Council Chair Ruth Day called the meeting to order.

Updates & Information

Council Representatives
--Elections coming up (about 1/3 of representatives)
--Relevant Departments & Programs will be notified
--Only faculty in the given Dept/Program vote
--Process:
   --Stage-1 (nominate anyone, including yourself)
   --Stage-2 (get short list + write-in option) vote for one

Council Chair
--Three-year term of current chair ending soon
--All 650+ A&S faculty (regular rank) vote for next one
--Process:
   --Get voting link with slate + write-in option
   --Vote in March, results at April Council meeting

Faculty Fora

Laurie Patton (Dean of A&S)

Reminder: we have had two Open Faculty Fora:
   1) technology & learning environments
   2) making sure an intelligent agenda drives
      technology, not the other way around.
One was primarily staff speaking and the other was primarily faculty. We've had 4 or 5 excellent constructive suggestions come from them such as recognition for technological advancements and how we can think about integrating technological and pedagogical components into teaching evaluation. We will have a suite of responses to these suggestions.

We will do one more Forum at the end of this semester. I've been working with ECASC on what the topic should be. I've been listening very carefully to the types of things that have been bubbling around that are of common concern and that need active engagement. Watch your mailboxes for more.

On the Horizon

Next meeting (April 12)
--Crowded agenda, many topics
--Includes State of the Council Address (& implications
  for faculty governance)

1) Reception & conversation after the meeting today
2) Reminder – when you speak, please say
      your name & department/office

Meeting Overview

"Innovative Undergraduate curricular Initiatives In the Global Context"

Duke has had curricular programs abroad for decades. However given the recent explosion of new types of programs and new venues around the globe, the entire meeting was devoted to innovative undergraduate initiatives in the global context. Given limited time, only some of the programs were discussed, but all hold implications for faculty governance.

Global Education Resolution
"Approval Pathways for Undergraduate Curricular Initiatives"

--ECASC drafted the resolution (see Appendix)
  & presented it to the Council last time

Key Faculty Questions & Concerns
--What types of global undergraduate programs?
--How will they be approved?
--What is the role of faculty governance?
--(etc.)

Goals
--Want to foster creation of innovative programs
--Yet ensure best practices of faculty oversight

Current Approval Process -- Misconceptions
--Many proposers have assumptions and misconceptions
  about the approval process, such as:
   --Is a proposal always needed? **(YES)**
   --Which committee(s) review & approve?
   --Must proposers appear in person? **(NO)**
   --Are different proposal versions needed for
     different committees? **(NO)**
   --Is submission to multiple committees
     sequential? **(NO)**

Recent Events

Global undergraduate curricular programs have been envisioned and developed in many units across the campus, including some outside Arts & Sciences. Over the past few years, various paths have been used to launch new global programs, including some outside of the usual approval process.

Wide Consultation

There has been wide consultation among faculty and administrators concerning the approval process for undergraduate curricular programs and potential changes needed given the current global context. Discussion participants include:

  --Faculty (Council Chair, ECASC, A&S Council Global Education Committee, individual faculty)
  --Administrators (Provost Peter Lange, Dean Steve Nowicki, Dean Laurie Patton, Dean Lee Baker, Vice Provost Keith Whitfield)
  --Office of Global Strategy & Programs (Mike Merson & Nora Bynum) and the Global Education Office (Margaret Riley)

Council Resolution on Global Education

--Drafted and approved by ECASC
--Introduced at the last Council meeting (February 9)
--3-page document, consisting of basic resolution plus supporting information (see Appendix)

Basic Resolution

WHEREAS, Article VI, Section B, of the *Bylaws of the Arts and Sciences Council* provides the charge and authority for the Arts & Sciences Council Committees involved in undergraduate curriculum approval (see section 1 below) and

WHEREAS, current approval pathways are already in place (see section 2 below), be it therefore

RESOLVED that in order to foster the creation of new and innovative undergraduate curricular initiatives and also ensure the best practices of faculty oversight, the current approval pathways will continue to be used. However additional considerations are needed for programs involving clusters of courses with restricted enrollment and for programs involving travel and/or study outside the United States (see section 3 below).

Supporting Information

The supporting information contains details about the role of relevant A&S faculty committees (Curriculum Committee, Courses Committee, Global Education Committee), current approval pathways (courses and course changes; programs and program changes, global initiatives, proposal submission), new types of global initiatives (cluster programs with restricted enrollment, programs with embedded travel/study abroad, timely review), and definitions. For details, see the Appendix.

[Note: the current document includes a clarification to distinguish the roles of the A&S Council Global Education Committee (GEC) vs. the Global Education Office (GEO)].

Council Discussion

Tom Robisheaux (Chair, Global Education Committee): I do really want to strongly endorse this proposal. First off, the GEO embodies decades of experience in helping put together study abroad programs and they have an amazing staff. I just don't know how faculty could do their work in putting together new programs without their expertise and help. Second of all, the procedures aren't as cumbersome as people might think that they are. We are here to facilitate and really support and even encourage good strong proposals. And in to appeal to you, when you go back to your departments and talk to colleagues who are thinking about participating in or being part of one of these initiatives, will you encourage them to get involved because we're here to give support.

Ruth Day (Council Chair): Just a comment about the form of the proposal – it's all expressed in text. We started out with a flow chart to show the overall approval pathways. It was a nice display but we have many different types of courses/programs that use somewhat different pathways for approval and revision, so we put it all in text for the resolution.. But we may well provide some simple flow charts for each type of course/program in the future.

Ingeborg Walther (Trinity College): I just have a question on these new types of programs such as the cluster programs, Duke Intense Global, and so on. I know one good purpose of submitting a proposal to all these committees is to give them context when course requests come through, for example. I'm still a little bit unclear on whether these committees – who has the final authority to approve the program as such? Or are these programs pre-approved for Duke Intense Global and all these [new] things?

Ruth Day: Things have happened along the way recently and going forward, we are voting on using the

procedures already in place. That's the purpose of including [in the resolution] the bylaws charges to the various committees. If it's a course, it might go to the courses committee but it might also go to the global education committee for context -- and so on. Same thing for the various types of programs. "Program" is a general term and it's now expanded a little bit. We're now using it to include things like cluster programs as well – you'll see what a cluster program is today when when we talk about DKU. .

