

Duke University

DURHAM
NORTH CAROLINA
27708-0928

ARTS & SCIENCES COUNCIL
102 ALLEN BLDG
CAMPUS BOX 90029

Minutes of the Regular Meeting of the Arts & Sciences Council

Thursday, October 9, 2014

Call to Order

Council Chair Professor Thomas Robisheaux (History): Colleagues, I would like to welcome you to the October meeting of the Arts and Sciences council. I like to hear a lot of chatter before the meeting begins because it means that you are doing what the meetings are supposed to do, which is to catch up with colleagues, find out what is going on in other departments, talk about council business and so on and so forth.

Approval of Minutes

You have received an announcement of the meeting and the minutes from the September 11 meeting. You have had a chance to review them and catch any corrections, if any. Are there any corrections or amendments to the minutes from September 11 that we should consider? I hear a silent agreement that the minutes are in order. Do I hear a motion to approve?

Linda George (Sociology): So moved

Michael Munger (Political Science): Seconded

Thomas Robisheaux (History): All those in favor? The motion carries; thank you very much colleagues. Let me remind you that the minutes are always up, so from time to time you may want to go back and review portions of them to refresh your memory from a past council meeting. They are always available on our council website.

Announcements and Updates

I have a few announcements for you to bring you up to date with some ongoing council business. We will come to this at the end of the hour, but you probably know that the curriculum review committee chaired by Suzanne Shanahan is now up and running. They have been meeting every week since the second week of September or so. Those meetings are long, wide-ranging, and very stimulating. I have gone to one myself and I will be going again tomorrow afternoon as an ex officio member of the committee. You will be hearing more about their review process later in the hour as our final item of business.

There are some other things that you need to know about. The executive committee has formed a small ad hoc committee to review the university sanctions on plagiarism. I would like to introduce Sherryl Broverman from the biology department who will be chairing this small committee. This came up out of a concern about the current sanctions policy, not everything about it, but the way in which our sanctions are performing stated functions and the way they work. ECASC has had a couple of discussions about it, and we decided to form an independent review of it. Sherryl is going to be chairing that, along with three other colleagues who will be on that committee with her: Karen Shapiro, Steve Vaisey from the sociology department, who specializes in individual behavior, and also Melissa Malouf from the English department. All three divisions are represented from the council. They are going to begin their work this semester, probably more intensively later in semester. I will be asking Sherryl to report to council on an interim basis to see how things are going. If you have any questions or concerns, turn them to Sherryl and her committee members.

I would also like to announce that we have our council parliamentarian, Mike Munger, who is also on the executive committee of council. Mike will be talking to you later in the hour about something he and I consulted about, but I have a great sense of relief in having Mike as our parliamentarian when and if we get into situations where we need a judgment about how to proceed with a motion before the council.

There are some future council items that you might look forward to, put on your calendars, or mention to your colleagues when you go back to your departments and programs. Next month, we will bring forward a proposal approved by the curriculum committee. It is a new certificate proposal for decision sciences, and either our colleague from political science, Scott de Marchi, or our colleague Scott Huettel, both of whom have been the two faculty members responsible for creating this certificate proposal, will be on hand to discuss that. ECASC approved it at its last meeting, and it will be

coming up in November. A reminder for those of you who are new to the council, we have a custom of proposals receiving attention on at least two different council days. As long as I am council chair, there will not be a proposal that comes before council and a vote on the same day, so you have time to think about it. You can also take the proposal and the discussion back to your department, consult with colleagues, and figure out your position in time for a vote.

Also in November, our new provost, Sally Kornbluth, will be here to talk about strategic planning. For us, in particular, this is important because we are now engaged in a curriculum review process, and a lot of us might have questions about how our planning in Arts and Sciences impacts, shapes, and affects strategic planning in the university and vice versa. Mark that on your calendars and tell your colleagues if they want to understand the strategic plan they are welcome to come to the November meeting.

The curriculum committee is still discussing [the course credits proposal], and I understand from the chair, David Malone, that they will come to some recommendation soon about that proposal. We started discussing that in the spring, so that may come up soon. Also, in either November or December we will have a segment of council devoted to Bass Connections and the way in which our colleagues work within it, how it impacts the curriculum and departments, and student views. A lot of us have heard about Bass Connections, but few of us know how it actually works. Finally, Inge Walther has been asking me for precious council time to do this, because the course committee has created a new course approval form they want to introduce. I think it is important for faculty to see that before it goes into effect in the summer of next year.

I have two small notes before we turn to our first item of business. One is that our new sound system works very well. I could even hear quiet voices at the back of the room on the recording, so if you have any secrets that you do not wish to become public knowledge, just remember that the sound system is very sensitive. Actually, it doesn't pick up whispers, but it will pick up loud noises that we make when we get up and sit down in our chairs, so just be careful. I know some people have to leave early or go out of room, and we don't want that to override a voice.

Dean Laurie Patton: I have addenda to the pieces of information that Tom just shared. The first is that Lee Baker and I have asked to speak with Sherryl's committee, because we are also noticing as we watch cases make their way up to us...the joke is by the time it gets to us it is either transcendent or depraved, and there are some real concerns we have about the process as well. We will be sharing some of our ideas as we see these cases of plagiarism and grade appeals, and we are going to be thinking more about administrative efficiency as well as educational opportunities for students.

The second thing is in terms of strategic planning, Sally and I are already in a good conversation around how Arts and Sciences can efficiently dovetail with the university wide strategic plan, but have an opportunity for its own strategic plan. It is very important, even though we are at the center of the university that we are not subsumed with university-only priorities but have Arts and Sciences priorities as well. I wanted to reassure everyone that we will be having our own strategic planning process that will dovetail with the IDC committee as well as with the strategic planning for the university.

Thomas Robisheaux (History): Thank you, Laurie. I am always optimistic when I set up the agenda, and I always run over with time. I hate when that happens, because I would like it if Laurie and our presenters could have plenty of time to address the council and for you to have discussion. Without any further ado, let me turn to Nora Bynum, our Vice Provost for DKU and China initiatives. You all know that the DKU campus has just opened, and at the end when we have some time for questions, I would like to say word or two about the DKU joint committee.

DKU Update

Nora Bynum (Vice Provost DKU & China Initiatives): Before I start talking about DKU, I wanted to say something about Duke and the meaning of my undergraduate education here. Jeff Storer was my theater professor when I was an undergraduate here, and I cannot tell you how much it has meant to me over the years. Jeff's teaching, his involvement with us, and the shows that he helped us put on...even though I have clearly chosen a different path in life, it has meant the world to me. Thank you, Jeff. This is what you get from a Duke education.

