

Duke University

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

Thursday, November 12, 2015

Call to Order

Anita Layton (A&S Council Chair): Hello. Can you sit in front? Really, I don't bite. Come on, sit in front. The reason I ask you to do that is so that everybody can hear everyone else. We had some trouble with audio last time. When you speak loudly, we can better record you. Thank you. So the first order of business is, as usual, to approve last meeting's minutes. They have been put on the Sakai site. Do I have any motions to amend? If not, then do I have a motion to approve? [The motion was approved and seconded. The Council then unanimously approved the minutes.]

A&S Council Voting Rights for Thompson Writing Program

Layton: The next item on the agenda is council representation for the Thompson Writing Program. The request is for the Writing Program to become a voting member of the council. Let's first remind ourselves of the criteria we're going to use to decide whether any academic unit should have voting representation in council. According to the bylaws, the unit needs to have primary, regular rank faculty and it should make a substantial contribution to undergraduate education. Of course, it requires two thirds Council vote. That is what we're here for, okay. Under consideration today is the Thompson Writing Program. Here is its organization chart. The director [Kristen Neuschel] who is here and I just met her for the first time today. The program has five regular rank faculty, all highlighted in yellow here. Jennifer, Cary, Denice, Marcia, and Eliana. These are its people.

What are its contributions to the undergraduate program? The Writing Program does not offer a major or a minor but it does teach every single incoming undergraduate student in Trinity and in Pratt. In addition to that, its faculty serve on a large number of committees: Assessment, Courses, Curriculum, DKU, and others. Thank you for that very much. Since this faculty shoulder a good amount of work for Arts & Sciences and for the Council, the program is requesting to become a voting member of the Council. Before we go to a vote, does anybody have any comments or questions? We can discuss that. Say who you are and then we can talk.

Frances Hasso (Women's Studies): Is this the point where we begin to discuss or are you just going to a vote?

Layton: I would like to discuss and then we can have a motion and then we'll move to a vote.

Hasso: Okay. After discussing this issue with faculty in my unit, I'd like to argue against this proposal. Trinity A&S is the only quasi-independent faculty governance body at Duke and certainly important that Trinity College faculty be viewed in that capacity, sociologically and traditionally speaking, that is

irrespective of the orientations and ethical commitments of individuals. In this body, the quasi-independence of Council to some large degree relies on having voting units as faculty are able to govern themselves and are less vulnerable to administrative pressure. Arguing that Thompson teaches every student is not enough given the vast majority of lecturing fellows and instructors in the center are highly contingent and, from what I understand, not allowed to remain more than five years. I counted 31 non-regular rank instructors on the website. Moreover, Thompson Writing Center gets the vote and does not deliver a major. Should every deliverer of a certificate outside of a Trinity academic unit also get a vote? If the goal is to empower the many contingent faculty and post-docs at Duke, including in the Thompson Writing Center, I understand there is a unionization drive afoot. If the goal is to democratize this Council body further, we can consider giving all regular rank faculty in Trinity one vote each. In conclusion adding more votes from a unit that does not deliver a major and does not carry its own track lines has potential to produce a weaker faculty governance and doesn't necessarily well represent the interests of this body. Thank you.

Layton: Any comment to that? So do I understand correctly that the Program in Education does not have tenure track faculty?

David Malone (Education): Yes, we do not.

Layton: Thompson, would not, if they do become a voting member, it will not be the only one that has only primary regular rank?

Inge Walther (German): But Education offers a minor.

Layton: That is true. They're different, right? Education offers a minor and the Writing Program teachers every student.

Hasso: Their faculty are not regular rank.

Carol Apollonio (Slavic and Eurasian Studies): I would actually argue strongly in favor of giving the Writing Program the status of voting members. I think they're the only program at Duke that has access to all incoming first-year students. I think they have a really unique perspective on life at Duke and on, in fact, Arts & Sciences. I don't know of any other unit that can actually reach that many students and represent them as a voice.

Layton: I would also add that we trust their faculty enough to have them work for us a lot.

