

# Duke University

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

Thursday, December 11, 2014

### Call to Order

**Council Chair Professor Thomas Robisheaux (History):** Colleagues welcome! It is great to see you hear at the end of the semester for the last Arts and Sciences council meeting for the fall semester. We will see you again after the holidays. I hope the end of the semester is a good one for you, and I hope the holidays bring you some much needed rest and relaxation with your family and friends.

I would like to postpone the review and approval of the minutes from the November meeting to January. The transcription is not quite ready, so you will have double duty at the beginning of January and we can review and correct them at that time. Since there are no minutes, I do not need to ask for a motion, but I do have a number of announcements and updates for you. You know these things are going on; I just want to recall the progress that we are making with them.

The first update is on strategic planning. Last month, as you may recall, Sally Kornbluth was with us and talked to the council about the strategic planning process. You have all received an email from her earlier in the week about this process. Noah Pickus, who is going to speak in a minute, is the director of the Keenan Institute for Ethics and Susan Lozier from the Nicholas school of the environment are going to be chairing the strategic planning process. They are inviting faculty involvement and participation in this process. I am sure we will be hearing more about this.

I want you to know that the executive committee has this in their sights and we will be getting on their calendar as part of our responsibilities for the council and the faculty of Arts and Sciences in general. One of the things we want to be clear about with those who are carrying out the strategic planning process is the priority we have on the curriculum review. Depending on how that comes out, it may or may not have budgetary implications for resources of the university, but I also invite and welcome any comments, suggestions, or concerns you have as representatives that you would like ECASC to pay attention to as we engage with the strategic planning process. We will not know unless you tell us, so your job at your next department meeting is to invite a discussion on strategic planning and how Arts and Sciences needs to set priorities and what those priorities might be from your vantage point. Bring it to us on the executive committee or send me a note. We will bring it up in council and make sure that becomes part of the agenda we make with the strategic planning group.

Sherryl Broverman's committee, which is reviewing the plagiarism sanctions, has been meeting. You can talk with her about the committee's progress; they have already identified some recommendations they are going to be making regarding sanctions for plagiarism. She has alerted me that they will be making their report at the end of January or the beginning of February, so look for it on the agenda for February.

The executive committee has begun discussing a review process for some of the programs that Steve Nowicki oversees at the provost level, like Duke immerse. We have begun discussing a faculty review and approval process for them, but we have not resolved that yet, partly because we have committees whose agendas are so weighty as it is. We have to think about where we could do this in an efficient manner.

My final update has to do with the curriculum review. Suzanne Shanahan's Imagining the Duke Curriculum Committee has been meeting every week this semester. Over the last month or so, I know they have been meeting with different groups of interested faculty. They met with a large group of advisors from the faculty drawn from all across the Arts and Sciences, the Nicholas school, and the Sanford school who have an interest in the curriculum review. They have been getting their impressions and suggestions about the curriculum. Last week, the executive committee met with them. You will be hearing from Suzanne in February about the preliminary report on the progress of the curriculum review. One of the interesting things is the convergence of faculty opinion on several critical points involving the curriculum and any possible revisions that will take place. Please tell your colleagues in your departments; the committee is very happy to meet with departments programs, and groups of faculty to gather your suggestions and impressions about the curriculum.

I have a couple of announcements that you may not have heard about just yet. The executive committee is responding to some complaints from DUSs. We have had some meetings about the issue of the LDOC celebration, which will be upon us at the end of the spring semester. You know what that would have been about; there are faculty complaints about the disruption to the academic day. I know some of you have had your classes affected by student attendance and sometimes behavior issues. We had a meeting with student leaders and Larry Moneta, the vice president for student affairs. It was a very productive meeting and we already have some concrete recommendations that the students themselves will take to help mitigate some of the effects. We will be reporting on that soon.

In January, Lee Baker will be before you. All of you have been following with dismay the unfolding story of the scandal involving student athletes at UNC in independent studies. I know some of you are rightly wondering if we have a scandal lurking among us too. Last year, ECASC talked with Lee Baker about this, and Lee had carried out an internal review last year. We did not have time on the agenda to bring it to council, so we think it is now timely for you to have a chance to hear about student athletes, independent studies, and other potential academic issues that would concern us all.

Finally, I have a few last things. I know you have been missing our discussion of the bylaws. They will return in January, but I will add some spice to it because we will be talking about voting and representation. The executive committee is just about ready to make some recommendations there. Also, the executive committee is going to see if we can work into our regular meetings a time for an open mic in council where representatives can come and ask questions or make comments for the record. You can talk about anything on your mind from your units or yourselves, and we have deans and members of the executive committee who can field questions or act upon them.

I want to point out how important it is that you bring these issues to council. Two of the issues that we have been working on in the executive committee come from faculty concerns: the plagiarism issue and the LDOC celebrations. We try to be as responsive as we possibly can, and we will try this on a larger and more open basis. I hear these complaints, and no one experiences more than you the complaint about the scripted nature of council meetings. We have such a full agenda, and by the time items reach your agenda here they have been thought about so carefully and sometimes the issue is so complex we have to spend a lot of time setting the stage for you. I realize that leaves less room for open, freewheeling discussion, comment, and we want to try to rectify that if we can with an open mic session in the council meeting.

### **Creating the DKU Curriculum**

For our first item on the agenda, I want to set the stage for you before I introduce a colleague of ours who is going to be leading a discussion. A few weeks ago, the executive committee, in consultation with the deans and others involved in the DKU initiative, decided that it is best that the new emerging DKU curriculum go through a formal review and approval process in Arts and Sciences council. I want to applaud my colleagues on the executive committee for taking the initiative on this; it is an important step to take. There are no precedents for this, there is nothing in our bylaws or in the university guidelines about how to do this with regard to a new sister campus of the university. A couple things are clear to us on the executive committee, one of which is that you, your colleagues, and the Arts and Sciences faculty have a broader responsibility for curriculum affairs in the university. While we have other schools with undergraduate programs, it is the Arts and Sciences council that takes the largest share of responsibility and leadership regarding curriculum developments.