I would like to give you an update on Duke Kunshan University today. The very first thing that I would like to say is to extend congratulations and welcome to Dr. Haiyan Gao, who is the brand new DKU Vice Chancellor for Academic Affairs. I think Haiyan is the perfect person for this job. As you will see from her job responsibilities, she is going to have a very busy job, but all of us working on DKU are looking forward to supporting her and working together to make DKU a truly excellent place to be.

Some of you may remember that we have been working on the DKU project for a long time, even before 2010, which is listed here as our first agreement. We have gone through preparation approval from the Ministry of Education, establishment approval, recruitment, etc. Now in August of 2014, we had our first orientation week and classes started on August 25. This makes DKU one of the youngest universities in the world at present. [On the slide] is our chancellor, Liu Jingnan, who is at the Chinese Academy of Sciences at convocation, and he is wearing our brand new DKU regalia. [On this slide] is our Executive Vice Chancellor, Mary Bullock who had to leave early and could not be with us today. At the convocation she was sitting next to William Johnson, who is from the classics department, and who is teaching at DKU this semester. Of course, these [on the slide] are our intrepid pioneering students.

I will have a bit more to say about students in a moment, but before that I just want to remind you about the context for DKU, which is that DKU is built in stages. In the first stage, we have master's degree programs and a non-degree undergraduate semester program, and the campus is relatively small. In the second phase we will have more graduate and professional degree programs as they develop and we will also have an undergraduate degree program. Stage

three represents the further build-out of the university over the years. Just as a reminder on the DKU operating budget: DKU is an independent, non-profit, sino-foreign cooperative university. It is a partnership of Duke University, Wuhan University, and the city of Kunshan. Revenues come from the usual sources: tuition, gifts, grants, fees, housing and dining services, and partner start-up subsidies, which has been determined for this first phase as the first eight years. Costs include the usual costs: faculty and staff salaries, financial aid, facilities, research support, and routine operating expenses.

A question that often comes up, for understandable reasons, is how much has Duke invested in DKU? Up to this point we have contributed four million dollars to the startup phase for DKU. We have budgeted 10.8 million dollars for this year. There are more costs this year because we are actually in operation. In addition, Duke has invested approximately 12.9 million dollars on facility related costs, including the formulation of the architectural master plan for the site and construction oversight. Duke funding comes from a number of different sources, including central strategic funds, facilities reserves, and gift income, which we have been fairly successful at. A very important point is that Duke schools and units bear no direct cost for DKU. All Duke schools that have developed programs for DKU have a financial guarantee from the provost that they will not be responsible for the costs of any DKU programs.

Now, I want to share a word or two about the DKU faculty. This academic year, we have a total of 27 Duke faculty members teaching in our global learning semester, the undergraduate program. There are also a number of permanent DKU faculty, and having spent about ten days with the faculty, I can say that they are truly characterized by excellence, dedication, and a very collaborative spirit, which is a very good thing. [On the slide] is the breakdown of Duke faculty that have been participating, and that will participate in the spring of 2015. You can see [on the slide] that Arts and Sciences has 14 with smaller numbers from Pratt, Nicholas, Kenan, Sanford, and Global Health. There are three from the graduate school and eight permanent or visiting faculty.

In regards to the teaching arrangements, this is also something that has been the topic of discussion for understandable reasons. DKU reimburses Duke for the direct costs of teaching efforts. The reimbursement rate varies among the schools and units, but is designed to replace the portion of an individual's salary that would be attributed to teaching. DKU follows a regular buy-out policy, and it is not incentivized above other programs for that reason. All faculty teaching at DKU have responded to a general call for proposals, which is open to all faculty members.

One of the things that my office did was to sit down with the outgoing faculty members at the beginning of the fall [semester] and talk to them about their expectations. Of course, we will be following up with them throughout the semester, and at the end, to see whether their expectations were met or not. We do not have the results yet, because this is first semester, but you can see some expressed expectations [on the slide]. Some of them are in the area of academic challenges, particularly worries and concerns about the English level of some of the nonnative speakers. Some of the non-academic challenges, and there were some, included worries that the campus still under construction when we started classes. We are in the process of moving right now, and for the rest of this month, so that was a worry at the time, although it has actually worked out very well. As for goals for your time at DKU, there were a couple that I found interesting, such as [the one] at the bottom [of the slide], "interacting with fellow Duke faculty members in new ways." and, "developing ideas for new courses at Duke."

Here [on the slide] are some candid photographs of our faculty and students together, and the convocation with all of the students. We have 62 students in the undergraduate learning semester this semester. We have small enrollments in the two graduate programs, medical physics and global health, which have five each. We have our masters of management studies, which is currently in Durham, but will be going to DKU after the first of January. That has 32 students this year. I was just at a luncheon with these students; they are doing very well in their classes here. In fact, the people in charge of the MMS program tell us that the DKU students are some of the most outstanding students that they have. Haiyan was there with me as well, and they all seem to be very excited and ready to go in January. It is a diverse student body with students from the United States, China, India, Singapore, Kenya, Nigeria, and Vietnam and ranging in age from rising sophomores to graduate students.

August 25 was our first day of classes. Classes are run in two seven-week sessions, so we split the fourteen week undergraduate semester into two seven week sessions. Classes meet double-time Monday through Thursday, with Friday being reserved for field trips and co-curricular activities. Some of the graduate and language courses are fourteen weeks rather than the seven weeks with the idea that it wasn't possible to learn that much Chinese in a seven week period. These are the classes that are being taught this fall at DKU. In green, you see the global health classes, which are quite well subscribed. The yellow is humanities, orange is social sciences, and blue are the sciences. It is quite a variety of courses, and I have to tell you that as we approached the time for registration last summer, I was nervous. We have some great faculty lined up to teach great courses and I thought, "What am I going to do if no one signs up for these courses?"

As you can see, that did not actually happen. There is high enrollment in the global health courses, but there is a pretty good distribution across the rest of the courses as well, in particular the evolution, cognition, and society course, which is taught by Brian Hare. That has proved to be an extremely popular course. The red asterisk indicates the US academic writing for EFL students, and that's actually three sections of thirteen students each. Bottom line: there is a pretty good distribution across the classes that we have. This is what we have coming up for the spring. You can see that there are fewer science courses, just from the luck of the draw. Haiyan will be teaching a frontiers of 21st century physics course, and we have some interesting offerings particularly in the social sciences and humanities.