Ingeborg Walther: So the program itself would be approved by the curriculum committee.

Laurie Patton

Just a quick clarification because earlier you were talking about misconceptions in terms of the simultaneity of submission. When we talked about GEO, it seemed that there was an order. It seemed like it should go to GEO first.

Ruth Day

That was added because GEO receives proposals. In a way, we could have left it out because it doesn't just go to the curriculum committee; it goes to the associate dean who is ex officio on that committee. She makes sure all information has been provided in the proposal; then it goes to the full committee. So it's the same process. We just didn't want to leave out the role of the GEO.

Laurie Patton: So you might want to suggest that it is in fact like the other procedures.

Margaret Riley, Director of GEO

As Tom and I both said last month and Tom reiterated here, we're both grateful for your efforts in putting this resolution forth, to clarify the procedures that were already in place but seemed murky. I appreciate the addition of GEO in your definitions. The one comment I would make is to indicate that we're more than just receivers. Often times, we play an active agent role in the development of these programs. Faculty will often work with us directly as they are developing the programs. I don't want people to have the impression that they do everything on their own and just drop it by us. I just wanted to clarify that point to say that we are active agents in the process.

Ruth Day: Absolutely. It's always hard to write resolutions so they are short as well as clear. The first part of this one does provide more information about

the wide mission of the global education office. GEO oversees a wide range of "away programs" in the US and elsewhere. We could think about adding information here (and consultation is welcome), to clarify that it's much more than drop-box situation.

Steve Nowicki (Dean and Vice Provost for Undergraduate Education): I'll offer this as a description and support of Margaret's point. I think that "coach" is a word that comes in because GEO has people who have experience who can look at a preliminary ideas and say that "this is good but that it needs certain tweaks." As you're developing ideas, they can serve as coaches and mentors to bring into fruition.

Ruth Day: That's a great point and I think that's what Inge also does with the curriculum committee.

Steve Nowicki: And as such, you should get a big salary raise.

Ruth Day: Thank you for all these comments. Let me remind you about who gets to vote -- only representatives to the Council or their alternates. Those can be official alternates or an alternate for today. So the vote is only for faculty who are representing departments/programs here today.

Resolution VOTE
The Global Education Resolution passed unanimously.

Duke-Kunshan University: Undergraduate Curricular Programs

Ruth Day: Please note – there are many topics and issues involved in considering the Duke-Kunshan University (DKU) initiative. Many issues have been discussed elsewhere. Today, we are focusing on **undergraduate education.**

Peter Lange
Provost

Peter Lange (Provost): I'm going to start and Nora Bynum is going to do an overview of the DKU initiative. Then I'm going to talk more specifically about the undergraduate part of it.

So basically from our standpoint, our initiative in China and Kunshan represents a major strategic opportunity. It has a major strategic aspiration and it has broad strategic objectives. You're going to hear a lot about opportunities and objectives in these slides. In terms of

the longer strategic objectives, these were things that were said in other settings as well. Basically, the overall view here is that among other places in the world, it's important that Duke have a presence in China. There is a shifting of balance of talent in the world. There is an emerging talent both at the level of students and faculty in other parts of the world and that's only going to increase. Just think about the relative populations, there will be cities in China that people think of as small cities with 2 million people or 12 million people and so forth. There's an emerging talent pool and increasingly it will be important for us in the next couple of decades, if Duke is going to be a university that will be accessing the top talent in the world, both students and faculty. We believe it's important to be present in these places and understand the culture of these places. We actually believe that there is a first-mover advantage and that we are there and among the first in terms of establishing a presence and an educational context.

The second point is that there are big opportunities for innovation in pedagogy in these places. It's much easier to do new things in a *tabula rasa* setting than here at Duke, where we have 3000 courses that are taught every semester. If you want to do something very bizarre, what seems bizarre in our context where students are locked into these 3000 options for 14-week courses, it's hard. It is really hard to say, "I want to do something different." We have a big opportunity here to do something really different and to innovate.

The third thing is that, to the extent that Duke is a university that is committed to knowledge and service to society and addressing some of the major global challenges in the world, I think it's fair to say that these challenges are going to merge and the problems that they're going to generate and the opportunities are going to be much more acute in some of these other parts of the world. Just think about electricity. No one expects that the demand in electricity is going to change drastically over the next few years – it'll go up but it's going to be an incremental change that we've managed over the last decades. If you think about China, it's likely in China that over the next 20 years, there's going to be a doubling in the amount of energy use and that has implications for natural resources and for climate and for urbanization. If we have faculty who are interested in those problems, having the ability to be a part of those cultures, to be institutionally embedded, is a big advantage for faculty. So it's in that context that we've been moving forward with this initiative. We're

now moving to the stage where we're really talking intensively to faculty about individual programs and what we're going to do.

Now Nora is going to be presenting information about the general initiative and I'll come back to talk about specific undergraduate ideas that we have.

Nora Bynum
Associate Vice Provost for Global Strategy & Programs; Managing Director for DKU and China Initiatives

Of course, Duke has a long history of global engagement. This is embedded in things like our strategic plan and also in the words of our leaders. We have many forms of global engagement – we've got faculty working in more than 100 countries, students from 110 countries (8% of undergraduates and 20% of graduate students) and we've had great increases of applications and yield of international students over the past decade. Duke around the world, through our GEO – 43% of last year's graduating class studied abroad. The numbers this year are higher. This is among the highest of our peer institutions. 1400 students have participated in DukeEngage since the program's inception. Our office, the Office of Global Strategy and Programs, catalogues more than 300 international partnerships of our faculty. We have 7,000 alumni living abroad. We have 47 international alumni clubs.