We also have the experience. We have five standing faculty committees who have worked on curriculum and course development matters for years. We are the ones who are best positioned to review and approve a new curriculum for DKU. This also has our name on it, since it is going to be known as a Duke curriculum, at least initially, when it goes into place. It is also important that Arts and Sciences owned up responsibility to support a university initiative. We have many different opinions about DKU and faculty have disagreed about it for a long time, but DKU is open and by all reports is having an interesting first semester. Our intention is not to re-litigate the issues involved DKU; our job as faculty members in Arts and Sciences is to examine closely a curriculum, bring all of our expertise to bear on it, to make it as good as we can possible make it, and to support our colleagues and students who are teaching and learning at DKU. I look at this as a collegial responsibility to our colleagues, some of whom you are going to hear from today.

Finally, in the cooperative education agreement that Duke signed with the Chinese ministry of education, Duke has the responsibility for developing undergraduate programs. Let me make this clear, it has not yet been decided whether a DKU degree will be a Duke degree or will be a different DKU degree. We are not talking about degree programs, we are just talking about the responsibility that we have in developing a liberal arts education at DKU. As Arts and Sciences faculty, we have already been engaged in this by developing an approval process for new courses. We did that by combining the courses committee with the global education for undergraduates committee to form the DKU joint committee, which has reviewed, approved and applied very rigorous standards for those courses. This is something bigger and different, because this is the whole curriculum that is being developed right now. I think that is the natural expansion of our current responsibilities for DKU.

The reason the executive committee and I bring this to you today is that we realized there is no precedent for a process of reviewing and approving a new curriculum for a sister campus. So I asked Noah to come here to initiate that discussion with you. I am asking you to be here with your suggestions, advice, and questions. What kinds of things do we need to bear in mind as Arts and Sciences faculty members to help bring about this curriculum over the next year or so? Without further ado, let me ask Noah Pickus to come before you. Many of you know Noah, he is the director of the Keenan institute for Ethics and he also chairs the liberal arts in China committee, which is working on developing the ideas for the curriculum. Let me turn it over to Noah to leave plenty of time for discussion.

**Noah Pickus (Public Policy):** Tom asked me to do three things today: talk a little about the context of our work, some of the sources we have been looking at, and then give you an initial sense of the ideas that we are thinking about. We do not have a design or a PowerPoint; this is the early days and we are trying to gather information, get things going, look at options, and check in with groups like you as we have feedback going back and forth.

In terms of the background context, everyone probably knows DKU is officially open. There are some research centers, three masters programs, and a global learning semester study abroad program. Several of us made a visit there in the fall, Mark has taught there already and I will be teaching there along with Suzanne and one of our colleagues in the spring, so things are starting in this sense. While that is happening on the ground, the liberal arts in China committee, which has been involved in this process for some time, has taken on [a task] from the provost and Laurie and has been focusing on the curricular aspects. When we stand up a full four-year undergraduate curriculum, what should that look like? You have the committee list and you know some of the folks who can also engage in the conversation about this.

I think it is helpful to get a sense of the scope of what we are talking about. We are talking about creating an undergraduate curriculum for what is anticipated to be about 2,000 students starting around 2018 and growing into that 2,000 over the next six to seven years. This is still in front of us, but as we all know we could get there sooner than we might imagine. It is starting with an interesting dimension in that we started with these masters programs and these research centers, and now we are beginning to think about undergraduate programming, not just semester-to-semester but full scale.

I find it especially interesting because it raises the question, if you were as we are to start a new university in Asia or in China and you had a chance to build the curriculum from the ground up, what would you do? What would you take into account? You have some scope conditions about the number of students, and you have the idea that this has always been envisioned as a research university. This is a place where Duke faculty, faculty at DKU, and others will see this as a site for collaboration and building research projects. At the same time, it is more intimate than Duke. It is more on the size of a liberal arts college, and that is pretty distinctive. We know about liberal arts colleges, and we know about research universities. What happens when you want to put those two things together and do it in China? What would that look like? Once you have designed the initial curriculum, what kind of faculty would you hire to match that curriculum and that aspiration?

That is the big picture of what we have been asked to think about, and we have been meeting since September on this. We have gotten a little under way, but as you know from the big tweak there is a lot of process and a lot to learn on this. The sources of what we are doing are pretty broad. You start with the idea of what you would take from the Duke experience or from the Duke DNA. We think about these hallmarks like interdisciplinarity, research, experiential, and global; we all know the core hallmarks or slogans. But what if you started with these, and said, "What if I wanted to build them in from the ground up?" We do not want to figure out how to un-layer what has happened at Duke, but we want to take some of the things we are excited about and we want to build them in from the ground up. What would that look like?

What if you looked at it and said, "What are the things we don't like about Duke and don't want to build in?" What are the things that we have not been able to do here? Maybe they are small here, but could be big there. It is not a replica of the Duke curriculum as it was today or as it will be in three years. It is drawing from what we like about or are excited about, and things we might want to think about doing differently there.

That is just one source; the second source is the DKU context itself. We have students on the ground, we have faculty there, both faculty who were hired to teach there and those of us who are going back and forth. As you might imagine, it is an enormous learning curve and it is fascinating. If you ask Mark or William Johnson from Classics when he comes back, you will find that it has faculty very excited about the challenges and the opportunities. We also need to pay attention to the reality on the ground at DKU, in the Chinese context, and with the students who are there from China, India, and from across Asia and some who are our own students.

I should have mentioned that another scope condition that we have is the aspiration that the student body would be 50 percent from China, 25 percent from the US including Duke, and about 25 percent from Asia, Europe, and lots of other places.

**Nora Bynum (Vice Provost for China and DKU Initiatives):** I think the key feature is the mixed audience. We would like to aim for 50 percent PRC, but we are open to whatever combination of international students works the best. It is very clear that the PRC students will not want to attend DKU unless it is truly an international experience.

**Noah Pickus (Public Policy):** Whatever the eventual mix, it is meant to be a mix, and that is another condition that goes into the shaping of what we are talking about. You come back to the sources, and you think about our experience at Duke and the experience on the ground at DKU. I do not have to tell you that what we are all aware of, both because of the big tweak and because we are faculty members, this is an amazing moment in liberal arts education worldwide. People are simultaneously questioning the value of the liberal arts and there is a lot of creativity going on around here. Our committee is looking at new experiments in Germany and the Netherlands. There are a lot of possibilities being developed in Asia.