In terms of the campus, this is not an artist rendering, this is a picture I physically took, so I promise the campus does exist. Steve Nowicki was just there last week.

Steve Nowicki (Dean and Vice Provost for Undergraduate Education): It is even more planted.

Nora Bynum (Vice Provost DKU & China Initiatives): As I mentioned earlier, we are transitioning from the Swiss hotel in downtown Kunshan to the campus. The faculty and staff have already moved their offices over, and classes will be moved over as soon as the students finish their final exams for the first seven-week mini-semester. We don't think that is a particularly good time to make a big move. The remaining buildings of phase one should be ready later this fall, and we are having an opening ceremony in mid-November.

This is the conference center; the conference center and the service building are the first two buildings that will be completed. The conference center will serve as the hub for all campus activity this first semester. It will be the residence for faculty and students, and it will also have classrooms, a library, meeting rooms, administrative offices, and food service. These are [photos] of the interior of the conference center. This [on the slide] is a view of the student dormitories. The student dormitories and academic building will be ready by the end of this year, so it should be ready to use for all of the spring semester. Amy was scheduled to go teach, and she said to me, "Am I going to be able to teach on the campus, or are we still going to be in the hotel?" I said, "Oh god, I hope not." That is several months away, but we should be well settled in by that time on campus.

These are some candid shots of students doing various things. For the next couple of slides, I would like to turn it back to you to see what you think of what I have told you so far, and what you have learned about DKU. There are some emerging issues. Remember that we do not have an undergraduate degree program yet. What we have is a semester-long program. What that means, in terms of language ability, is that you have to work quickly with people if you are going to provide support because you do not have much time. For context, Deedra McClearn in my office made me put that note about multiple raters that this is not a statistically significant difference among these. If you have native speakers at the far left, you can see that the majority of our students fall somewhere in the middle where they are generally effective. Generally effective means your communication is quite good; but as we all know, operating at the level of a Duke class, particularly in reading, writing, and participation, is not that easy. One question that I would put to all of you is what kind of level do you think we need to have for the students to succeed in the global learning semester? How can we best support these students?

Discussion

Margaret Humphreys (History): At the beginning, you said the students come from all sorts of places like Nigeria and Vietnam, not just China. Presumably, that student needs to know English and Chinese unless they learned English or Chinese back in Nigeria, if that is where they lived most recently. Could you talk about that?

Nora Bynum (Vice Provost DKU & China Initiatives): Most of the diversity that we have in terms of other countries that are not China or the US are in the graduate program. In our undergraduate program, the majority of people who are nonnative English speakers are from mainland China. That is the primary challenge that we face.

Karen Shapiro (AAAS): Are those graduate students coming from Duke, or from Nigeria directly?

Nora Bynum (Vice Provost DKU & China Initiatives): Directly.

Dean Lee Baker: My question is what level of Chinese do faculty or our students need?

Nora Bynum (Vice Provost DKU & China Initiatives): That is a really interesting question. In the design of DKU we paid a lot of attention to making sure the Chinese language program there articulated correctly with our Chinese language program here. In other words, if you took second semester Chinese there, you would be able to go into third semester Chinese when you came back. All of the instruction at DKU is in English, but five out of the seven students from Duke that are there are also enrolled in Chinese. A couple of them are at beginning levels, but some of them are at quite advanced levels.

The short answer to that question is that one can do well in a program like our global learning semester without having anything other than survival Chinese, which we also offer. I think those who will get the most out of their experience will have a higher level of Chinese. In addition to the programs at DKU, we also have an excellent summer language program in Beijing that has been going on for a number of years. We actually had two students who took the program in Beijing come to DKU. They have had an exceptional time, and you will see quotes from both of them.

Catherine Admay (Sanford School of Public Policy): I am wondering if there is any enrichment funds that are available to undergraduates so they can do these kinds of interactions with the place they live. I take this idea from Duke Engage as a model, but there they are living in China. Is there some way to support them as they explore it?

Nora Bynum (Vice Provost DKU & China Initiatives): Yes, and one of the things that we have done is arranged a number of different visits like orphanages and retirement homes. We are in the process of working with Duke Engage and others to develop a more formal program in civic engagement that is centered around DKU. We think that something that is very important, whether or not the person has a lot of Chinese language skills, because it is possible to work with those who have good Chinese language skills and be able to participate.

In any case we need to be aware of the English language level and make sure that we are adequately supporting the students that come to the global learning semester. This is something that is very much on our minds. Another thing that has been on our mind with the undergraduate program is in regards the idea that we are going to be developing an undergraduate degree program. For the semester long program, should we let 1,000 flowers bloom and let faculty members who want to teach a particular course do so without thinking about whether that fits into any coherent theme? Should we have clusters of courses, like the global health course? I wondered if any of you had an opinion on that based on what you have seen.

Steve Nowicki (Dean and Vice Provost for Undergraduate Education): I have an opinion, and I think it is worth thinking about. We have learned some lessons from a very different institution—the Venice International University. There, the lesson was that it is the coherency of the program that draws in more North American students, so thinking about coherency is probably important to keep the interest going. I would say it is probably a different coherency that would draw in the Chinese and pan-Asian students, so finding the right set of coherence that brings in both of those is worth looking at.

Nora Bynum (Vice Provost DKU & China Initiatives): I think you are exactly right. We have found that some aspects of a program that make it more desirable for the international students make it less desirable for the PRC students. What I have heard from the PRC students is that they are mainly looking to take courses that they never have access to because their majors are quite constrained in terms of the courses. Those are the kids that were taking evolutionary anthropology or water energy resources but they were humanities majors. That is something that Haiyan, the senior leadership, and others are going to have to keep in mind. Different aspects that we can develop will appeal to different audiences.

When I finish talking, I am going to go home and pack, because tomorrow morning I am leaving for China with a few Duke faculty members. We are members of the liberal arts in China committee, and we will be travelling to two schools in Hong Kong, two schools in Shanghai, DKU, and two schools in Beijing talking to people who already have experience in implementing liberal education in China. We think we will have a great deal to learn from these folks as we start to think about what we can do as Duke. Undoubtedly, you will hear more from this committee. There are two sub-committees, one is in curriculum and one is in assessment and pedagogy. They are chaired, respectively, by Noah Pickus and Ken Rogerson. Laurie Patton, Mary Bullock, and myself co-chair this committee, and this particular trip will actually be a very big milestone for us. No doubt we will come back to you with a report at a later date.