Lee Baker (Dean of Academic Affairs): I would also just like to say that I strongly support it because I think having a major is important but making sure that empowering the faculty that touch every single undergraduate student is perhaps more important than some majors -- not maybe more important than some majors, but it's equally as significant. I think privileging just the major is different than looking at the faculty, particularly the regular rank faculty that will have the representation because they do so much and they provide real important leadership for an important program, which is their Writing 101 as well as the Writing in the Disciplines. These are really important initiatives not only for the curriculum, but for all undergraduate students at Duke University.

Micaela Janan (Classical Studies): The issue that Frances is raising is not necessarily one of trust. There is a different trust proposed in someone who is for teaching than for voting on matters of faculty governance. I think her objections deserve careful consideration and parsing of the fact that they are

different in their impact from saying these very worthy people, and they are indeed very worthy, they do a lot of work for us and they teach.

Bradley Rogers (Theater Studies): I'm just asking for a point of clarification. The five regular rank faculty in that program are also appointed in another department, is that right?

Layton: No, their primary is in the Writing Program.

Kristen Neuschel (TWP): Only there. That's their home.

Layton: Kristen's home is not in the Program so she does not count in the numbers. Any other comments?

Apollonio: Can we hear from the Writing Program representative a little bit more?

Neuschel: There are three members of the faculty here. Perhaps they would like to speak. I will just say I understand that some of the concerns, I'm appreciative that you can raise those concerns, but I think it's very important that we say that many units on this campus have professors of the practice and they are represented, along with other regular rank faculty, in this body. Program in Education regular rank faculty, professors of the practice, are represented here. There is no argument about the importance of the Writing Program faculty as leaders in the Program, supervising and training the instructors of all incoming first-year students, as scholars, and as citizens of Duke that could leave them out. There is no persuasive argument in my mind to segregate those people and leave them out, given what they do. Since professors of the practice in other units are represented now, they would speak as representatives of themselves and of the Program. I think, in my view, there is no justifiable reason to segregate them out and say they do not deserve representation.

Layton: Anyone else wants to speak?

Randy Matory (Cultural Anthropology): Frances, the point you make that most moves me is the issue of the independence of the people who can make votes regarding faculty governance. I would like to add that these matters are always on a continuum because each and every one of us benefits from certain resources that can be taken away by deans if they wish to retaliate. The Writing Program is not alone. The other elephant in the room I'd like to mention is that many of our students are horrible writers. I see a virtue in showing respect for this unit for the indispensable task that they undertake, but I also see a collective benefit for us insofar as this unit not only governs the faculty, but it's the only venue at which people from diverse units can hear each other's perspectives and benefit from each other's knowledge on a consistent basis. To give them the voice to educate us about their efforts to teach our students to write, and for us to be able to educate them about the needs that our students still suffer from after freshman year, I think is such an enormous net benefit. I would strongly favor the motion to give them a vote on this Council.

Malone: I strongly support this for the reasons Professor Matory just outlined. I will say that I think Frances has made an excellent point about the structure of the Council. This is something I raised in a prior meeting. Our bylaws are woefully kind of outdated in terms of the way undergraduate education happens at the University. We have four schools contributing to undergraduate education. We have institutes that offer certificates that involve ... and at some point I think we need to think about the structure of this Council and the ways in which different units that teach undergraduates are represented on this Council.

Layton: I agree. Okay, anyone else?

Karin Sharpiro (AAAS): This is really a point of clarification. Both you and Kristen pointed out the number of committees that they serve on. We need to thank them enormously for that, but what would being on the Arts & Sciences Council give them that they don't have as members of these committees?

Layton: Well, let's say we want to vote on a new member on the Council, then that program will not have a say in it right now. Or if you want to vote on the new curriculum. Some of them serve on the Curriculum Committee, but as a program, as a whole, they would have no say.

Baker: In short, they get the franchise. They're essentially disenfranchised if they don't get the vote.

