little bit about their previous experiences with online learning, if any. We asked under what circumstances they might consider taking an online class at Duke, what the important considerations might be, the types of classes, and then we just asked for their general thoughts on online learning at Duke specifically.

For previous learning experience, almost two-thirds of the incoming students have had a class that was either partially or completely online, so they are not naïve to this in any way, shape, or form. This is becoming the state of the world in many educational systems. Sixteen percent had taken a course that was entirely online; all of the materials, assignments, grades, and exams were online. Only twenty percent had no previous experience with online learning. Under what circumstances would you consider taking an online course at Duke? This fell into three categories, but generally speaking if they were not on campus for whatever reason [they would consider it]. If they were on campus they would just as soon take a course in a classroom, but if they were away for some reason then why not take advantage of a Duke online course? Fifty percent of them said if they were on summer break and had the opportunity to take a class, why not? Other reasons were participating in an internship, study abroad, medical leave, and Duke Engage. All of them are still places where they have the advantages to take a course if they are available, so why not? If it was as an overload or part of their normal course load, not so much; they do not see that as one of the more viable options.

For the importance of certain considerations on a scale of one to five, five being the highest, interest in the topic was the main reason people would take a course. Again, we were falling into a couple of categories here; added convenience, convenience in scheduling, meeting their individual needs, and flexibility in balancing their course load would be some things that they might consider when thinking about taking a course. We have anecdotal and some hard evidence from our MOOC online courses that we have been looking at; it seems that the students engage the material, the instructor, and each other deeply in the online chat rooms, so we are wondering why that is. We threw these out there, thinking that an opportunity to interact online as a community might be a consideration for some students, but not so much for this incoming class. The anonymity and wall that you have when you can say what you want to say without repercussions and to engage more effectively with the course and the instructor they did not see as important considerations. Finally, the comfort level in a classroom is not a problem for them.

What they actually said was that online lecture courses or big ones are what they would take. They do not want to lose the small classes, the online seminars, or the discussion sections. Give them the big intro course and they would take it online; they are okay with that. Their comments are all around two ideas: online courses are okay, I would take one but I do not want it to lose its quality; I want it to be a Duke quality course. "It is a good addition, but it is not replacing in-class learning." "Online learning might be useful for Duke, but it should never replace a direct student-teacher connection." "I would hope the online learning experience at Duke would help the students and have effective communication in teaching." "Online learning is difficult and it should never replace human interaction, but it would be useful when a class cannot fit in your schedule." There were some extremes: "I do not think I would enjoy the benefit of online learning at Duke," but those

were the minority. Most of them said they would take it as long as it was a real Duke course, it was not watered down, and it was high-quality, but it should not supplant the in-room learning. That is basically what we learned; this was just one class and we will probably do this again. We hit the outgoing seniors with the survey, so we might hit them with this as well.

Dean Laurie Patton: To follow up on what Matt said, I want to take the opportunity now to state and restate what this survey actually confirms for us. It is clear that students come to Duke for a small class experience as well as a Duke quality large class experience and one-on-one interaction. The most important thing that we need to underscore for this is that...we can call it a Duke principle, who knows what it is, but we do not go online for the sake of going online; we do not make the technology the center of the pedagogy. We only do this in order to facilitate Duke liberal learning goals.

One of the top Duke liberal learning goals is that 80 percent of our classes have under 30 [students] and 70 percent have under 20. We are committed to thinking about online only insofar as it facilitates those goals, and the students have really told us that in a major way. I wanted to make sure I said that; I have said it before but I will say it again and I know we are all deeply committed to that. We could even articulate it as an Arts and Sciences council principle as we move forward. I think that is becoming clear as we live with this; we are not dealing with replacement, substitution, cost, saving, or any of that. It is all about the liberal learning goal. That is the most important thing.

Secondly I think we need to do as Matt said and do it again. I would like to do it every year for freshmen and for upperclassmen as well, perhaps as they leave, as we move forward because this is really helpful data. That is the major comment that I wanted to make for everybody. I think I would encourage council representatives to make sure that principle is articulated every single time we talk about online learning, so that the goal is not about the technology but about the learning.

Dean's Corner

I have a few things to mention, and if I speed talk we may be able to finish on time. I have about eight quick things to give you an update on as part of my regular communication in addition to my letters, which are a little more focused and in-depth.

First, Deborah Hill and Bob Barkhau are not here, but I wanted in the public record our vote of thanks for the work that they have done in an emergency situation. That has now moved, thanks to their work, into a project management situation, which is the problem with the ceiling in the West Duke building that has affected the safety of all of us. It was the quick thinking of a Duke faculty member that allowed all of the students to be safe; as she heard the ceilings crack she got folks out of there as quickly as possible, so thank you. Duke faculty members come to the rescue once again.