Dean Lee Baker: Can I ask a question about the charge of the curriculum committee? Of course, you were flipping through [the slides] fast and I happened to look at the medical anthropologist you had teaching. Allan Burns is a great guy from the University of Florida, and he is an excellent medical anthropologist, but how do you identify non-Duke faculty? Are these Duke courses? Would a student who took that medical anthropology class get credit in our department for medical anthropology?

Nora Bynum (Vice Provost DKU & China Initiatives): That is an excellent question, and the reason Allan was selected to teach is because his wife is one of the DKU faculty members in global health, so Allan is an accompanying spouse. He had expressed an interest in being considered for teaching, so we worked with the department of anthropology, they considered it, and they voted to allow the Duke course to be taught with Allan to teach it.

Dean Lee Baker: As visiting faculty?

Nora Bynum (Vice Provost DKU & China Initiatives): He will be considered visiting faculty to DKU, but authorized to teach that course. What Charlie said to us was that if someone else teaches that course in the future, they would like to have approval over that as well.

Dean Lee Baker: This is done through the curriculum committee? Is that out of your office?

Nora Bynum (Vice Provost DKU & China Initiatives): That is in very close working with Tom. That is how we came up with the process of medical anthropology, which fell a bit outside of what we had been working on for the joint committee, but we also approved that course through the joint committee. That is how it is done.

There is a lot of hustle and bustle in starting a new university, it turns out. There were a lot of things that happened over the past couple of months that have been rewarding for those of us who work on DKU, such as watching all of the students sign the honor code after convocation. Looking at all of the activities and organizations that the students themselves are putting together, reading their blogs, accompanying them on visits to different places as they discover that part of China, and listening to the things they have to say.

This is Tarela Osuobeni, who is a Duke student, “It is an experimental event, there is no one before to tell us what we ought to do. It is freeing in a sense. There are no limits set upon us and we are paving the way for the next up and coming class.” This class has truly internalized the idea of being pioneers. Florence Tesha says, “Misunderstanding and misleading translations are part and parcel of the fun. In class and outside, the faculty and students are all having so much fun learning from each other.” Tarela and Florence were the two students who attended the Duke language program in Beijing prior to coming to DKU.

I know this one is a little bit long, but this was from one of our faculty members. [It is] an unsolicited email that he received one day from a young woman who hadn’t said a word in class. She wanted to explain to him what was going on, and what got to me was her saying, “I really appreciate you to create such a free learning environment for us. I also feel so fortunate that there are other young students around me...” she goes on to give an explanation that by focusing on her English, she hopes to be able to participate more fully. This kind of self-reflection about your own learning is something we are trying to inculcate at DKU.

Dean Laurie Patton: This English isn’t bad.

Nora Bynum (Vice Provost DKU & China Initiatives): It isn’t bad at all. That is what I wanted to tell you, and I am delighted to be able to tell you that DKU is up and running and has a bright future.

Thomas Robisheaux (History): I think we can take a couple minutes to see if there are any other questions or comments.

Makeba Wilbourn (Psychology and Neuroscience): I have two quick questions. The first one is, the last time, there was a discussion concerning academic freedom, so I don’t know if there has been an update on that? The second question is a more practical and logistic in the sense of: Is there an explicit way that faculty are being encouraged, instructed, and informed about handling cultural, economic, social, racial, and ethnic diversity in the classroom? If you have people

coming from such different places, how do you deal with discussions when there are different communicative styles and cultural practices and norms? Are faculty and students getting any information, help, or assistance on how to deal with those potentially uncomfortable racial, ethnic, and linguistic situations?

Nora Bynum (Vice Provost DKU & China Initiatives): I think one thing that is quite obvious is that it is quite a self-selective group that has chosen to go to DKU this year. During the faculty orientation, which occurred several days before the students arrived, my office in coordination with several other units on campus developed a series called inter-cultural competence. We have made that material available to the faculty members and they have had several sessions in which this was discussed.

I think that was quite useful to the faculty, but I think what has been even more useful is a tradition the faculty have of gathering for a cup of coffee at the end of the day, and I have seen a lot of sharing about how things are going. In particular I know the faculty have talked to each other a lot about how to support English language learning in their students, but those conversations sometimes reach into other cultural areas as well. I would say yes, we did provide information, but I think we are also trying to provide a space for people to share with each other what is working for them.

Academic freedom is a perpetual concern in China, and if you have been reading the news, then you know this has been a more difficult time than I have seen in several years. We have not had any issues on campus, but we are certainly alert. We certainly spend time talking with the other joint venture universities to make sure that we are keeping in contact about this.

Steve Nowicki (Dean and Vice Provost for Undergraduate Education): I had the privilege of being at DKU about a week ago and I met with a group of about six faculty, and I want to echo what Nora said. I was really impressed that the faculty were thinking hard about what it means to teach a diverse group of students. I was impressed that this was on the top of their minds and there was a lot of active dialogue. They realized they have to learn as they go along, so I don't think they know the answers but they are aware that they don't know the answers and they are trying to find some and share them.

Thomas Robisheaux (History): We will invite Nora back in the spring to hear about the new courses that will be happening and we have some faculty that will be coming back here. I know the DKU joint committee has talked about learning from the experiences of our faculty who are there right now when they come back, because we want to be in a better position to advise and help our colleagues who are going there to teach. What they are learning will impact the next cohort of faculty members who go over there. Thank you, Nora.

DKU Joint Committee

I would like to give a short report on the DKU joint committee. I know some of you have not heard about this committee with a strange name. About two years ago when it became clear that Arts and Sciences would be mounting courses for DKU, we put our heads together in order to come up with the right way of reviewing and approving courses for this new campus. It is unprecedented, so it was an entirely new process of how to do this for a campus like DKU. The solution was the formation of what is known as the DKU joint committee. It has the name "joint committee" from the fact that we simply have combined our two standing faculty committees, the courses committee, with which all of you are familiar and the global education for undergraduates committee. This creates a committee of sixteen faculty members with some ex officio [members] who meet on an occasional basis.

The process they follow regarding course approvals is identical to the one that we use on the courses committee. Susan Wynn is the co-chair of the courses committee, and therefore sits on the DKU joint committee. Susan, if you have something you want to add, please feel free to speak up. The process is identical, but it is even more rigorous because there are also guidelines that we have developed which have to take into account the guidelines for study abroad programs and a learning environment that is quite different from what we have here at Duke. Not only is it in a study abroad environment, which has different goals if you are part of that global semester abroad, but it also needs to take into account the availability of resources, libraries, and all kinds of other things.