This brings me to Duke-Kunshan University, DKU. I think that many of us are aware of China's emergence onto the global market. I don't think many people are aware of the boom in higher education in China over the past 10-15 years. If you look at the data for 1998, the blue line [in the slide] is China. Fewer than 5 million

Undergraduate & Junior College Enrollment in Higher Education Institutions (HEIs)
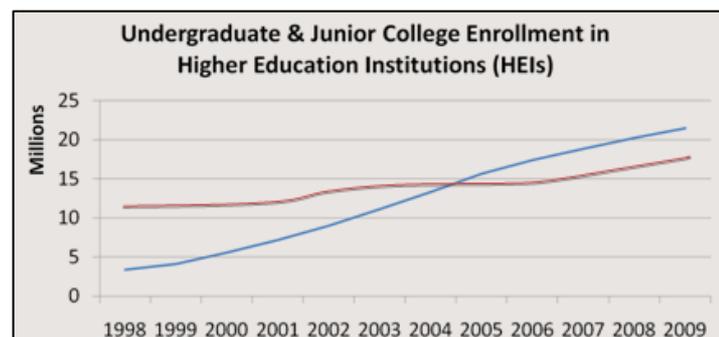
students [in 1998], then a mere 5 years later, more than 20 million students in higher education in China. This is a phenomenal rate of growth and now there are more students in higher education in China than there are in the US. Clearly, the challenges of this expansion have led the Chinese government to look for many different

solutions to respond to this demand. And also to the issue of educational demand for a system that has been very top-down bureaucratized and very specialized in terms of the breadth of the programs that are offered, very much like the Soviet system. One of the solutions that the Chinese government has been experimenting with is called "joint-venture universities." These are meant to serve as models for educational reform, they are collaborative ventures of Chinese and foreign higher educational institutions. They result in separate legal entities that are licensed by the Chinese Ministry of Education. What are Duke's aspirations for DKU? We hope that we'll serve as an open educational space, in which to have new modes of education that we can bring back to Durham much as the TeamLEAD program in Singapore. We also hope that DKU will serve as a research base for faculty and students and a base for deep faculty and student engagement with the region's challenges. We hope that it will be a highly intercultural space for teaching and learning and we hope that we will have first-mover advantage. We anticipate great demographic and educational changes in the next decade and we hope that this will help Duke have good access to talent.

Many of you have probably already seen this.

This is a map of China, that's Jiangsu province in the South. And the city of Kunshan is located between some of those cities: Shanghai, with 24 million people and the city of Suzhou, which is a moderate sized city in China with 12 million people. Kunshan is connected to both by high-speed rail. It doesn't mean that it's door-to-door 17 minutes to Shanghai. If you are living in the middle of Shanghai, it would take you an hour to get to our campus. An even better option for our faculty would be to live in Suzhou, which is a 20-25 minute ride to our campus.

A little of the basics: DKU is a collaboration of Duke University, Wuhan University – which is a top 10 Chinese university – and the city of Kunshan to create this new joint venture entity. Our target audience is not all Chinese students – 50% Chinese students and 50%

international students – including students from the US and from Duke. This past year has been busy for our project. We've established the foundational documents of our collaboration including something called the Cooperative Educational Agreement. And our Ministry of Education application, which has completed its provincial review and is now with the Ministry of Education in Beijing. I'm scheduled to go next week with Jim Roberts for a tentative date that they've scheduled for the Ministry of Education expert panel review of our application. We're hopeful that that will be successful and we will attain preparation approval sometime in the next couple of months.

DKU has a focus on graduate programs and non-degree undergraduate programs in the first 5 years, in Phase One. What we have so far is the dual residence Master of Management Studies program. Dual residence means that the student spends sometime here in Durham and sometime in Kunshan.

This [slide] is from the Fuqua school of Business and it has passed through all the faculty governance and has been approved by the Duke Board of Trustees. Global Health is proposing a Master of Science in Global Health and an **undergraduate** non-degree module or cluster of 4-5 courses. This has been approved by the Duke Global Health Initiative (DGHI) faculty and is working its way through faculty governance. Research centers will also be a part of Phase One and of these, the best developed is the Global Health Research Center.

We're also working hard on additional program development possibilities including additional graduate programs such as Clinical Research. and Health Informatics. We're also looking at a program in Decision Sciences and something in Environmental Sciences and Economics as well. And another thing to keep in mind is we're hoping that DKU will have vigorous programming in its conference center. We have a 200-bed facility that can be used for very short or longer conferences and symposiums. I think that brings us to undergraduate programs.

Peter Lange Provost

Peter Lange: One of the things that we're thinking about is that we want to build a curriculum in Kunshan, which is not a curriculum built up course by course, but cluster by cluster. I think the best way to think about a cluster program would be

comparable to a Focus Program freshman year – three or four courses that are structured around a central theme, but approach that theme from multiple disciplinary standpoints. So it's really a curriculum that's going to be built up around clusters rather than individual courses. Students would not necessarily have to take all courses in one of the clusters […]. There would be a pedagogical and intellectual logic to the clusters and the way they interact, just as they do in the Focus Program. As you know we have already been experimenting with the cluster idea through things like the PUTTI Program, Duke Immerse and semesters abroad. The idea is to really use this opportunity in Kunshan to also think about how these programs could be better developed and think about new teaching techniques, think about team leading, which is a class in which the lecture is received by the students online and the classroom opportunity is used for teamwork, collaboration, elaboration of concepts that are developed in the lecture. In that setting, the lecture could be produced anywhere and used in Kunshan just as you can use it here. The critical thing would be then what you do on the ground, with respect to the instructional staff in Kunshan. That's just an example of the way you can use the resources that we would have.

These are some of the initial clusters and these are up here because these are areas in which we are already in discussion with faculty about the possibility of putting together clusters of courses. You can see that some of