Steve Nowicki (Dean and Vice Provost for Undergraduate Education): Which is a point that I think is more broadly made by David, for the enfranchising faculty.

Apollonio: In other words, they're serving without representation.

Matory: We also get to hear from them in the plenary meeting whereas is they're just on committees, they don't have as much of a voice in the plenary discussion of the university faculty.

Layton: Are we ready to vote? [The motion to vote was seconded and approved.]

Thank you. All right, now you can vote. Okay, as you are busy voting, we'll have Dean Nowicki talk to us about the Washington Duke Scholars Program.

Washington Duke Scholars Program

Nowicki: Thanks for the opportunity to be here. Just an FYI in some ways, and you may already be aware of this, but last Thursday, Duke announced the creation of a new program explicitly in support of first generation low income students, called the Washington Duke Scholars Program. Some people are surprised by this but it is a fact that about 10% of all of our undergraduates are first generation college students. In some ways, that's a small number compared to other institutions but it's a very large number if you think about Duke and its history. You probably are also aware, especially if you read the New York Times, that first generation and low income and other students coming from similar kinds of spaces are the kinds of students that Duke and its peers rightly are increasingly trying to attract to address the so-called under-matching problem. We are correctly proud of the fact that we have a very robust financial aid system that makes it possible for these students to attend Duke.

It's also the case that in addition to financial capital, students coming, especially first generation students to a place like Duke, are coming into a very different environment and they also lack social and cultural capital. We've known this for a while. Beginning five years ago, we did a study of socioeconomic disparity on campus, based on focus groups, learning about the concerns that our students themselves had, looking at what other institutions were facing and how they were trying to handle it. Beginning about almost two years ago, maybe eighteen months ago, a group of us got together and started to ask what could we do comprehensively here at Duke to support first generation low income students? That came to a head very quickly this fall with a proposal that I, my colleagues ... I would like to give a special shout out to Jamie Long, as my associate vice provost, Alison Rabil, the director of financial aid, and Justin Clapp who is the director of access and outreach, a position we created last year as part of moving towards this, to create a proposal that we gave to Sally Kornbluth, who is provost and Dick Brodhead,

who is president. I will just say, a matter of public record, I was hoping that Sally and Dick would say, "This is looking good, continue to develop it," but in a very short period of time, actually less than two weeks, it went from showing them that proposal to Dick say, "I want to announce this November 4th, we're just going to do it," which I was very pleased and proud that Duke would do that.

So we've now announced it. We're going to have our first class of Washington Duke Scholars for the incoming class of 2020 this summer. I'd be happy to send anybody the details of the program, the proposal essentially, that fleshed this out, but I would recommend if you want, you could read The Chronicle's cover this last Thursday. They did a very good job of describing the program. They have a really great info graphic. I'm trying to find out who that student is and see if we can hire her because she did a great job about this.

We now have a series of working groups that are fleshing out some of the details, racing towards the end. Lee Baker is the head of a group working on what will be a summer bridge program. We'll be bringing students here for four weeks or however long in the second summer session before they fully enroll. Louise Comer is involved in that and a number of other people ... We have actually David Rabiner working with a group to flesh out the details of the faculty mentoring program.

We did a pilot study for a couple of years, a relatively small number, but if we give first generation low income students high touch advising with their academic advisors, we found that we actually increased their grade point average by 0.5. Not 0.05, 0.5, right. And it's not that these students need remediation. I want to really emphasize that. The way I think about it is that there is a race to be run and everybody, when they come to Duke, has the same finish line. They can all run the race the same speed because they're all fabulous students. It's just that first generation low income students are actually starting that race when they arrive a few paces behind. Why? Because they went to a high school that didn't offer AP credits. They were chosen to come to Duke because in the context that they were finding themselves as high school students, they demonstrated they could stretch, but they're coming in with fewer of the cultural, social, academic enrichments that the rest of the students have.