We meet when we have a slate of courses that have been forwarded to us. The approval process is the same one you would go through for any course at Duke. If you want to teach a course at DKU, I would recommend that you get in touch with Nora's office, then, in consultation with your DUS in your own department, you should draw up a course proposal. It may be a course that is on the books already, or it may be an entirely different course. The department and the DUS must sign off on every course. It is part of the standard process that you would do for any of your courses at Duke as well. Then Deedra McClearn, who is the director for global education and programs in Nora's office, will work closely with the faculty member, because we have developed a template of issues and rubrics that we want you to address. When the proposal gets to a point where it might be ready for the committee to see, they would let me know and we consider a batch. In this case, we met in the middle of September.

By the way, I am the chair of committee not because I am power hungry, but no one else was around to chair this committee. We reviewed course proposals for six courses, which you saw before and some of them are being offered in the spring semester. We have new courses that the committee considered, such as one by Amaya-Burns in maternal and child health, medical anthropology by Allan Burns, entrepreneurial marketing by Doug Green, and energy and national security from our colleague Steven Kelly over in public policy. Ralph Litzinger proposed a course in environment health and development in China, and we have non-communicable diseases with Lijing Yan. Finally, Frank Long has just completed a course proposal for international management in China. Currently, the committee is going to consider that very soon.

The courses committee does a terrific job, but this committee is extraordinarily rigorous. Of the seven proposals that came to us, we asked two colleagues to revise and resubmit their proposals because we thought they had not adequately taken into account the learning environment, the study abroad environment, the connection between their learning objectives and what is possible at DKU right now, and a host of other things. Colleagues have been very helpful in that regard, but I know that is not an easy thing to do to ask colleagues to rethink some issues with their courses. We have been vigilant to make sure that every single one of these courses meets the highest Duke academic standards.

The other issue we considered in September was independent study at Duke, and I will talk about that more in the November meeting. Now we have some guidelines for Duke students who propose to do an independent study, and the bottom line there is that the committee drew up some guidelines that blend our current standards for independent studies with the extra guidelines that are used for students in our study abroad programs. The net effect is that independent studies will be very rare among the students going to DKU. I would prefer, in terms of time, that we come back to that next month. Susan is here from the joint committee, so do you have any comments or observations on what it is like to be on the joint committee?

Susan Wynn (Education): It is very engaging to be a part of the discourse that goes on about these courses. Hearing everyone's opinion and the items they pick up on that I do not make it very fulfilling.

Thomas Robisheaux (History): I would echo that, it is very stimulating, and all of these courses are fascinating. You realize how much you have to think about the pedagogical environment of what is both a Duke course that is being offered in a new campus and taking into consideration all of our guidelines and requirements for study abroad. Thank you Nora. Enjoy your trip to China. Bon voyage!

Nora Bynum (Vice Provost DKU & China Initiatives): Thank you

Council Bylaw Revisions I: University Relations

Thomas Robisheaux (History): I want to turn to the second item on our agenda. Bear with me colleagues, because this is going to be an item that will take up our time for several months. The executive committee has been working for two years on a set of revisions to the Arts and Sciences council bylaws. Let me tell you why this is really important. In some ways it is necessary as a housekeeping operation because the university structures around Arts and Sciences have changed. Administrative offices have changed titles and functions that were not reflected in our bylaws, so we had committees and ex officio members mentioned in our bylaws and either their office no longer exists, or the de facto practice should be something quite different. We began to look at that, and when we did we began to realize that our bylaws need a number of updates and considerations.

When we began to look at it more closely, we realized it should be done in three different parts, because there are so many of them. The more we talked, the more we began to realize they fall into three very broad categories. There is one set that you have already been able to see that we will begin talking about today. Very broadly speaking, these deal with the relationships of the Arts and Sciences council to administrative offices in the Allen building and elsewhere, and tweaking some of the language of the responsibilities of council. The next phase is probably the one that will most interest your colleagues and you, which will deal with questions regarding voting and representation in council. Finally, there will be whole set of revisions proposed regarding standing committees and the description of their responsibilities. We realize there is much to do here, so breaking it up into three parts seems to be a good thing.

Before I introduce my colleague Mike Munger, who will tell you about how we propose to go about this process, let me make a plea for your patience and good will. This is boring work for a lot of people. You may not realize the difference a comma makes, but after my meetings in ECASC I can tell you that commas make a difference, as well as verbs and qualifying adjectives. All of this has gone through many very careful revisions and discussions. My colleagues on the executive committee can testify to that. I ask that we enter into this with a spirit of good will and patience as we begin to understand what these proposed revisions entail.

Now, let me introduce Mike to you. I mentioned that Mike is our parliamentarian, and I cannot tell you how relieved I am to have him as a colleague on the executive committee. Not only is he a terrific colleague, but he knows how parliamentary procedure works and we turned to him and asked, "Can you propose something that would help us work on something that is longer than anything we have looked at in recent years on the council?"

Mike Munger (Political Science): Thank you very much. First, let me say that parliamentary procedure is a very frustrating topic because often, it seems to be used to thwart people from being able to express their views. The reason that Col. Robert came up with these procedures in the 1870s was that he was frustrated with the way groups were making decisions. What he tried to do was come up with a set of rules that would limit the arbitrary power of the chair to prevent people from speaking, yet still allow a group to proceed through its agenda.

What we tried to do was design a procedure within the context of those rules that would allow people to feel ownership, in the sense of being able to express their views about changes that should be made, but still allow us to move through the agenda. As far as I can tell, the informal procedure that has been used in the past by the Arts and Sciences council is that any measure will be discussed in one meeting, then there will be a time of reflection and discussion, and then there will be a vote in the second meeting, so the vote will not be conducted in the same day as the first meeting. The concept of a legislative day is elastic, and you can by unanimous consent decide that a "day" lasts for a minute or a week.

What we decided to do was adopt the fiction, with your consent, that the first day in which we discuss the changes in the bylaws extend across at least three meetings. To try to go through all of the changes in one meeting is too long; we would be tired and it would take too much. [We decided] not to have a sequence of individual votes because one of the

things we need to be solicitous of is to prevent voting from getting in the way of agreement. You may have been in meetings where an insistence voting actually prevents people from expressing their views. The compromise we want to look at is that we are going to move through part of the agenda today.

The division into three lumps was arbitrary. It will depend on the time and your interest how fast we can go through this. We may get through all of the first one or a quarter of the first one. It was a guess, so don't feel constrained by the fact that it was divided into three lumps. That is just a starting point. We are going to try to get through the first part of it today and what Tom will try to do is ask for your opinions rather than a set of formal motions and amendments, which are cumbersome. We would like to do this by a consensus, so try not to let voting get in the way of agreement. As he moves through this and asks for your questions, some of you may express concerns and get your questions answered. Others may say they would like to propose a change in wording. Someone else may propose a change to the change in the wording. If that amendment is considered to be friendly, we can move on without any votes. Let's try to do this without questioning the motives of those that are proposing changes and try to come together on an agreement about wording.