Ten of us, including Nora and Inge, took a ten-day trip to seven institutions in Hong Kong and mainland China. There is a lot to say about those institutions, but I could capture it in two takeaways. One was at the beginning of the trip when we visited Lingnon University, which is a small liberal arts university in Hong Kong. The president of the university told us that the challenge he faces is that when students come to Lingnon, they cry twice. They cry the first time because did not get into Hong Kong University or the Chinese University of Hong Kong, which are the most highly ranked institutions. When they graduate, they cry because they have actually had a liberal arts education and they cannot believe how lucky they are. He said his job was to make them cry only once.

I did not know there was this explosion across Asia and China in particular of liberal arts education, rethinking what is going on, new core courses, and new ways of doing things. They are very interested in the liberal arts, but it is not like they are not doing all kinds of things. At the end of the trip, we went to Tsinghua University, the highest ranked institution in China. We went to the business school, which has 200 students per class or 800 total. It has the most competitive students from all across China. It was fascinating because the business dean has turned the curriculum around. For the first two years, everyone who wants to study business as an undergraduate is going to do two years of general education on Western and Chinese civilization, morality, aesthetics, and all kinds of things.

He turned to us and our question was, "How much do we need to make sure we are trying to produce an education that is similar enough to what Chinese students experience so we get students to come?" He said very gently "Don't try to replicate us, because you are never going to be able to compete. The rankings are what the rankings are. What you have to do is create your own market. You have something exciting to provide. You will pay attention to market conditions and how to explain things and translate, but there ought to be something distinctive about what you offer otherwise you will not be able to exist in the ecology that already exists there." It was interesting to have the dean of the top ranked business school in China tell us that we needed to create our own market and not simply follow. The week after we left, Mark Zuckerberg joined the board and had a conversation in Mandarin with the students, so take that for good or ill.

Now the curriculum; let me give you a couple of key things we are thinking about and some of the specifics. What we would love to hear from you now and going forward is reactions to what we are thinking about. What do you like about Duke that we want to replicate? What do you want to do there that we cannot or are not doing here?

We have been discussing the idea that there should be some common core of shared experiences and knowledge for the students. If you are going to have the kind of global student body that Nora talks about, then it is important to find ways in this intimate setting of ensuring that the students are not strangers to each other and they have some things in common. We have been thinking about courses like "Critical Global Challenges," "China in the World," "Scientific and Technological Literacy," and "Ethics and Citizenship in the 21<sup>st</sup> century." These courses are broad, might be team taught, and could be a slightly different version of focus in that these are areas that are exciting and you want smaller classes. The idea is to both lift up issues that are important in the world and lift up a sense of the historical, humanistic, and scientific dimensions. Not simply because we are trying to solve problems, but we want students to think about the value and the reality of what they are grappling with and the history of humanistic thought about this. That is one kind of idea.

The second set of ideas is that there is so much work going on within disciplines and departments and across them today, and DKU could be a place that would not have departments but it would have concentrations or majors. These might be issue-oriented like global health and environmental sciences or they might be cross-cultural or comparative and have a global studies concentration or China and the US in a trans-national sensibility. They might be new forms of integrated learning. Mark has worked with some of our colleagues on the committee on the idea of an integrated science concentration, which provides both a common platform for some of the students.

We could have new concentrations, whether it is in health sciences, cognitive sciences, or material sciences but not necessarily the idea that you need 18 or 20 courses and you have to be in chemistry, physics, or biology exactly. Maybe what we want to do is have courses like the PPE program here. We found a lot of interest in that kind of program when we were in China. Sometimes they call it political economy or politics, ethics, and markets, but something that brings faculty together under that kind of rubric. Maybe it would have students taking five or six courses in an integrated way. Maybe they can do two concentrations. There is a lot of openness there and we are interested in what you think about that.

How do we layer in, from the beginning, things like research experiences? How do we make sure that when students come in, they have opportunities early on across all of the different fields for producing work where they are doing things intended for a scholarly audience? At the same time, how do we take our interest in civic engagement and build it in from the ground up? We are tentatively calling it public engagement only to signal the real importance of ensuring that...let me put it this way, when we went to NYU: Shanghai we saw a fascinating curriculum that scared me. It was like they were trying to create Davos man, "We are the cosmopolitan elite who have learned all of the expertise and now we will share that."

That seemed exactly wrong and we did not want to do that. How do we engage students in creating products and engaging with communities outside the university early on in a way that gets much more of a back and forth experience? How do we layer into this the idea of ungraded pass/fail courses and language? Inge is helping to lead thinking about the language requirement and expectations and how we would do that from the beginning. There's a lot that we are also fumbling around in, but notions of a core, concentrations rather than departments, and the layering in of research, civic and public engagement, and ideas about language and....

**Nora Bynum (Vice Provost for China and DKU Initiatives):** Capabilities?

**Noah Pickus (Public Policy):** Capabilities would be part of the core. I skipped over that because of the complexity of trying to explain the methods and skills. Those are some of the ideas we are thinking about.

### Discussion

**Thomas Robisheaux (History):** We have time for some discussion. This is going to be back on the agenda a couple of times in the spring semester. If I could add one more thing that we could get your opinions and views on, if you could help us on the executive committee think about what would be an appropriate approval process in Arts and Sciences for this, we are all ears. There have been no decisions about what way we are going to go forward on this. We have Nora Bynum here, too and other members of the liberal arts in China committee who are here to respond.

**Steffen Bass (Physics):** I believe we had this discussion once before in ECASC. What we observe in the physics department is that half of our graduate school applicants come from China, and the ones who are academically the strongest come from China. This academic strength in terms of book knowledge does not necessarily map into strength in terms of research skills. Something that we can bring to the table as something that perhaps even they do not do a great job in, is to provide opportunities and educate the students in how to conduct research. This kind of independence, taking the plunge, and going on a self-motivated scavenger hunt to figure something out is something we have to offer that may be appealing to the Chinese.

**Noah Pickus (Public Policy):** It is very helpful to hear that because it applies beyond the sciences and is part of what you have been thinking about.

**Marc Deshusses (Civil and Environmental Engineering):** We had a subgroup where we discussed the science curriculum, and we talked about that a lot. The Chinese are used to having the professor being a God in front of the classroom disseminating the wisdom. They are not used to different kinds of instruction, so trying to incorporate some of the things you were saying to teach the students to approach and solve problems [would be beneficial]. It is not so much what they know, but how they deal with the unknown. This is very much in our mind as we develop and discuss the options for the curriculum.