We'll have a peer perceptor program, we're actually developing a series of co-curricular professional readiness programs for students as they come in their first and second year. We're working with Counseling and Psychological Services to develop a program we call, "Thriving at Duke." First generation college students, like all college students will come here and they will hit bumps in the road. Unlike the rest of our students, they can't talk to their family about it. Why? Because their families have no clue what it means to go to college if they're the first one, and so on and so forth.

I wanted to bring this to this Council and I appreciate the opportunity because I think now is the time to really start thinking about it. What can the faculty do? One's for awareness of this. Two, volunteer to work with David as a faculty mentor. We need 10 to 20 that we're going to be lining up. Three, I think you can also help us as these working groups reach out and say, "Hey, how do we do this? What's the best way to do that?" Then four, as we've launched this program, in all of the things that we do, realize that this program in support of first generation low income students isn't the only thing we need to do in many dimensions, as we know, to make Duke a truly inclusive place. I think a lot of this is just faculty learning more about the many dimensions of diversity among our students and how to work with students. This will be part of that, there's a bigger discussion about that as well. I'd be happy to take any questions.

Baker: Two questions. One, are these going to be net new students to that 10% or are we enhancing the students that are in that 10%?

Nowicki: We don't know the answer to that. There's no goal of increasing the number of first generation students. There is a knowledge that we have this many first generation students and we want to serve them well. Could there be a positive feedback loop that Duke becomes known as a good place for low income first generation students, in which case we get more excellent students coming to us? Maybe. Is that a hope of me personally? Absolutely. Is it an official goal of the university? No. We have to see how it goes in the first year.

Baker: The second question is I also imagine, because we try hard to fit a lot of programming to the high need/first generation students and through financial aid and through a whole range of things that we're also then simultaneously enhancing the vehicles for support for first generation students that are not in this cohort ... there's a trickle down effect ...

Nowicki: There will be a trickle down effect. I should also say that the program will be managed through the Office of Access and Outreach, which is basically Justin Clapp. It will actually be associated with the Office of Undergraduate Scholars and Fellows because as another thing that we're doing, really broadening the purview of that office so that it's no longer looking inward and just tending the several merit scholarships like the A.B. Dukes and the B. M. Dukes and the Reginald Howards and so forth, but including the full range of students that we call scholars or fellows, such as the Cardeas, the program that you launched. Where was I going with that?

Baker: Trickle down.

Nowicki: Trickle down, yes. It's broadening the notion of how we support all different kinds of students who are all scholars and fellows that will have a trickle down effect. There will be specific things for each incoming cohort. The interesting thing is that I actually don't know how we're going to pay for this because Dick just said we're going to do it. He's going to pay for it somewhere. I'll give you a sidebar though. As soon as I've gone out, because I do a lot of fundraising, we have already raised \$150,000 in the last ten days without asking anybody for a dime. You talk about it, and one of our alums out on the West Coast who I know is interested in first gen, I just said, "Hey, you will be pleased to know we're going to announce this." She wrote back, "Wow, this is fabulous. I'm sending you \$100,000." We're starting with about half of what we think the cohort would ordinarily be in the first year because we have to work out the bugs and we want to start ... We don't want to sort of over promise and not have it work. We're expecting to double it in the second year. If in the second year, we think we might have to triple it, then we'll look at that. In a sense, what I'd like us to do is to serve every student who needs to be served, however many that is. We don't yet know. If that starts expanding, we'll have to deal with it. Yes, Randy?

Matory: Of course, I watch a lot of this stuff. I give it a standing ovation. This is a population that regularly suffers in silence and our intervention's extremely important. The issues are not simply related to cultural capital and the benefits of AP classes, but they're also sociological in the sense that this population is now isolated from social networks that once supported it and their families at home are often subject to crises, economic health related, violence related that the student far away feels obligated to address. Psychological counseling will not be sufficient to help them do that. I wonder if it would be appropriate, therefore, to include social workers in this program?