Thomas Robisheaux (History): I can already tell you that we are not going to get through it today, because I want time for the curriculum review to be responsive to questions and comments. We are going to get started with this process today. If I begin to hear snoring at some point, I will realize that we have achieved our goal and it is so self-evident and obvious what we are trying to accomplish that it does not merit discussion. In the document that I sent out to you, each revision proposal is in three parts: one is a brief explanation of why we are proposing it, second is the current language in the bylaws, and the third is the proposed revision language, which highlights the changes that are being proposed in yellow.

Let me go to the first revision, which comes from Article I of our bylaws. I will read this aloud and see what you think, how you respond and comment, and so forth. The first revision describes more accurately the council's functioning responsibility, which is very broad for undergraduate education at Duke. One of the challenges of the last ten or fifteen years is we have undergraduate students who are learning at other schools. We have the Sanford School of Public Policy, the Nicholas School of the Environment, and Engineering, which has its own separate curriculum. We are not responsible for the curriculum, but what we decide regarding the Arts and Sciences curriculum impacts engineering very much. We have a very broad responsibility for undergraduate education at Duke, and this set of changes involves the relationships of the council, its officers, and its members and faculty that collaborate with other schools and university officers associated with them.

Let me read this, which comes from Article I. You can follow along on your laptops; I sent the document out because we are trying to use less paper on the council. The current language of Article I and the prologue states: "As a faculty elective body, the Arts & Sciences Council represents the faculty and advises the Dean of Arts & Sciences and other relevant administrators. The Council acts as a legislative body to approve the curriculum and academic regulations and policies for Trinity College undergraduates." If you have been following what I have just said, you can realize the problems with that statement. We are proposing to revise this language to state what is quite obvious, that, "The council represents the Arts and Sciences faculty..." Not all of the faculty, or Pratt faculty and so on, it is the faculty elected by the council. "...and advises the Dean of Arts and Sciences." In part, this is cleaning up titles, which you will discover along the way. "It may also advise other relevant administrators where appropriate." That sentence was inserted to give us the necessary flexibility to consider the kinds of proposals that involve collaboration with institutes, other units in the university, and even initiatives.

"The Council acts as a legislative body to approve the curriculum and academic regulations and policies for Trinity College undergraduates and collaborates with other schools on undergraduate student policies, where appropriate." We do not legislate on curriculum for Pratt, but there are policies involving the undergraduate student body that we do consider that affect engineering students. That clause makes obvious something that, in practice, has been going on for a long time. We talk with Pratt, Nicholas, and Sanford colleagues. Also, as we have learned recently with the new co-major hosted by the global health institute, we also [collaborate] with colleagues in institutes who are not within Arts and Sciences, but who are supporting an Arts and Sciences undergraduate major.

Pardon me and members of ECASC, Jose-Maria, Chantal Reid, Mike Munger, John Brown, and Linda George. They can chime in and comment about why we are thinking about revisions along these lines. Also, Laurie Patton who is an ex officio member of the committee. As you will soon discover, this has also involved extensive discussions with Steve Nowicki, the Dean and Vice Provost for Undergraduate Education.

Revision number two deals with a different clause that states our responsibilities for undergraduate education, but again making it explicit where communications are necessary between the council, other schools and university officers. There is a replacement of some old titles that no longer exist, which are in the current bylaws, such as a dean of undergraduate education when we have no dean of undergraduate education. That office was abolished. The dean of academic affairs, Lee Baker, who is under the dean of Arts and Sciences, are responsible for undergraduate education.

It also describes the council's new relationships with the office of the dean and vice provost for undergraduate education, which is Steve Nowicki's office. Steve is the dean and vice provost for undergraduate education and is responsible for undergraduate education across the whole university and all of the schools. In practice, we have been talking a lot with Steve, but we have not had a formal relationship with him. I think the discussions of the curriculum initiatives got on an awkward track sometimes because we had no formal way to state the relationships between a curriculum initiative that came at the provostial level, but impacted Arts and Sciences. We are making that relationship very clear and explicit now.

Let me go to the language. Article I.B states, “We are advisory on undergraduate education. The Arts & Sciences Council shall advise and assist the Dean of Arts & Sciences and the Dean of Undergraduate Education in all aspects of undergraduate education. The Council shall insist that the highest academic standards be imposed in all undergraduate programs. The Council shall adopt academic regulations and legislate on curricular programs that use resources of, or grant undergraduate credit in, Arts & Sciences; consider all other matters affecting the academic and residential life and the learning environment of students and make recommendations and adopt regulations where appropriate; recommend policies on admissions and financial aid to students; and develop appropriate means of encouraging and recognizing academic achievement of superior quality among students.”

Most of that language has been retained, but there are some amendments. One is to replace titles so they are up to date and accurate and so there is no misunderstanding about who is responsible. We have a direct and special relationship with the dean of Arts and Sciences. We are the council that advises her and her deans on affairs in Arts and Sciences, so we will obviously retain that primary relationship. “Where appropriate, it may also advise and assist the Dean and the Vice Provost for Undergraduate Education.” We abbreviated that title because it can be confused with other titles.

The other amendment that we made is that, “The Council shall adopt academic regulations and legislate on curricular programs that use resources of, or grant undergraduate credit in, Trinity College of Arts & Sciences, as well as those in other schools or institutes that administer undergraduate courses and curricular programs for Trinity College of Arts & Sciences.” When we approved the co-major in global health, for example, we were creating a relationship that is entirely new, which is a formalized relationship between Arts and Sciences and an institute, which is at the university level. They do not report to each other; the institutes report to the provost. When you develop an undergraduate major, and you approve an undergraduate major, we need to make clear that we, as a council faculty, are the ones responsible for making sure that if there is a new program created by a unit outside of Arts and Sciences, and we approve of it, they are also obligated to conform to the standards and regulations of Arts and Sciences. In other words, we “Arts and Scientistize” the institutes or anybody else who comes in our yard.

Dean Lee Baker: That is because it is our degree.

Thomas Robisheaux (History): Exactly

Dean Laurie Patton: Global Health is an example of how that worked well.

Thomas Robisheaux (History): We learned a lot through that, and it was a very good learning experience with a good outcome.