**Catherine Admay (Public Policy):** I wanted to ask you a question about how a university itself can model liberal arts values. I cannot help but think about the Hong Kong occupy movement that the BBC is reporting is in its last moments and compare it with the die-in that we had here last week and the way in which the students challenged the professors to walk the walk and ask us to join them. We had to make decisions about when and how to do that. I wonder how we will deal with that and will we have some way in which we try to perform liberal arts values by what we make possible on our campus and how to participate with such things as a student protest?

**Noah Pickus (Public Policy):** It is a great question. I do not think there is so much an answer, but the question, “What are the tendencies and how do we encourage them?” When we were at Lingnon University, we had come from downtown where we had been with the protesters and the campus was like a ghost town. There were posters up, and one said something like, “Boycott classes, but keep studying.” If you think about where these issues are going to come up, it might be quite interesting to think about. If Ralph Litzinger was here, he could speak to it directly because he was doing some of these civic engagement projects in China. If we are trying to do research in civic engagement on politically sensitive issues that will encourage conversation and focus on that, that is what we are going to do as a liberal arts and research university. How that is going to play out is going to be the experiment that we are all involved in. There is a campus with faculty students who are living this right now, and until a few weeks ago, they were living it in a hotel, which I realize might not be the right image. The idea is that they were living together much closer than we live with our students. I think we have to keep that alive and build it in through things like the curricular aspects we talked about.

**José María Rodríguez-García (Romance Studies):** My question is related to the one that was just asked. In evolving consensus that you found in China when you talked to leadership at different universities, to what extent would they understand by a liberal arts education how much of that is connected to the need they feel to have international accreditation of their degrees? How much of it is a desire to have a moral foundation for the life of the students?

**Noah Pickus (Public Policy):** This is like a big fat pitch for someone who runs the ethics center, and I have to acknowledge that. I saw two or three sources to what they were doing. One of them had to do with research and economics, and it had to do with an understanding that creativity, innovation, and all of these things are not going to come from the way they are teaching. That is why the business dean is interested in these kinds of things and that is why a lot of the science faculty are as well. There is no doubt there is that question, but what I find so interesting is that every place we go the language they use, which comes in part out of the Confucian tradition, is education of the whole person. That comes naturally, and I cannot tell you how deeply, just like if we look at a course catalog in America, but I can say they were much more open to questions of value, ethics, judgment, and wisdom. That seemed like the natural language they would have there and that they put into their core courses in a way we would be embarrassed to do. It is absolutely there, the door is open, and I think they are concerned about their students’ lives and lives as citizens. Suzanne and I are teaching this course on citizenship and globalization, so we will find out. I do not know what the political leadership thinks, but I can tell you the academic leadership clearly had both of those things in the language they used.

**Scott Yakola (Physical Education):** You referenced educating and developing the whole person, and having recently returned from lecturing at a neighboring university in Shanghai, I found out all first and second years were required to take physical education. Where does that stand at DKU?

**Noah Pickus (Public Policy):** The DKU students are creating their own world, and they created something called varsity, which means soccer on Tuesday and running on Thursday.

**Nora Bynum (Vice Provost for China and DKU Initiatives):** Any variety of sports

**Noah Pickus (Public Policy):** The students have created their own effort at this. We have not had any discussion within our committee about a lot of the things that often go around the co-curricular/curricular dimension. We are aware that this spills outside. You can think about language; it is not just what courses, what requirements, and how to teach it, but it is how it is going to live in the co-curricular environment. I would say the same thing about physical education. We have not got to that, but we welcome any thoughts about how to think about that. It is obviously there, but it is not something we have done anything with yet.

**Nora Bynum (Vice Provost for China and DKU Initiatives):** As an aside, we do not yet have the facilities for physical education that we want going forward, but there is a very nice fitness center the students can use and a lot of outdoor basketball courts. About a ten-minute shuttle bus away, there is an athletic facility. We do recognize that by the time there are four-year undergraduates, we have to do more.

**Thomas Robisheaux (History):** This is not going to be the only discussion we have on this, this is just the opening salvo, so to speak. I want to ask all of you representatives, the executive committee needs to decide on a review and approval process, do you have any recommendations, ideas, insights, or cautions about this? We have the chair of our standing faculty curriculum committee and the courses committee. Those are our two standing committees, and some of us serve on the DKU joint committee, which was put together from the two committees for this. We have a chance to ask a few questions in a short period of time, but what we are talking about is a sustained engagement and approval process, which is much more than an occasional question and answer session. Do you have some suggestions about how we could structure this to provide the support we are trying to give them and also make you satisfied that this curriculum meets the appropriate standards?

**Victor Strandberg (English):** I think it would be a good idea to get student feedback on everything that goes on there, including the physical education, courses etc.

**Karin Shapiro (AAAS):** If I could go back... I am on the plagiarism committee and we are thinking about the honor code here at Duke. We are sensitive to foreign students and cross-cultural ideas about the honor code, so I was wondering how your committee is beginning to think about building in the honor code from the ground up at DKU.

**Nora Bynum (Vice Provost for China and DKU Initiatives):** We already have a DKU honor code, which was closely modeled on the Duke honor code. One of the things that happened at the opening convocation, as a symbolic gesture, was all of the students signed the honor code in a public manner. During orientation, we also had a number of different sessions where students had a chance to interact and ask questions about issues of plagiarism and academic integrity. I think this is something that is already being built into the culture of DKU, and I think it will require further elaboration for the undergraduate degree, but it is something that is on people's minds.

**Karin Shapiro (AAAS):** Is there a way that you are trying to get a common understanding among faculty about the honor code, not just the students?

**Nora Bynum (Vice Provost for China and DKU Initiatives):** That was also part of our beginning orientation, to go over the materials that we provided to the students. Most of the classes at DKU this past semester were small, and I would say the professors had adequate time to interact with students directly about their written work.

**Dean Inge Walther:** To that point, I also say that those of us who have been reviewing the individual course syllabi are making sure that the syllabi are clear about expectations and are sensitive to any cross cultural differences that might arise in assignments and ways that assignments are understood by students. That is another thing that we are doing.

**Dean Lee Baker:** In terms of approval process, I am not sure how you are thinking about it, but one distinctive piece that is not part of the approval process for Arts and Sciences council, but is implied, is the role of the DUS or certificate director. For example, if a new course in history is being proposed there, I want our history DUS to run it by a content expert at Duke for some of the goals and aspirations. The DUS is not built into our approval process explicitly, it is just assumed. To be able to have the DUS structurally part of any approval process would be my recommendation.