DKU Undergraduate Cluster Programming (illustrative)
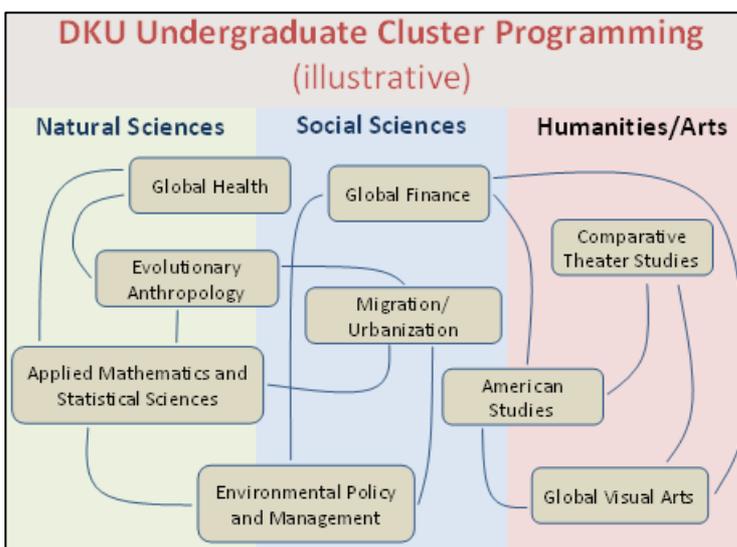
them are within divisions and some of them span divisions. I'll tell you that weekly, we're getting new people arriving saying "could I work on this?" As you can see, if you ran two of the clusters at the same time – let's say you had a cluster in global health and a cluster

in environmental policy and management. You can see that there could be an overlap. We've had a lot of interest on the humanities and social studies side. The notion being that you would have some courses more on the humanities side but you might also have a course on the US constitution and history and political history. A cluster of courses around American History that would be interdisciplinary across divisions and character. This is what we have today but in a month, we'll need to go back to Ruth because she is the master of the slide presentation and we have such a cluttered slide.

Now, at the beginning, all programs at Duke are degree programs. Now the undergraduate programs in the DKU first phase will not be degree bearing, they will be credit bearing. The credit will come from the schools in which the students are normally enrolled. A Duke student will get Duke credit and a Haverford student who is away on a study away will get Haverford credit. And a Chinese student will be doing study away but will be getting credit from their university. In China, there are already programs like this, so this won't be an earth-shattering concept. We do foresee over time that DKU will get degree-granting ability for undergraduates. We do not anticipate that Duke alone would offer – in the second phase – an undergraduate degree but probably, if that happens, it'll be in a collaboration with partner universities. We just don't think we could mount the faculty and intensity of effort needed for that.

It is critical that we have flexible program development. The first thing is, in Kunshan, one of the things we've already thought about having an advantage from a number of points of view might be to split a semester. Let's say there is a 4-course cluster – rather than teaching 4 courses for 14 weeks, imagine if you could teach 2 courses for 7 weeks and 2 courses for the other 7 weeks. It's a different style of education – it's more intense. We know that schools like Colorado College do this. The advantage of this model would be to not only have a pedagogical advantage; faculty would be done with teaching after 7 weeks. They would have research time for the other 7 weeks, still being paid. If you have faculty in China, they would have 7 weeks to research in China and over the summer if they wanted to. And if you worked here and you just want to sit down and write, that's your time. There's an advantage. We hear so often from faculty, "we're ready to innovate." You could give me $10,000 but it wouldn't be nearly as valuable to me as giving me some time. We think this is a way to combine pedagogical innovation with some

incentives for faculty. Courses will have a lot of flexibility because they will be operating in this open *tabula rasa* setting. We'll be thinking a lot about how courses can interact along with course experiences. We do have state-of-the-art technology there for synchronous and asynchronous learning at a distance, which we could combine with courses that are offered on the campus.

Opportunity to teach in an environment which will be very interesting is good from my point of view – some Chinese, some American, some other East Asian students. Teaching in that setting might be very interesting. You might be asking, "what are the Chinese looking for?" We want a top quality American education. What are they looking for? They want us to teach the way we do. The Chinese know that their education is extremely hierarchical. Their students go to class and listen and take notes. They bring it in when it's exam time. What the Chinese want is a much more interactive classroom and they know they cannot do it themselves. Chinese faculty members have come to the States and they love teaching the way they teach here. They get sucked right back to teaching the more traditional way when they go back.

The second thing they want is a broader education. They want the student to be exposed, not just to their narrow specialization but also to the liberal arts framework. Perhaps not as broad as we would see on our campus, but broader than what they have now. That's why the cluster idea is attractive. You could do a cluster in fields which are quantitatively highly specialized, but with broader breadth, that would open up the kid to a different way of thinking about computation.

These [slide] are just benefits. For short-term faculty, it's free transportation. It's free housing on campus. Compensation at the Duke level and opportunity to teach in this different way. There are additional benefits for resident faculty, which raise the possibility of moving your family there and spending additional time.

Kunshan is building us a campus of 6 buildings, a campus of 750,000 sq. feet. They're spending $140 million across those 6 buildings. Phase 1 construction is entirely paid for by them, and what we pay for is oversight of the construction and we do believe that this is very important. Our investment is in the master planning and so forth. We expect 5 buildings to be ready in the summer of 2013. And the 6th building to be ready within 6-9 months thereafter.

So that's the campus.

Phase I DKU Campus

This is the classroom building, this is the service building. These 3 buildings are the undergraduate dorms. This building has 20 faculty apartments. This is the conference center and, later to be built, an incubator building for new programs. You may wonder why there's all this water. There is a very high water table in this part of the province. Any of you who have been to this area may know that there is a town, which is sort of considered the Venice of China because of all the water canals going through. What the architects decided to do was to take advantage of the local geology rather than trying to fight it off. There's a lot of water here.

That's our presentation and we're happy to take any questions.

Q&A

Stephen Bass (Physics): I just wanted to make a comment on your point about the Chinese wanting to bring American education to China. This is going to be quite a challenge to get the students to behave the way American students behave. We have had graduate classes in Physics where over 50% of the students are foreign national students and most of them are Chinese and it's like teaching at a funeral. You're getting absolutely zero feedback during the time you are lecturing. It's what you pointed out. The behavioral patterns don't change so easily among the students.

Peter Lange: The joking question is: was it in your class? The serious answer to the question is yes. One of the reasons that we're gearing up this campus slowly – that we didn't offer from Day 1 to put forth an undergraduate degree program. We actually need to experiment pedagogically with how to deal with that issue. But to be successful, we need to try it because otherwise we are not accomplishing with what they want. I do think that we're developing techniques for dealing with some of those issues – much more team learning, reducing the role of lecture so the student has to come prepared rather than sitting there. We need to

work at that. We're going to work at preparing the students. Many of these students are going to think that later on they are going to learn in the US. We expect to give them experiences outside of the classroom that would reinforce that and show them how they could come to the US for graduate education as well.