Nowicki: The answer is yes. That's one of the elements that we're developing in collaboration with Counseling and Psychological Services. Over the last few years, Counseling and Psychological Services, I think what's appropriate is you realize that they shouldn't just be where you go in crisis, but where you go for mindfulness training, before you get to crisis. This Thriving at Duke program, which will be required of all these students, will be bringing in social work, sociology people to sort of say what are the needs. You're absolutely right, that these students not only can't get supported by their family, but they

feel a special need to support their families. In fact, one of my advisees, I just got an email today. It's exactly that case. There's a crisis at home, and she is distracted. You're right on the money. We realize that needs to be part of it.

Matory: I'm not just talking about training and coping strategies while they're on campus, but people who are knowledgeable about how people in their situation are able to intervene back at home for the benefit of family members. The second issue that I want to raise is psychological, and that is these are students who are suffering in silence because there's often shame associated with their status. In calling them Washington Duke Scholars, are we calling attention to something that maybe people would want to keep private?

Nowicki: You raise an excellent point and you're absolutely right on the money. I don't mean to interrupt, but this cannot be a stigmata. It has to be an honor, which is why ... When I floated this idea by Sally and Dick, the working title was Gateway Fellows because I didn't want somebody to sort of choke on using a name like Washington Duke and say, "Oh, you can't do that," or choke on using the word, "scholar." It was Dick who elevated it, said you know, "And that's why we're putting it inclusive. This is a scholarship program. Now, it's still going to be tricky to be sure. I think that we have some experience with the Cardeas that Lee has been working with, which is definitely very STEM related and then there are others. There's some models that we've looked at. Stanford has a relatively young but successful summer bridge program specifically for STEM. This is seen as an honor to be in this. That doesn't mean it's going to be simple. I will say that I benefited from the fact that I'm not a first generation student, but close to it. My colleague Janie is a first generation student. Justin Clapp, who is another part of the core team, is a first generation student. Actually, I would love, privately or publicly, to learn who among our faculty are first generation students because we don't keep records of that. One of the things we're actually thinking of doing, and we're not the first to do it -- actually Michelle Obama came up with this idea, but maybe we'll steal it -- is to actually do a video campaign similar to the one that athletics did, the "If you can play, you can play," in support of LGBTQ students. Our notion is to have Duke faculty, Duke administrators, senior students who are known, who are first generation, just basically ... so the tagline that Michelle Obama came up with in a similar thing is "I'm first," just to say, "Hey look, that faculty member is first generation. I can be like that. That person that I admire and respect, they did a good job."

Matory: You need to emphasize that they bring something very special to classroom discussion.

Omid Safi (AMES): As one of the people that thirty years ago was a first generation person, let me just again also applaud this particular program. I wish it had been there thirty years ago.

Nowicki: I knew you thirty years ago.

Safi: I know. I had hair and I was thinner back then. Let me just add a couple of quick components. All I know about this program is what I read in Duke Today and in The Chronicle. I was thrilled and excited. I did note that in the chart, the very wonderful chart that was in The Chronicle, that so much of the tension is there helping first generation students get acclimated to Duke. I think while it's true that for a lot of us that come from these backgrounds, the world of Duke, it's not intellectually intimidating, it's everything else that is overwhelming. The missing piece of it, at least based on the chart is the preparation for life after Duke.

Nowicki: All right, I did praise the graphic but it actually didn't ... There wasn't enough room on the front page to take it all out. In fact, if you remind me and I'll try to remember, I'll be happy to send you the six-page proposal. This goes in the junior and senior year, basically the professional readiness components of this. "Professional" is a word we might still work in. We're not just talking about the professions. We're

talking about life after Duke. It has some very tangible components. Basically, if you're a senior and you want to go on an interview, you may not be able to afford airfare, so we'll provide it. You may not actually be able to afford the right clothing, so we'll provide it. The notion is to really front load a lot of this. If we're lucky, by the time students are juniors and seniors, they are everything that a Duke student would want to be and then we're helping them for that step beyond.