**Margaret Humphreys (History):** Perhaps this is obvious, but I know that there is a lot of concern on the faculty of Duke in Durham faculty being pulled off to China when we are understaffed in a variety of places. Any kind of curriculum proposal should come with a discussion of where the faculty is going to come from. All of these things you described are wonderful, but I do not know where the faculty are going to come from, how they are going to be funded, or who is paying for them. I suppose that is obvious.

**Noah Pickus (Public Policy):** I am glad you liked what you heard. The question of relationships and how they can be beneficial rather than deleterious is crucial. I think one thing we need to bear in mind in this process, including the approval process that is unfolding, is that some of the answers regarding the nature of the faculty are answered more clearly when you have an idea of the curriculum that you are looking at. It is not to avoid those questions, but we have to have some idea of what the thing is, then you can talk about that and go back and forth. If we can do that, then they will inform each other. I understand the concern when I think about people in my institute spending two weeks teaching there, but right now we see this as a huge benefit but that is not the model that is envisioned. There will be opportunities for us, but there will be faculty there.

**Thomas Robisheaux (History):** We are going to have to end our first discussion here, but thank you very much. Thank you colleagues for your questions, suggestions and ideas. Please do not consider your thinking ended with this conversation; we need you to return to this in the coming months.

### **Decision Sciences Certificate Proposal**

Our second item of business has to do with returning to the decision sciences certificate proposal that came before council in the month of November. You all have the document, which is on our Sakai site. A motion was made to approve the certificate, which opened our discussions and deliberations.

If I could recap one of my impressions from the presentation and discussion about this particular certificate proposal, one of its unique features is that it is designed to support existing majors. That is, to provide students who are already majoring in something else with a particular set of skills to help them with those majors that they can apply to

research and further study in their areas of interest. In other words, it is not a freestanding set of interests. It is something else.

I have asked Scott Huettel to come for further questions and discussion. We can continue our discussion, and he can fill us in on areas we do not know about. Let me first turn to David Malone. I asked David if he could explain very concisely for council members what certificates do. I realized when I was listening to the discussion in November that I do not deal with these on a regular basis, and certificates are different from other kinds of curricular programs. They are not minors or majors and some of you may not have had the responsibility for deciding on a certificate proposal before, unless you had taken part in one, which is the only occasion most faculty engage with them. David, could you explain concisely what a certificate does?

**David Malone (Education):** The first thing I want to do is thank the curriculum committee. This is my first year on the curriculum committee and it is very hard working. We meet every other week for about two hours, and it is a fun group. Inge is not only the dean of curriculum, she is the curricular archivist. When Tom asked to do this, we pulled together some documents and discovered a lot about the history of certificate programs. They started in 1983, and when you look at some of the documents surrounding the creation of them, it came out of an Arts and Sciences self-study and strategic planning.

There are some features that begin to emerge around interdisciplinarity, a cohort team-based learning effect, and having something in which faculty who have an interest in certain problem areas can get together. Inge and I were talking this morning, and in some ways, this was a precursor to Bass connections. Inge did some research and we found out there are 19 current certificates and there are 740 undergraduates currently in certificate programs. They have certain characteristics now in that they are distinctive; they are typically interdisciplinary or have an interdisciplinary aspect to them.

Now we offer two versions. One is unfortunately referred to as the academic version, because they are both academic, and it requires six courses, including an introductory course and a capstone course. That feature was added in 2001, so they existed for almost 20 years without that feature. The second version was approved last year, and is called the experiential version. It has four courses, a gateway and a capstone, but it also requires two substantial experiential learning activities. There is an overlap rule with certificate programs where you no more than two courses that you use for the certificate can count for the major or minor. One thing we noticed in the documents is that individual programs have some flexibility in making standards even higher than what is required. The last requirement is that half of the courses taken to satisfy the certificate must be taken at Duke University. Inge, would you like to add anything?

**Dean Inge Walther:** In re-reading the history of the development of certificate programs, these were intentionally created to give a greater role to the then emerging research centers and programs that still exist. They are meant to create a cohort of students from different disciplines and majors and provide them with a pathway through courses in different departments that would cohere into a coherent experience. They also include some sort of research component that involves the faculty interests around interdisciplinarity. It is kind of like Bass connections in its first form, and the direction that some of the Bass connections groups are thinking about is creating certificates.

One important point to stress is that they are meant to be flexible, they are not meant to be permanent the way majors and minors are. They are meant to come and go just as our interdisciplinary centers and institutes come and go and change. They really are meant to be flexible structures that can provide some sort of stability for a period of time, but they are not at all meant to be permanent. Nor are they intentionally meant to be one step on the path to a major. That has happened in the case of global health and neuroscience that started out as certificate programs, but those had histories and it is not the expectation that certificates are the first step to a major.

**Thomas Robisheaux (History):** This is really clarifying about certificates, so thank you. The certificate proposal like the one we are discussing now has already met these basic requirements, and it depends on faculty initiatives. Scott is here, he is one of the faculty members who helped create this proposal. You have had a chance to think about it over the last month or so. There was one very small change; they added an extra statistics course to the package of electives, which is very modest. Colleagues, are there any comments, opinions, or views?

**Karin Shapiro (AAAS):** I would like to return to the question that Lee Baker asked last time, which was the question of an ethics course. I would be ready to make a motion to consider putting in an ethics course. I see what you are trying to do as far as, as I read it, develop citizens who are committed to high ethical standards and fully participate as leaders in their community, and it is training people to be lawyers, in NGOs, and in politics. It seems to me, if we could add the statistics course in, we should be adding a course on the morality and ethics behind decision making.

**Scott Huettel (Psychology and Neuroscience):** We thought about this quite a lot and we took the points raised by this council seriously. It is a very challenging argument because Duke does not have a course. The closest are the two I teach, decision neuroscience, which has ethics and considers both normative and descriptive models and neuroethics, which I currently teach with Walter Sinnott-Armstrong. We do not have a core course that combines the modeling that we are proposing here with ethics. The question is does that belong as a course, or is that something the student picks up as part of the general Duke curriculum? What we are thinking is that there are many things that decision making touches on that are part of being a liberal arts trained student at Duke and I do not know if they properly belong in the curriculum for this certificate. We have had conversations with people like Suzanne and they are very interested in the connections between decision making and ethics at Keenan. It is part of general Duke interest, but I am not sure if that becomes a requirement or it becomes part of the capstone where we often consider the societal and ethical implications as part of projects and other larger, integrative things that come in the capstone. We consider that as not just under advisement, but it is something that

is not explicit enough. We would like the problems in the capstone course to include considerations of societal and ethical impacts. It is not clear to me that creating a new course in the area would be that appropriate.