Ingeborg Walther: I think this is really a fantastic project and I'm really excited about it. I just wanted to suggest that also as part of the cluster, perhaps there could be at least one course on language or an intercultural communication course. I would think that it's going to be a challenge for the Chinese students to adapt to the American educational model. But I think for our students, there should also be some way of teaching them about Chinese culture and language, because it's an incredible opportunity for them. The motivation for our students going there would be to get to know Chinese better and for their own careers. I would strongly recommend that there be a language component.

Peter Lange: I think we totally agree with that. Is it a course that we require? Is it built into the extra-curricular time? For the first couple of years, we're not going to have the same opportunities that students can enjoy at Duke. So we're going to have to fill proactively those times outside of the class than would be in Durham. In Kunshan, that's not going to be possible the first couple of years. That gives us a lot of opportunity to fill the extracurricular time. We actually have hired a couple of people to work in Kunshan as Associate Deans and they are people who have already had experience working in Chinese contexts in US programs. In thinking about how to fill out that space, I don't know if it will be a class or something else but we agree with you.

Tom Robisheaux: Recently the Yale faculty has passed a resolution on academic freedom for programs that are in China and a number of Duke faculty are very concerned about academic freedom in a country with a political system like China's. The devil's always in the details but I wonder what kind of thinking that you and those involved in the program are bringing to it. Our innovation requires the kind of freedom that can do things and sometimes it rubs people the wrong way. That's the way American higher education is.

Peter Lange: That's a totally appropriate question. Number one, you can see here that these fundamental principles of academic quality which involve basic commitments to academic freedom. . These principles are built into the agreement, which the Ministry has to sign off on. If the Ministry doesn't sign off on this, we have no agreement. So that's the first part. And so far we've had no push back about this.

Number 2, we did an extensive amount of due diligence with other foreign universities that are doing programs in China (that includes Johns Hopkins, Nottingham University and Liverpool University) to ask them what their experiences were with their campuses in China. They have had no bad experiences. No officials coming in and no syllabi checking. They've not done this. If you're asking me, would inviting the Dalai Lama for a guest lecture be a smart idea on the first year that we're opening the campus? I think that would be seen as a provocation. Short of that, I think that we expect to have the full freedom as embodied in these principles. If challenges arise, we will engage with that. The President has said that we have a choice: do we engage or do we stay away out of fear that we will not even engage? We've put in place a set of principles that we can use as a standard and a set of processes that will bring programs to ECASC and the Academic Council for the discussion of these issues.

Lee Baker (Dean of Academic Affairs, Trinity College): Duke has had a number of milestones. The move to Durham, integrating Trinity and the Women's College, opening West Campus, admitting Black students. Is this one of those moments or is it like having a new institute turn into a school?

Peter Lange: If we're right, it'll be one of those big moments. If we're wrong, it might be one of those little moments. If we're really wrong, we won't remember it. Here's the really good thing – by the time we know, I won't be Provost anymore.

Charles Becker (Economics): So if this is going to be one of these defining moments, I'm trying to think of how to attract the really best Chinese students. Two suggestions come to mind. To get the best and brightest Chinese students from leading universities today, their top students at top universities spend semester or years abroad at the same rate that Duke students do. Have you given thought to allow students to commute from home? Have you all made plans to engage top universities? Jejang is my favorite in the area on preferential terms that would benefit them.

Nora Bynum: In terms of your second question, one of

the features of the undergrad clusters [is that] we won't be offering degrees. We're in the process of negotiating credit transfer back to the home institution. This will involve building a network of top universities in China. The other thing that is very important is that we need to be listed as one of the top-tier listed institutions in China. I know that Liverpool and Nottingham are in that top tier list. They do get to pick some of the very best students.

Peter Lange: So the answer is that we're looking at that and we're working on it. And in fact, that whole study away concept is built around that.

David Malone (Education): So these clusters of courses that you spoke of – American Studies, Migration, etc. – so those would be the clusters that are referred to in the [Global Education] Resolution.

Ruth Day [to Peter Lange]: Would you like to comment on the resolution?

Peter Lange: I think the resolution is fantastic. To be honest with you, we've been troubled by the fact that it looked like it was a gauntlet. At one point, it appeared that for the Global Health Masters + Undergraduate Program would have to go visit 10 different committees to get approval. And that was just such a waste of everybody's time. This new resolution really cuts through that in a very good way. Obviously these programs are a little different than some of the things that these committees deal with normally but the fundamental issue is that is it going to be a high quality academic program when it bears accreditation from Duke. And they deserve the same at their home institution.

Dean Patton: Just a comment about linking this particular initiative to A&S priorities in developing academic studies in Asia. The conference center has begun to be a node for people thinking about hosting academic conferences, both partnering with colleagues in Asia and in Europe to think about Asian topics. So I want to make sure that everyone knows that it's a key component that we can start taking advantage of and planning for sooner rather than later that will help us on the Duke campus as well.

Peter Lange: It's 16 months away. It seems like a long time but it's not.

Duke-National University of Singapore TeamLEAD

Robert Kamei
Vice Dean for Education
Duke-NUS

I have been a Duke faculty member for about 6 years and was at the UC-San Francisco before coming out to Duke and then going to Singapore. I'd like to share with you some of the Duke experiences in Singapore because I think there might be some parallels for experiences with Duke global programs.

To tell you a little bit about what happened, I was the first person to go out to Singapore and my job was to

bring people there. I had 15 months to recruit faculty and bring students to start up a medical school. We couldn't have done it without the assistance of the faculty of the Duke Medical School who, for the year prior to my starting, had video taped all the lectures that had been done. I'm going to have very little time to tell you about what's going on but I'm going to restrict my comments to the first year because I think it's reflective of the good things that can happen with these global initiatives.

So we had the videotapes but the problem was, a video-taped lecture would require that Duke faculty fly out to Singapore and back […]. That wasn't going to be that compelling of a way to attract students if it's going to be a distance learning medical school. The problem we had was – what are we going to do with these videotapes? The videotapes were a great way to create a line with the Duke campus but what would we do with those videotapes? So the faculty that I recruited were posed with this problem and in addition to the problem, we wanted to take advantage of the fact that this was a new project and we could really think from the start about how we might want to provide education.