There is a slight tweaking of the language, which is more up to date. Instead of limiting the purview of the council to residential and educational activities, because we all know our students are doing a lot more that impact the classroom now, we have all kinds of other co-curricular activities. We have changed the language and broadened it to include the educational experiences of students.

Marcia Rego (Thompson Writing Program): Does that mean this council advises Duke Engage, for example?

Thomas Robisheaux (History): Yes

Steve Nowicki (Dean and Vice Provost for Undergraduate Education): It would because it reports to me, and I have a relationship with the council. That is a great example.

Thomas Robisheaux (History): This is one of the examples of a relationship and coordination that has not existed, but we want to start establishing clear lines of responsibility for it. We are not going to get through them all, because I want to leave time for the curriculum review.

Revision three states unequivocally that Arts & Sciences departments and programs elect representatives to the Council and makes the dean and vice provost for undergraduate education an ex officio member of the Council, thereby linking the Council to this important branch of the Provost’s Office. I am not going to read II.A in all of its detail, because it might put you to sleep except when you begin to realize what it does and does not say because you might have nightmares. We are coming back to II.A at a later point because it deals with representation and voting. Those are the parts that are likely to raise the questions, but read II.A for homework. We only recommended slight changes, one to update the faculty to Trinity College of Arts and Sciences and to make sure the Dean of Arts and Sciences, the DVPUE, and the representative from engineering faculty who right now is Linda Franzoni are ex officio members of the council.

Revision four connects ECASC with the administration. ECASC does a lot of things you don’t necessarily see. All of the important things come to you, but there is a lot of work that goes on with the executive committee, and this [revision] connects the executive committee with the office of the dean and vice provost of undergraduate education and enables ECASC to review and advise on undergraduate program initiatives at the vice provost level and introduces a new secondary advisory relationship between ECASC and the DVPUE. This is very important. It links us together in a way that is very constructive and helpful. He is coming to our next meeting to talk about some of the initiatives that are underway, and now we have, with your approval, formally the ability to ask Steve to come and report about those sorts of activities and initiatives.

This is the language of IV.A. This will be the last one, and we will return to this in the November meeting. We are only adding one sentence here. That is this sentence, which reads, “At the discretion of ECASC the DVPUE shall meet with the committee and report on matters involving undergraduate education.” That is the only proposed revision we have here.

I am going to pause here to see if there are comments. We have other [revisions] that I will leave for the November meeting, because we want to get to the curriculum review. I see some drowsy eyes, which is telling me we have

done our job well, because if you are nodding off to sleep this is probably self-evident. These are changes that are timely and good. There have been months of meetings to get these few subordinate clauses correct. Are there any comments? Mike, we will continue our legislative fiction and continue this legislative day into November, December, and the new year as well. It seems like this is working well so far. Colleagues, this is going to take time, but you need to recognize that council and the university have changed and there are things we need to do in terms of housekeeping to modernize our bylaws .

Dean Lee Baker: I know it looks like a couple of highlighted lines, but Tom and his group have done an excellent job consulting and integrating this. It was such a collaborative and iterative process to get these right and to be self-evident. I just want to recognize the intellectual labor that went into a lot of debates about where the commas go, etc. Even though it looks like we did some editing, it was a big process.

Thomas Robisheaux (History): I want to say that a lot of this has worked well because of the good will of Lee Baker, Laurie Patton, and Steve Nowicki. We had a wonderful working relationship, when the official relationships are not clearly laid out at all. This clarifies something that needs to be clarified in writing.

Victor Strandberg (English): Does all of this material go to all of the faculty of Arts and Sciences?

Thomas Robisheaux (History): If you want to share this with your colleagues, please do.

Victor Strandberg (English): What I mean is does this automatically go to them, or am I responsible for bringing it to their attention?

Thomas Robisheaux (History): We have the Sakai site for Arts and Sciences council members and we don't send out council documents to all of the faculty, for the reason that most of the faculty trust that you as a representative have their best interest in mind. They delegate the responsibility. However, I encourage you to call this to the attention of the faculty members in your units, programs, and departments. Get yourself on the agenda and talk about what is going on here, because we want to hear if there are some issues that we have not considered. We just don't want to blast everybody. I can show you how to get to the Sakai site if we have some time later.

Chantal Reid (Biology): If you want to bring this to your faculty you are welcome to do that.

Victor Strandberg (English): There is a lot of stuff here, and I don't know if I can add it to my memory.

Chantal Reid (Biology): But you can download the document and share it.

Thomas Robisheaux (History): If I could give some advice, my guess is that your colleagues are mostly going to be interested in representation and voting.

Curriculum Review Committee

I apologize to the members of the curriculum review committee for taking up so much of your time. I would like to ask those of you on the curriculum review committee to come to the front of the room so I can introduce you. Suzanne Shanahan is the chair of the committee, which consists of six colleagues and I invited all of them to come. I would like for you to introduce yourselves. We set up the curriculum review process in a way that lets the faculty committee do its work in an efficient way, and you do that by creating a small committee that is representative of all the different divisions. It is a really interesting group.

In the spirit of checks and balances, we have an advisory committee that has eight to ten colleagues on it. Gunther one such representative on that committee. They will meet on occasion with the curriculum review committee to bring to bear perspectives that may not be taken into account. We will obviously come back to this, but the big question is on the council and as your unit representative, what part is best for you to play in this curriculum review process? You have a very special responsibility. There is no other group that directly connects all 35 units, programs, and departments in Arts and Sciences. Your responsibility is an obvious one: keep your colleagues up to date about the curriculum review process, but we want to do that in way that makes the most efficient use of your time, and not do busy work that does not go anywhere. I asked Suzanne and her colleagues to come and begin that discussion today, and we can continue it later. Suzanne, why don't you bring us up to date and talk a little about what is going on with the curriculum review committee?

Suzanne Shanahan (Sociology): The committee has been meeting every Friday; we have met three times so far. The work is taking three different directions. First, we are looking at Duke data to figure out what we actually do here at Duke, what are the natures of the courses we are offering, and what are students' course taking patterns. That is our evidence based approach. We are also trying to talk to as many faculty, staff, and students as humanly possible. We are hoping to reach out to every department directly, but we are also trying to embrace faculty in various other venues. If faculty are collaborating on particular initiatives, whether they are scholarly or pedagogical, we want them to come and speak to the group.