**Victor Strandburg (English):** About the general presentation, do these certificate programs ever disappear?

**Dean Inge Walther:** Yes

**Victor Strandburg (English):** But there is not a process for it?

**David Malone (Education):** There is a process. New certificates are reviewed after three years, and existing certificates are reviewed after five years. We had another twelve slides and were going to explain that, but several have been discontinued.

**Dean Inge Walther:** There have been about eight that have discontinued.

**Thomas Robisheaux (History):** It is not a permanent thing, they are meant to respond to clusters of faculty who are interested, because sometimes the challenge is having faculty who can commit courses and departments that are supportive of that. That can come and go over time.

**Dean Lee Baker:** I was convinced by Mike Munger's response to my comments, which were more philosophical and intellectual as opposed to any critique of the certificate itself. It does raise the question: is quantitative analysis an unmarked category? Could someone say this is quantitative decision sciences and be more descriptive of the thing called decision science? It is a thing. It is a field of study, but would it be better called quantitative decision science, not just making decisions science?

**Scott Huettel (Psychology and Neuroscience):** How you make decisions is a separate category of things, which includes normative, descriptive, cultural, and many other factors. Then there is a decision science field, which is more closely correspondent to what we propose in the certificate. I do not want to say that in five to seven courses we will explain to undergraduates how to make good decisions. That is not our goal for this. Decision science is different from the scholarly approach to decision making. At some point, you would move into semantics. We think of this as now we are teaching undergraduates the morality or ethics when there is an ethics certificate. That carries with it a lot of these things. It is not as though a student has no option to reach these things; it is not as though we think they are not appropriate. I do not want to imply that. We have five to seven courses and the concentrated core we are trying to get forward is based on quantitation, modeling, and analysis. That happens to be the focus we are pushing here.

**Dean Laurie Patton:** Lee and I were talking about this afterwards, and I think it would be clarifying if you added in the title "quantitative decision sciences" if it does not interfere with what you understand the field to be. I was just trying to clarify what Lee was getting at. Then the conversation about the rest of the things that all of us who are in other fields do with decision sciences would be clearer and more constructive because you would not be pushed about why you are not doing all of those other things. That is the reason why we thought that might be a constructive way forward.

**Scott Huettel (Psychology and Neuroscience):** My only concern is that the phrase "quantitative decision sciences" would not have meaning outside of this discussion, whereas "decision sciences" has meaning in the larger world. Students do want to do these things as something that signals to other people what their interests were, and that signal is clear with the shorter title.

**David Malone (Education):** I like idea of ethics being a part of this, but I like the idea of ethics being a part of everything we do. For me, particularly as we talk about the big tweak we need to begin thinking about the ways we achieve student learning outcomes other than single courses. As long as we have some system of tracking, assessment, and reflection in our curricular programs, we can determine whether or not we are achieving the outcomes. I like what Karin said, because there might be ways to figure out how to infuse ethics in it through many courses, but also in some of the project based learning students do and the experiences they have in labs. Then you can build into your assessment, because I know you have assessment as part of your proposal some way of determining in what ways students are developing ethically.

**Scott Huettel (Psychology and Neuroscience):** What I am hearing is two possibilities: one is to add a course, two is to ensure that ethical training is a core part of the certificate. The second one I am completely content with. I think that should be embedded in the capstone course. The former, I am not quite sure how to do in a way that does not change the tenor of the certificate

**David Malone (Education):** You do not have to wait until the capstone. I think there will be many teachable moments along the way and you will have markers of the degree to which students are thinking about whatever the ethical components are of decision sciences.

**Scott Huettel (Psychology and Neuroscience):** I mention the capstone because we have two levers, the introduction and the capstone. Like many certificates, those are what is created and are new for this. The capstone, because it is project based and more thematic, that is where it is easier to insert ethics. Students should have ethics from the outset, but that is our easiest lever to pull.

**Carol Apollonio (Slavic and Eurasian Studies):** I am going to try not to repeat what people have said, but I will try to make one big point and one small point. My big point, to echo what David Malone said, is that I hope the people working on the new curriculum are aware of this concern of the faculty. Ethics should be a broader part of our curriculum generally, and [we need to think about] how to write that into a new curriculum. I have no suggestions, but I think it is important to us, particularly given that a lot of these new certificates satisfy the needs that students seem to feel they have for a business major at Duke, which you mentioned the last time you presented it to us. This is part of a business curriculum for a lot of people, so somehow making sure that ethics is important for these bigger communities. The smaller point was to address the problem that I feel as well in relation to the proposal, which is the sense that ethics is being consciously excluded from



what you are studying here, because what you are studying does not entail the study of ethics. You mentioned the introductory course and the capstone course, and there may be a way to make the language more explicit in the descriptions of those courses. Another thing might be a proposal to add a requirement that students have to take an ethical inquiry course above and beyond the two that are required for the undergraduate curriculum here, whatever that course might be.

**Scott Huettel (Psychology and Neuroscience):** I find it a challenge that there is a sense we did not convey that this is not a rational choice theory modeling certificate. If we had a population of only economists here, they would think this is heretical because the modeling that we talk about is expressly including the things that challenge traditional rational choice modeling. As a neuroscientist, what I do is not that. I emphasize that because I am afraid that some of the tenor is coming out of a thing out there in the world that a lot of people find abhorrent, and we are not that. Secondly, I want to emphasize that on ethics, I teach an ethics course and I am on the Keenan faculty council, so it is something I am very sensitive to. The challenge of talking about yet another addition is that we are at the high end. Certificates are usually six or seven courses, and we are at seven. I am loathe to add another course on top of that, because you are getting close to major size.

**Carol Apollonio (Slavic and Eurasian Studies):** Just to clarify what I was saying, it would be a very generous requirement in the sense that Duke has a lot of EI coded courses and students could choose anything among them. Basically, I do not consider that to be a burdensome suggestion at all.

**Sherryl Broverman (Biology):** You keep saying the capstone provides local opportunities to develop ethics, what about hard wiring it in and making it an ethical inquiry course? Otherwise, you are saying you will touch on it in many possible ways. Is it possible to make it in there so that it is guaranteed and has to be designed following the guidelines following an ethical inquiry course?