We wanted to consider how students learn outside of the

four walls of the classroom. We knew that many of the students these days learned in places at the same time they're eating, texting, going through web modules, and looking things up on the internet – and on their own time. We also know that there are decades of education research where the ability for faculty members to deliver content to students is not very good in a lecture format. We also from experience know from many of the classrooms that students aren't even showing up. There are about 28-30% students because they can get it on video and play it twice the speed or slow down in places that they need to revisit. Then when you see the students who did show up, they're often in stage 4 sleep or doing fantasy football.

We also know that in medicine it's all about teams. There's no such thing as a solo practitioner and no such thing as a solo researcher, so people have to be able to work in groups. Up to that point, they had been evaluated on being an individual. That's not what the career of most professions is anymore. We talk about the overload of medical information. There are approximately 15-17 medical journals published each year. It's no longer about rote memorization; we have to be able to go farther than that and incorporate the internet and new information into the way people solve problems. It was about what you can memorize and regurgitate on a test, but that's not how we want our physicians to be trained.

And just to speak to your point, we wanted the classroom to be interactive and when we were coming up with this idea, everyone was asking "why are you trying to come up with this approach because it's impossible to get Asian students to participate in class." We wanted it to be fun in the classroom. What we came up with is TeamLEAD. We asked the students to learn the material themselves and in the classroom engage with each other and learn from the faculty. We wanted them to apply what they learned, not just to memorize and spit it out but to apply it with faculty guidance – and that was the way we were going to get our students to develop the skills that we wanted them to develop.

Now another way of talking about what we've done is to talk about what I call traditional wishful thinking. Let's say they're going to give a talk on heart attacks. They know the students will be interested in learning so they read ahead of time, so they come into the lecture prepared. So the students come prepared ahead of time and you're able to engage them. Then afterwards, they do the homework. Reality is rarely little pre-work and

what happens during class is a passive lecture. Afterwards, they study for the examination. So what we try to do with the traditional reality is what we call TeamLEAD [Learn, Engage, Apply, Develop]. What happened during the class, we move that before the class and then what happens after the class – we do in the class, but we do it in teams where they solve problems and that's what happens in the classroom.
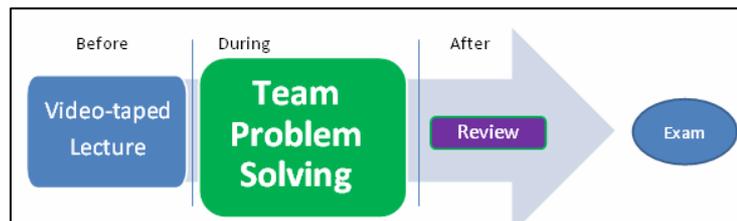
They have less review for the examination. So for our students, they have what's called TeamLEAD twice a week, two hours in the morning and in the afternoon and they have a few labs. They learn how to practice medicine in the first year. They have no class the entire week. They prepare ahead of time and they sit down for an assessment, the first thing; so that we know that they know the information that we've asked them to learn. They take the test – if they show up late, they have less time to do the test. They use a little clicker device, so we're able to monitor it. So our faculty have a sense of how well they have been able to prepare ahead of time. If [the results] are mostly red, they had a hard time.

Before the students get any feedback on their answers, they go into their teams. And these are the teams that they have for the entire year. In these teams, they do the exact same test that they did as individuals and then the groups have to debate each other etc. They come up

with a single team answer that they agree on. It's basically a scratch-off like a lottery ticket. If they scratch and if there is nothing underneath, they have to go back into their teams and re-discuss it and come up with their next best guess. The more [choices] they scratch, the lower the score they get. The reason why we do this is that we always know that there is going to be a quiet student who has the answer but they don't speak up. The team gets up on them and will confront them. Team effort is half of their grade. There is a strong peer incentive for the students to be able to talk and defend

themselves. We'll talk about how important that is when English is their second language. So afterwards, the students have to write answers but the students themselves have to come up with questions. The students then in their teams articulate a question to get them to think about what do I know and what do I not know? What are things that I still need to answer about the material? We put them on the board and the students distribute the questions to the other teams. The other teams have 10 minutes to research the answers and then in class, they tell each other the answers and students facilitate this sometimes. Our faculty are sitting in the room and the facilitator is not the expert. As students teach other, the faculty are there to summarize and correct if there are misconceptions and almost all the time, the right knowledge is in the room somewhere.

That's the first half and in the second half, they have a new set of questions that are given to the groups. These questions are open-book and open-internet, which is to get away from the rote memorization idea. So these are now questions that they can research and try to reason out and apply what they learned and were tested on in the morning – to clinical applications. The students then debate their answers. The questions have to be hard enough to get this. We make the questions hard so that teams come up with different answers. If it's too easy, they'll come up with the same answer. They have to end the debate and learn from each other in the classroom. The faculty member is there to summarize and guide the learning. If you have a chance to see what happens there -- the discussion in the classroom is loud. They don't feel identified as an individual.

It's these kinds of approaches that connect to your issues. How do you get these students to participate? We have a video as well if you want to Google TeamLEAD and Duke NUS. I find it remarkable to see it even after 5 years later. So people ask – a lot of good things happen but are students learning anything this way? Duke is the only school in the country that teaches the basic science in one year, going through the material incredibly fast. The first licensing exam is around the basic sciences. Here our students are significantly above the average US score, despite the fact that they're getting the material in half the time. Our students are very bright because we are able to get the brightest students from all over the world – 22 different countries are represented. They are also able to show that they are learning the material extraordinarily well.

So here is one of the real benefits about having Duke-NUS for the School of Medicine. This is Duke and they've been working at their own version of collaborative learning and it's opened up a lot of possibilities for them in terms of their own teaching. We've recently had a symposium where we brought Duke faculty in first year basic sciences out to Singapore and it was a wonderful chance for both faculties to compare notes and be able to think through more of the pedagogical approaches. This has already happened in examples in Singapore. I'll pause and make some other clarifications and take questions.

Q&A

Dean Laurie Patton: I used to teach workshops for med school faculties and internet applications. One of the things that came up a lot when people were thinking about the training of med students is that there are still basic forms of knowledge that students should internalize, rather than be aware of how to really look it up on the net. How do you negotiate that?