We are generating a list of student organizations we will meeting with, and really we are eager to talk to anyone and everyone who will speak to us. We are happy to come to you, and you are welcome to come to our meetings. They are 3-5pm on Fridays, and anyone is welcome at any point in time to drop in, hear the conversation, and join in if you have interest. The third piece is we are looking at best practices elsewhere trying to figure out what particularly interesting models are, and if there is anything they might be able to offer Duke.

The fourth piece is that we have generated a reading list of various things that folks are talking about nationally in terms of higher education. At the suggestion of Mohammed Noor, we are going to have a jigsaw conversation workshop where everyone will come having read their book and contribute to this broad based conversation. I think we are also trying to pay attention to the national conversation. We are eager to find out how people think we can engage with faculty the best, what the best mechanisms are to do so, and how this conversation can be a continuous one.

When I met with ECASC a couple of weeks ago, Mike Munger mentioned the problem is getting people's attention, and I think that is one of things we want to be attentive to. We do not want to go off to our work and suddenly show up with something. We want this to be an iterative and engaged process throughout, where there are opportunities for continuous feedback, input, and course correction as we go along. That is our game plan, but we are open and flexible to what people want to happen, because this is your curriculum.

Marcia Rego (Thompson Writing Program): Can you tell us where those meetings happen?

Suzanne Shanahan (Sociology): They almost always happen in Perkins 218 from 3-5pm on Fridays. We do have snacks and wine.

Linda George (Sociology): What kind of a timeline are you on? What can we expect to see or hear and when? It would be nice to know something about how you envision the timeline.

Suzanne Shanahan (Sociology): That is a good question; I don't think we have fully envisioned a timeline. In some sense, I think we hope to provide some sort of report of where we are and possible directions early in the new year and provide a set of choice points. ECASC suggested we should not have one set of options, but perhaps we should provide multiple options along the way. Hopefully, early in the new year we can say, "Here are some things we are thinking about. What do you imagine?" Then we will continue on with our work, and hopefully do something toward the end of the year as well.

Dean Lee Baker: The overall timeline is about three years. How we are going to get there is not completely mapped out.

Suzanne Shanahan (Sociology): Not completely, but it is a hard working bunch.

Karen Shapiro (AAAS): In your engagement with faculty are you speaking to both departments as well as the interdisciplinary initiatives that now exist? Such as the Brazil Initiative, African Initiative etc.

Suzanne Shanahan (Sociology): Absolutely, we are reaching out to them and hoping they come to a meeting. Or, if it is more convenient, we will come to the different initiatives.

Thomas Robisheaux (History): I think the spirit of that is that the committee wants to hear from colleagues about how they look at the curriculum.

Karen Shapiro (AAAS): My question was really is this disciplinary focused or interdisciplinary focused?

Suzanne Shanahan (Sociology): I think we are proceeding in a both/and way, because I think one of the key questions is: how do we imagine the disciplinary and interdisciplinary dimensions of the curriculum being better integrated moving forward? I think we want to approach faculty as they are thinking in an interdisciplinary mode, but also as they do through the lens of their departments and disciplines.

Carol Apolloino (Slavic and Eurasian Studies): This is such an important process and such a long term process that touches all of us here profoundly. It makes sense to me to schedule regular reports or sharing sessions with the Arts and Sciences council. Maybe every time, even.

Suzanne Shanahan (Sociology): We are happy to do whatever people would like. We don't want to overstay our welcome or bore you to death, but absolutely. We will be sending out monthly updates to the Duke community about where we are, what we have done, how we are thinking, and what the next steps are. That will happen monthly as an email, but we are more than happy to come to this venue or other venues that people think would be helpful. I think it is really important that we reach as many faculty as possible, because the hope is that this will animate us as a community.

Carol Apolloino (Slavic and Eurasian Studies): Maybe ECASC can figure out how to make that happen.

Thomas Robisheaux (History): We will make that happen. I sense that is really an important thing for council, so there is a conversation and a discussion here, so that you are not suddenly presented with something that comes out of left field. My question to you as representatives is what role do you think is the best one for you? What role can representatives play as liaisons with all of the academic units in Arts and Sciences that is constructive, helpful, practical and efficient? We don't want to have discussions without a purpose or a clear direction. I want to be very respectful of colleagues' time. If you have suggestions there, that will be most welcome and we can continue that discussion into November. Are there any other questions, comments, observations, or advice?

Suzanne Shanahan (Sociology): Advice would be good.

Gunther Peck (History): The advisory committee is kind of an adjunct of the curriculum review committee and our job is to offer our advice, and it is nice that it has been solicited. The challenge of curriculum review is a political action problem, or another way of thinking about it is there is a collective action failure that comes with moving large bodies of people toward a common goal. I suppose the utopian premise of this is that at the end of the process, there will be a curriculum reform and review that we will all recognize. We will understand how the curriculum works and embrace it, and see part of our best teaching selves in it. It may be utopian, but we should start there because that is one part of what universities are anyway.

What that means in practice is trying to summon our colleagues and ourselves to participate in this process, not just for its own sake, but try to understand what we do really well, what is our best practice, and how do we imagine this relationship between disciplinary and interdisciplinary. We should try to do a better job of what we do well and see it mapped out in the curriculum.

Dean Lee Baker: Suzanne is very inclusive, and we want to be as inclusive as possible. I am sure we would share our reading list or if you have read one of those books and you want to come in and add to our discussion, I think that would be welcome. We are happy to have as much involvement as possible.

Suzanne Shanahan (Sociology): Absolutely.

Marcia Rego (Thompson Writing Program): I am not sure who is in the committee, but I am thinking it would be a good opportunity for the assessment committee to be involved. Is there overlap?

Suzanne Shanahan (Sociology): Matt Serra is on the committee and Keith Whitfield is part of the advisory committee. We are trying to reimagine the committee in a way that accounts for our assessment efforts. I think that is critical to what we do.

Thomas Robisheaux (History): That is a good way to close our discussion. If you go to the council website and look under standing committees and ad hoc committees, you will see a link on the right hand column that says, “imagining the Duke curriculum committee.” That takes you to a completely separate website where it lists all of the members of the committee. I also think there is a link to Dean Patton’s address in September, which dealt at length with the curriculum, her own views of the curriculum, and the direction there. We are happy to keep that up to date. However, we have to make a distinction. I know Suzanne’s committee has a Sakai site where they are sharing things among themselves. We want there to be a public part of this that is transparent, but there are also a lot of things that we do not necessarily want to put on our website where anybody on the globe can read it. I would appreciate any advice or suggestions that you might have along those lines. Colleagues thank you so much. We will continue some of these items in November, and I look forward to seeing you then. In the meantime, have a wonderful fall break!

Meeting Adjourned