**Scott Huettel (Psychology and Neuroscience):** I would be willing to do that. I do not think these are inimitable in the sense that we could have analysis of situations using quantitative methods and people who are sensitive to ethical issues. Those are not separate categories.

**Sherryl Broverman (Biology):** That might solve some of the problems in that it is hard-wired into the curriculum, and then you are held accountable to develop that kind of course.

**Scott Huettel (Psychology and Neuroscience):** I would be very willing to do that.

**Owen Astrachan (Computer Science):** I have talked with the folks that were involved in planning this, because I had some questions and issues with it and they were very responsive to all of the concerns I raised. As part of including computer science in this, which they have done, both Scott and Ron have been very responsive and I think we should support the project as it is. I am a big fan of it, and I think we should leave it to these very capable folks involved to hear what we are saying and do the right thing.

**Thomas Robisheaux (History):** I would make one comment along those lines, which is that in three years there will be a review of the certificate anyway, and all of this is on the record. Also, I trust Scott to see if the course was re-coded as an ethical inquiry. This is one way to deal with it, and that is one reason why certificates are reviewed periodically to see if they are responsive to changing needs.

**Makeba Wilbourn (Psychology and Neuroscience):** It sounds to me, and I could be completely wrong, that trying to have a general ethics course for something like this would inherently be a little watered down. If you look at ethics in computer science, game theory, or neuroscience the ethics and the things students have to consider if they choose to go a certain path would be very different. The ethical concerns of someone who wants to be a behavioral economist would be different from someone doing decision science. I took from what you were saying to be classes that are more specific where those ethical decisions are more relevant to the things students may face, which seemed to be a better approach than having a broad one in the beginning, which would be watered down and may not be applicable. Is that a fair assessment?

**Scott Huettel (Psychology and Neuroscience):** Yes, and I like the suggestion of how it would be simplifying having that capstone course coded and held to the standards. We can ensure that fits what we think about a course having ethical content rather than having something that is stand-alone and distant from the other things but having it embedded in the capstone. I think that is an excellent suggestion.

**Dean Lee Baker:** I am curious if this would fit, Carol's point is an interesting one from the beginning would an EI as a pre-requisite before you begin be appropriate or not? Students take them all of the time, and they could take it their first year. I am just throwing that out there.

**Scott Huettel (Psychology and Neuroscience):** I think that is hard. I would urge us to have a common standard for a lot of certificates if we were going to do something like that. It is hard for first year or second year students to do that.

**Karin Shaprio (AAAS):** As for Sherryl's idea, I am wondering if the EI could be embedded in the beginning or in the introductory class as well. That way it is not just, "Oh we have been doing all of this, let's think about the ethics."

**Scott Huettel (Psychology and Neuroscience):** The challenge for us is that I could clearly see how you would do it in the capstone. Students come from different disciplines, they have a problem, and they think about applying methods to that problem, so thinking about the consequences of the methods seems straightforward. If you have a class that is giving basic skills, it might be closer to saying you have a programming course in Java and you have ethics. Yes of course if any of our disciplines are ethics, but I wonder if it is going to change what you need in an early methods-focused course. I do not quite see how I could do that for that course. I wonder if that is changing what you think about an ethics-labeled course. It is very analytics, methods focused, and basic skills. Usually you do not code those as ethics courses.

**Mike Munger (Political Science):** Consider a student who is qualified to graduate from Duke University and they have a major. It seems to me we are proposing that if that same student takes seven additional courses, these courses will be so

corrosive to their ethical sense that they have to be remediated. They do not need this course for their major, or they do. We have already established they have enough for their major. If they take your additional courses, I do not think it is corrosive to ethics, and it is a thing called decision sciences that the rest of the world would recognize. It seems to me what you consider a friendly amendment to add EI to the capstone course makes sense. May I emphasize something that you said? Much of what you are teaching in these classes is corrosive to classical rational choice theory. It problematizes most of the conclusions of rational choice theory. People who make confident assertions about the effectiveness of markets based on the way that prices work would already find that those things are problematized. That may not be classical ethics, but they raise questions about conservative, market-oriented conclusions. Far from being corrosive, I think your courses will add in interesting ways a way of problematizing conclusions that ethics might separately question. If you are a major, why would it be that you have to have an additional ethics course because you have extra courses?

**Scott Huettel (Psychology and Neuroscience):** We proposed it and we thought it was complete in proposing. When I take it as a friendly amendment, I hear the body and they say this is important to ensure that when you say you will have ethical content built into your capstone that someone is checking on you. That is what I see the amendment as. I see that as not controversial from our perspective. It does not require us to add ethics training. We think about these as problems, and we want the student to consider the problem in full, not just the technical analysis they would do. I do not see this as problematic from our perspective, and if it makes people feel more confident in the material we are including, then I am perfectly fine with that.

**Thomas Robisheaux (History):** What I hear emerging from the discussion is the idea of a widely shared friendly amendment to the certificate proposal that the capstone seminar also seek an ethical inquiry coding. Mike, how do we proceed with a friendly amendment?

**Mike Munger (Political Science):** A friendly amendment becomes part of the proposal without a vote

**Owen Astrachan (Computer Science):** I think rather than asking for an amendment to this proposal where all of the folks involved in the certificate program have not been consulted...you could say we will do this with the capstone course, but we should not require that they do that as an amendment here where they have not had a chance to think about what that might entail. I think it should be more than "Sure, I will slap an EI on this course."

**Dean Lee Willard:** If the big tweak is a bigger tweak than a small tweak, this whole issue would not be appropriate.

**Catherine Admay (Public Policy):** But it is only for three years, so it would be appropriate for the next three years.

**Dean Lee Baker:** It could just be approved right now, as opposed to them going and coming back with the friendly amendment.

**Mike Munger (Political Science):** Since there was a point of order, if you feel you could speak to your faculty and it is a friendly amendment, then you can accept it.

**Scott Huettel (Psychology and Neuroscience):** I am perfectly fine either way. I believe I can speak for our team by saying that any course that is going to be a problem solving capstone, like any other capstone course, is going to have ethical inquiry in it. If we want feedback, I would be happy to go to the team as well. I see this point is important, but we have focused on this the entire discussion, and it is an area that is complex and will affect a lot of students' lives. If you were voting, I would be surprised if that is an issue that changes your opinion on whether Duke students should learn about decision sciences.