Robert Kamei: So the first part is memorization. We give them a test, and no open resources for that. We've got to be able to keep updated and the best way to do that is to be able to use the internet. We want a model in the classroom for how to expect our physicians to keep up to date. The first part, which is memorization, is critical as well. One of the skills that is also important when you start using the internet is to understand what you know and what you don't know well. Because if you can't look up everything on the internet, you have to have knowledge. But if you understand what you know and what you don't know, it's when you don't know something and you don't look it up. What we're trying to do in the classroom is how do we teach our physicians to know what they don't know?

Stephen Bass: I have to say that I'm impressed. But the question I have in the context of trying to now use TeamLEAD for a broader range of classes and topics is, what is the cost that you have to invest up front to get it going? Obviously in terms of preparing such a TeamLEAD course, it takes intense effort up front for video lectures, etc. And I'm wondering how much effort is it? How did you jump-start the program? What would Duke [need to] do in terms of providing faculty with resources who want to go that way?

Ruth Day: We might call on Lynne O'Brien from the Center for Instructional Technology, who has been

involved in promoting these types of programs. Would you like to make a comment?

Lynne O'Brien (Center for Instructional Technology):
There is a workshop tomorrow on team-based learning. We have about 25 Duke faculty who are planning on attending. Part of that day is asking the faculty themselves what kind of support they would need to have these in place. We do have a number of ways that we can work with either individual faculty or groups of faculty in thinking about the most efficient and timely ways to deal with the materials and preparation. I think there are pretty good tools and processes in places for recording lectures. I don't think that part would be too difficult. The development of the questions and the case studies and the really challenging problems would be the most time-consuming part for most people. How do we provide people with time and ideas and assistance? I think we could do that, especially if we had groups working together. That would be an ideal way to save some time. So if a group of faculty in a department or content area worked together with some support, that might be one way to save some time.

Robert Kamei:
Once it's prepared, it almost runs itself. Once you've done it, efficiency for faculty is great and students get a team experience with few faculty. There are short cuts to do this. You don't need videotapes, you can use readings. There are questions that you already could use from your standard courses. So yes, it does require effort but there are short cuts. One of the things that we learned is that we had to do ours in 15 months. I landed there and in 15 months, we had to be able to do all of this. We did do it very quickly but the important piece is that it does take a tremendous upfront from the faculty.

Ruth Day:
Here at Duke, we do have Team LEAD. Last semester there was a chemistry course that used TeamLEAD. It didn't have all the same bells and whistles [as in Singapore], but it had the same basic structure. And in Global Health, Kate Wetton is going to be using the TeamLEAD approach. Dick MacPhail in Chemistry will be doing it in a different chemistry course, and so on. There are models without as much technology and other features.

Note: I'd like to comment that Steve Nowicki was just stepped out for a conference call so we won't have his presentation today, but we'll do it next time. He graciously said to let Bob keep going.

David Malone:
In terms of assessment, I appreciate your sharing their information about how well they do on the board exams. Do you have some sense of other student learning outcomes that happen because of this process and some way of assessing them?

Robert Kamei:
That's where I think the money is going to be in this. The medical students are bright so the effect size of trying to show that we can do knowledge better than the rest of the schools is going to be challenging for us to really show effects. We actually have some very impressive numbers that we can't share with you [now] but I think that the knowledge piece is not going to be this kind of thing where it makes a difference. So for instance, we're in the middle of analyzing the cost of doing this and how this is going to be different than a lecture-based cost over time. We're trying to get at a little bit more of how students learn about teamwork and how they cooperate and become high-performance teams.

Other benefits from this are that if I am a Dean worried about those students in a traditional classroom, I know students … show up and see how they do on the final and midterm. In TeamLEAD, I know when a student is having a bad day. What happens is that they show up on their assessment and the teams are committed to each other so I hear the student is getting into trouble. Can I keep track and intervene if students are having trouble early?

The other benefit is – one of our student said, "For a year, I had to defend myself to my classmates in the team. By the end of that year, my English language skills have gotten so much better because I spent the entire year defending myself and if I was in a lecture, I'd be sitting there and not saying a word." So those are some of the real benefits that we're seeing for our students in this particular process. That's where the real benefit of this is going to show up.

Ruth Day:
I'm doing research on TeamLEAD, looking not just at the knowledge that the students get but the *structure* of that knowledge. We've done this here at Duke and when you do the assessment of what they learn on their own, they may know all the information but it may not be connected. So we use a simple online task that takes 5 minutes. Students sort key terms from the course into piles, to show general similarity of concepts. When they work individually, a certain amount of structure emerges. When they repeat the same task but work in teams, the amount of structure

goes up dramatically. It's a huge difference. When working in teams, students already know the information but then it coalesces into structures more like those of experts. The challenge in this work is to obtain appropriate control groups.

Robert Kamei: When students take an exam and they get a question wrong, they tend to remember that question for a long time. This process allows us to get at that. Where we're able to correct people after they've had a chance to access the knowledge, we can get at that. What we're doing now is repeating questions over the year, which is a great way of reinforcing the right answers.

Laurie Patton: I just want to respond to Stephen's important point about how do we make this possible for faculty. As you know the human cost of this, if you look at what Steve Craig went through, was super human and fabulous. "Innovator" originally meant heretic. We want to move away from that idea. Two things – one is, because of the Faculty Forum on pedagogy and innovation; this has come up as a desideratum. We're considering several different modes of rewarding and incentivizing teaching innovation. That is what we can do in A&S and that includes things like time and funding. We haven't put specifics on it but it's a major priority as we respond to concerns raised like Stephen's in the Open Faculty Forum. Two, Steve Nowicki's Undergraduate Teaching Innovation Committee on which I sit, is going to be coming up with a set of recommendations and my guess is that it will include even bigger pots than A&S can provide to help faculty out on this so that's directly to respond to your question.

Close of Meeting

Professor Day thanked everyone, the meeting was adjourned, and informal discussion continued for nearly two hours over refreshments.