I just wanted to give you a brief update. The staff for the ROTC folks, the philosophy folks, and the education folks have all been moved and found places to work for the next six months, which is the time that the building will go offline. That is wonderful as that happened literally within three or four days. As for the faculty, we are now working with them with the goal that within the next week and one half we are going to be finding places for them. We already did a survey of the faculty who are affected and what their preferences are, so we are trying to meet those preferences to stay together. We should have places for all of them to stay together within the next week and one half.

It has been an extraordinary turn around. Even though they are not here, could we please give a big vote of thanks to Deborah Hill and Bob. Please feel free to call or email us if you or a colleague has any concerns. One of the big concerns we were worried about was whether East Duke was going to suffer the same fate. We looked at East Duke and luckily I can officially report that East Duke has a clean bill of health. Thank God we are not going to have to deal with this problem times two.

Second, I wanted to report to you that the advising task force has been working non-stop. It has been a really wonderful faculty driven experience. They have come up with 20 recommendations about how to move forward with some really engaged advising on the next level, and those 20 recommendations are being voted on, so they will be imminent. The administrative strategic planning group, which consists of Lee Willard, Steve Nowicki, myself, Inge Walther, and Lee Baker will receive those and begin working on them in an iterative process where we come back to that faculty advisory task force and talk to them about what we propose and how we propose to implement it. We will be sharing those with you as soon as they are voted on. The work has been phenomenal and we would like to publicly thank and incorporate Steve Asher in the next couple of meetings.

Third is on the campaign progress. We are now at 60 percent of our goal, which I am pleased with. We still have about three and one half more years of the campaign to go, so that is also very exciting. In terms of our annual fund, which is a big part of our budget so we cannot pay our bills without it, we are slightly ahead of last year. We have an even bigger goal of 17 million this year. We are pushing that further out, so we are very excited about that. Also, I am working on several large gifts; those are the things that make a difference in a successful campaign. Several of those large gifts, which are in the million-or-above category and go up to ten million, focus on faculty development, which is really extraordinary. I had no thought that would be an interest for donors, but it really has become one.

I also want to say something about curriculum. We have been thinking about curriculum; as you know, I have asked the curriculum committee to continue to think about what works and what does not and they are continuing that process this year. As the new provost comes online, I will be working with Arts and Sciences executive committee to appoint an ad hoc committee to move forward with recommendations for the "big tweak" for curriculum. I want to make sure that everyone is clear -- I think the signal is that folks do not have the energy for a whole-scale curriculum revision, but they do know that the curriculum feels complex to a lot of folks. We are more than ten years into a really successful

curriculum with a mid-course correction in the mid-2000s. We do need to examine that complexity and take some steps to make sure that we are helping our students work their way through that complexity as well as perhaps some ways to reshape it so that it works better for our students. That is where we are, but I will be moving forward with appointing that ad hoc committee with ECASC and would welcome your thoughts about how best to do that.

Fifth, the budget advisory committee has its bylaws finished; we will be meeting once a semester and we are very happy about that. Relatedly, we have a spring variance report, which looks like we are not only balanced but slightly better than what we had anticipated, thanks to the extraordinary efforts of everyone sitting in this room and their colleagues. I am happy to say that things are slightly better than they were before, but I say that with a huge cautionary note because we have no idea what is going to happen in the economy tomorrow. That is really wonderful news for all of us, and I will be happy to go more into budget stuff at another time if we need to talk about it.

I also want to remind everybody that we have teaching award nominations. That is a huge part of what do as we have an entire reception for it. We have three categories of teaching awards, the nominations for which are due March 7. They are the plain teaching award nominations and the dean's leadership award, which has to do with a team-based approach. We switched the criteria of that award so that it will go to a team and not to an individual; last year it was awarded to the Higgs-Boson team. The final one is the teaching with technology award which, again, is a new award since I came to Duke. We want to make sure that we have a chance to recognize and celebrate our faculty in as many ways as possible, so please nominate your colleagues for this recognition.

I will also say that we did a revision of our strategic plan in 2010 -- before I came to Duke -- because of responding to the downturn in 2008. I have a very profound aversion to make work, and I think that if strategic plans make work, then they are not worth doing. The new provost, however, is coming on board. We have a really different kind of educational context in front of us, so I will be thinking about how we move forward with an Arts and Sciences strategic plan that is integrated into our everyday lives and does not add additional burdens as the new provost comes on board. I just wanted to signal that we will be working on that together. I do not have much more to say about that, but, as you know, the way I like to work is to signal things that are coming down the pike and move forward iteratively with a plan. Finally, we will have an announcement of the new provost in the next couple of weeks.

Thomas Robisheaux (History): I think people ready to call it an afternoon. I want to thank representatives for being patient and immersing yourself in the agenda. Let me ask you, when you go back to your departments, would you continue to think about the course credit proposal? We will obviously come back to this very shortly. There are also a couple of announcements that we want to make sure your colleagues know about; I am particularly keen to know that the faculty research grants have a deadline of after spring break now. Enjoy your evening colleagues and thank you very much.

Meeting Adjourned