**Thomas Robisheaux (History):** Do I hear any motions regarding the motion on the floor, which is to approve the certificate proposal?

**Steffen Bass (Physics):** I move to call the question with the friendly amendment.

**Thomas Robisheaux (History):** Is there a second?

**Sherryl Broverman (Biology):** Can we hear what that amendment is?

**Thomas Robisheaux (History):** That amendment would be to accept the certificate as proposed, and that the faculty members who are proposing this certificate secure for the capstone seminar an ethical inquiry coding. Scott, is that satisfactory wording for the friendly amendment?

**Mike Munger (Political Science):** It is not just slapped on, there are procedures for being an EI, and so they would have to satisfy those.

**Scott Huettel (Psychology and Neuroscience):** Since this is a course that will not even be taught until after the first review of the proposal, I would suggest this committee evaluate us in three years when the first cohort is coming and we are soliciting that. At the time, if we are not doing it appropriately the curriculum committee has the option of turning us down. It seems to me, since the course will not be taught for four years...

**Thomas Robisheaux (History):** For the discussion, we have a motion on the floor.

**Owen Astrachan (Computer Science):** Not being an expert on Robert's rules, given what we have just heard I would like us to vote on the motion that was brought before the council without the friendly amendment.

**Thomas Robisheaux (History):** Mike, how do we proceed?

**Mike Munger (Political Science):** There is oddly, an original amendment to accept a friendly amendment and now an amendment to that, which is the nature of a substitute has been proposed. We would have to vote between those.

**Thomas Robisheaux (History):** So will someone call the question on the substitute motion, which is not to have a friendly amendment but vote on the proposal as it was originally proposed?

**Carol Apollonio (Slavic and Eurasian Studies):** I am not sure what amendment I am commenting on, but I would speak out for the friendly amendment to have an EI coding on the capstone so they can keep that in mind as they plan for the first time they teach that course. They would then have time to run it through the process.

**Mike Munger (Political Science):** As a point of order, if we wanted to do this, I think it would be better if Scott would not treat it as friendly. That way we could vote against the actual proposal last, and I do not think we lose anything by doing that. Treat this as an amendment up or down to the proposal, and we get a clean vote, then we vote on the proposal as amended or not.

**Thomas Robisheaux (History):** Scott, all you have to say this is an unfriendly amendment.

**Scott Huettel (Psychology and Neuroscience):** I have always wanted to say that.

**Thomas Robisheaux (History):** Is there a second on that motion?

**Mike Munger (Political Science):** The amendment has been moved that EI be added to the capstone course.

**Thomas Robisheaux (History):** All those representatives or alternates who are standing in for representatives who are in favor of adding EI to the capstone, would you please raise your hands? I count eleven votes in favor of including EI in the capstone coding. All those opposed? There are eight.

That amendment carries, we are now voting on the amended motion, which will be by ballot. I was talking with Laurie Patton, and I apologize for the agenda running over time. In light of the significance of that item on Laurie's departure and the transition to new decanal leadership next year, I think it is best to postpone that item to next month's agenda, so we have the full time to discuss that. I apologize for running over, but this is exactly what the council is for. We deliberate on a proposal before the council and come to a good decision. Maybe Laurie could say a couple words while we are counting the ballots.

### Dean's Corner

**Dean Laurie Patton:** I want to say a couple of things. As everybody probably knows, this was a truly excruciating decision. It has been understood that way by the Duke Chronicle, it was in the Vermont public radio, and as quoted by the head of the search committee at Middlebury, basically they had to dynamite me out of Duke because I turned them down three times. I know that is cold comfort, and if I say it was 49 to 51 that one percent does matter. I do want to let everyone know that it was a very difficult decision for me. The number one thing the search committee at Middlebury said was, "I think you are underestimating how much we understand what you are giving up." These are all very important parts of the conversation to narrate to you, because it was so difficult.

That is a way of saying how much I am committed to this transition. This is an unusual situation; it is a long transition. Most announcements like this are made in April, and then we would go for an interim dean. Sally and I have talked extensively about this, and Sally is deeply committed to continuity of administrative style that we have developed in Arts and Sciences in the four years that I have been privileged to be with you. In addition, she is committed to a deep continuity to the fields, and I will be talking more about that in January.

She is committed to the areas of focus that we have as well as the wonderful and vibrant way we have of working together in Arts and Sciences council, which is extraordinary and I think unique. I do not see it anywhere else in the United States. It is a very good relationship that we have, and a really vibrant collective practice of faculty governance. I want to reassure you that we have the luxury of a long transition, and you are still stuck with me for seven more months. In addition, I am deeply committed to that transition, shall I say obsessive about it because I do feel so strongly about Duke and it is a large loss for me to be leaving you all.

**Thomas Robisheaux (History):** The loss is ours. This is not the occasion to say goodbye at all, but I want to say one thing. The work of the faculty institutions of Arts and Sciences has been profoundly strengthened under your leadership, and we are all the beneficiaries of it, so the loss goes very deep. We will look forward to having you back in January. The executive committee has already begun to have a discussion about transition and continuity in leadership with all of the initiatives you have underway. We will never find that same level of dynamism and energy that goes without saying but we are going to find a way to carry on. I apologize to Angela O'Rand, who I asked to come for the last part of the council meeting with the hope that we would have a full segment devoted to the transition. It looks like we have to defer that, but let me introduce her very briefly. You know Angie O'Rand has been asked to be chair of search committee for the new dean for Arts and Sciences, so buttonhole her and tell her what you want. I was deeply reassured when I heard Angie was going to be chairing the search committee because of her long commitment to Arts and Sciences, her leadership, the respect we all have for her and the integrity that she brings to every task that she undertakes in Arts and Sciences. Thank you for coming Angie and I might get you back in January.

### Voting Results

I have the results of the vote. The yes votes were 19, there was one vote no, and one abstention so the certificate proposal as amended passes. Let me follow up with this one commitment to Scott and your colleagues, those of you who have been particularly helpful in suggesting this amendment regarding the capstone seminar and the ethical inquiry, will you please follow up with Scott? I certainly will be, and I might be sending you an email to meet with him so you can help, because he has the job of going back to the faculty who put this together and explaining. It sounds like it will work. Colleagues, thank you very much.

**Meeting Adjourned**