       Respectfully submitted,

       Donald J. Fluke
       Executive Secretary

Appendix

Council Resolution: *"Global Education: Approval Pathways for Undergraduate Curriculum Initiatives"*

GLOBAL EDUCATION:
Approval Pathways for Undergraduate Curriculum Initiatives

Arts & Sciences Council
Duke University
February 9, 2012

Resolution

WHEREAS, Article VI, Section B, of the *Bylaws of the Arts and Sciences Council* provides the charge and authority for the Arts & Sciences Council Committees involved in undergraduate curriculum approval (see section 1 below) and

WHEREAS, current approval pathways are already in place (see section 2 below), be it therefore

RESOLVED that in order to foster the creation of new and innovative undergraduate curricular initiatives and also ensure the best practices of faculty oversight, the current approval pathways will continue to be used. However additional considerations are needed for programs involving clusters of courses with restricted enrollment and for programs involving travel and/or study outside the United States (see section 3 below).

1) Relevant A&S Council Committees

Article VI, Section B, of the *Bylaws of the Arts and Sciences Council* provides the charge and authority for the Arts & Sciences Council Committees involved in curriculum approval, as shown in the excerpts below. See the full Bylaws for other information (e.g., committee composition).

Courses Committee – shall approve or disapprove new courses, including house courses. The Committee shall ensure proper and appropriate academic credit, classification and labeling of all courses in accordance with the stipulations of the current curriculum

Curriculum Committee – shall address general issues associated with the curriculum as described in the Undergraduate Bulletin to ensure that the Bulletin accurately represents what Departments and programs offer and that those offerings are in keeping with the policies established by the Arts and Sciences Council; address proposals for new majors, minors, and programs; review proposals by Departments to change their majors; and determine scheduling and implementation of necessary program reviews

Global Education Committee – shall recommend to the Dean … and to the Council appropriate regulations for study abroad and foreign academic exchange programs. The Committee shall recommend guidelines for determining transfer credit to Duke for academic work done abroad. It shall approve academic changes (deletions, revisions, and additions) in study abroad programs that have been previously endorsed by Duke. It shall recommend new Duke-sponsored study abroad programs … following a careful review of detailed proposals. It shall review periodically all Duke-sponsored and approved programs for study abroad in terms of changing educational and academic needs at Duke.

2) Current Approval Pathways

New courses and programs are submitted to one or more Council committees as described below. Each committee has its own procedures. However the same written proposal (for a course or program) is used when multiple committees are involved.

Courses & Course Changes
--Proposals for new courses are submitted to the Courses Committee
--When approved, no further action is usually needed
--The course request form asks whether the course involves travel or study abroad; if there is, the Embedded Travel Checklist must also be submitted
--Requests for changes to existing courses are also submitted to the Courses Committee

Programs & Program Changes
--Proposals for new curricular programs (majors, minors, other programs) are submitted to the Curriculum Committee
--If they involve a global component, the Embedded Travel Checklist must also be submitted
--Proposals for new "study abroad programs" are also reviewed and approved by the Global Education Committee, based on both academic and non-academic criteria
--When approved by the Committee(s), programs are then reviewed by the Executive Committee of the Arts & Sciences Council (ECASC)
--With ECASC approval, they are then sent to the A&S Council for a vote
--Requests for changes to existing majors, minors, and programs are also submitted to the Curriculum Committee

Global Initiatives
--Proposals for courses, majors, minors, and programs with a global component must submit the Embedded Travel Checklist
--Proposal for new "study abroad programs" are reviewed and approved by the Global Education Committee, based on both academic and non-academic criteria
--If/when concerns arise, the Global Education Committee consults the Executive Committee of the Arts & Sciences Council (ECASC)

Proposal Submission
Proposal Content. Proposals are submitted in writing to the relevant committee(s). Proposal templates and other information are available from each committee. The proposers are not required to appear in person, but may be contacted if clarification and/or additional information is needed.

Parallel Submission. Proposals can be submitted for more than one review at the same time, as relevant. For example, a course proposal can be submitted to both the Courses Committee and the Global Education Committee; also, a major, minor, or program proposal can be submitted to both the Curriculum and Global Education Committee at the same time.

3) New Types of Global Initiatives

In order to foster the creation of new and innovative undergraduate curricular initiatives and also ensure the best practices of faculty oversight, the current approval pathways will continue to be used. However additional considerations are needed for programs involving clusters of courses with restricted enrollment and for programs involving travel and/or study outside the United States.

Cluster Programs with Restricted Enrollment

Proposals for programs such as DukeImmerse and Duke Intense Global that involve a cluster of courses open only to selected students should be submitted to both the Curriculum and the Courses Committee. When a global component is involved, the proposal is also submitted to the Global Education Committee. Current courses given in new cluster programs in a global context are also submitted to the Courses and Global Education Committee for revetting.

Programs with Embedded Travel / Study Abroad

Any credit-bearing curricular initiative with embedded travel or study outside the U.S. is submitted to the Global Education Committee for approval. Such initiatives include single courses (as noted above) cluster programs, Duke Intense Global, DukeImmerse, and similar programs. The travel may be for very brief or extended periods of time. Current programs to be conducted in a global setting are also submitted to the Global Education Committee for revetting.

Timely Review

The Global Education Committee meets on a monthly basis from September through May. To facilitate timely and efficient review of global proposals, the Committee will review new proposals at the next scheduled meeting after proposal submission. ECASC will appoint additional faculty to the committees that request them (including Courses, Curriculum, and Global Education) and/or adopt other measures as needed.

Definitions

Definitions of certain long-standing terms need to be clarified for the new and emerging global context. These terms include:

--**Global**: For the purposes of this document, "global" means outside the U.S. However, elsewhere it may be used more broadly, to encompass local, regional, and national as well as international initiatives.

--**Program**: The Curriculum Committee is responsible for new "majors, minors, and programs." Program is not further specified, but can include academic units (e.g., the Program in Education) and certificates. In the global context it includes cluster programs, Duke Intense Global, DukeImmerse, and similar programs.

--**Changes**: Changes in courses and programs that are substantive in nature must be resubmitted to the appropriate committees as noted above. Substantive changes include global repurposing of courses and programs as well as content and method changes.

--**Global Education Committee (GEC)**: The GEC is a committee of the Arts & Sciences Council, composed of faculty (who vote) and *ex officio* members including administrators and students (who do not vote). It is assisted by the Global Education Office (GEO) which also oversees a wide range of "away" programs (in the U.S. and elsewhere).