A component of this is an alumni connections program, so you know, first generation alums could basically have a mechanism. This is maybe not too different from the reader program that Cary Moskovitz has set up, explicitly connecting with our first generation students, talking about transitions, especially those first generation students who graduated a year or two ago, talking to our juniors and seniors who are about to do that. Part of this peer perceptor thing is once this program gets going, is to have the sophomore first generation students paired up one to one with the incoming freshmen, the first year students. That kind of linkage across the full spectrum is part of it.

Safi: I just wanted to add an encouragement that we keep in mind the different challenges that these students are juggling and while we're approaching them through the same portal, that for some issues of racial background, family dynamics, issues of legal documentation or lack thereof, and we've done such a beautiful job of talking about vertically integrated learning here. I think it would be a wonderful model if they can look around the university and see instructors, staff people, recent alum, see the undergraduate students that come from backgrounds that they can identify with and have mentorship models with them. Thank you.

Nowicki: These are fabulous points because we have to acknowledge and celebrate that when students come here, they could carry with them multiple deep identities and we can't say, "And this is the identity that you're going to associate with." I could imagine a first generation Muslim student is actually going to find support in a very different part of this university. So allow that to happen. There's another component that you didn't explicitly mention, which is, I think, important and tricky. That is for those first generation students who are coming to Duke, some... many ... half are not going to want to be identified at all because they're not ready to embrace that or they don't ever want to embrace it. We still need to support them. In a sense, an analogy, our LGBTQ students. Our Center for Sexual and Gender Diversity has a front door, now very prominent in a student center space for those students for whom that identity is something that they embrace, that they are accepting as being who they are. But we need to have the confidential support for the students who have not yet understood it. I don't know how that plays out by perfect analogy with our first generation students but we need to make sure that we understand that not all our first generation students will choose to participate for very good reasons and we still have to support them.

Hasso: I'm a first generation student, proudly. I didn't read about [the program], so do students get full funding? What's the money part of this?

Nowicki: That's a good question. Our first generation low income students already get full funding. We already have the financial part of this in place. If a student is coming from a family that makes less than \$40,000, it's free. You don't have to borrow anything, it's free completely. Then, we're very generous above that. It is true that there are students who may come from a family that makes \$100,000 a year, which is not a bad income, but they're still first generation students, something like that. We're enhancing the financial aid package in particular ways that we think are going to be important for the success of these students. For example, a standard part of a financial aid package is to ask the students to earn money in the summer, the summer earnings component, to help contribute and to earn money during the year through work study. In their first year, these students will be excused of that. Why the summer? Because we want them to participate in the bridge program. They can't work and do that, so we'll just give that to

them as a grant. We're also excusing them of their work study obligation in their first year. Why? Because we want those eight to ten hours that they would spend doing work study in the first year being what they're doing in our Professional Readiness seminar and our Arriving at Duke seminar. In the second year, we will allow these students to have their work as peer mentors, peer perceptors, count towards their work study. We're doing enhancement like that. A very simple one is we're giving them all a computer. We don't do that as part of our standard package but our research shows that actually, that is the place where a low income first generation student will choose to scrimp because they think it's a luxury and it isn't.

Shapiro: I think it's really fantastic, I have very similar thoughts to Randy Matory on this. I want to just go back to something Lee raised and that's the trickle down, and the trickle out. I read the Duke Today piece and it looks like we're going to be putting 30 students in the first year, 60 in the second.

Nowicki: Those numbers aren't hard and fast.

Shapiro: But you also said there must be roughly five hundred students are first generation. I just really would like some sort of ... if you have a sense at this point how [crosstalk 00:39:30] going to reach beyond the pool ...

Nowicki: One of the things we've done, many parts of this are things we've piloted pieces of. Something we're going to sunset, but it's helped us understand what to do with the summer bridge, is for the last three years, we have run an orientation program for first generation students. We invite to that based on indicators we get from each application, which includes parents' education. I mean, I've known first generation students who are fabulously wealthy. Snapper Underwood, if any of you remember him, was a first generation student but his parents had actually become multi-millionaires by starting a fishing business in the Gulf. Another indicator would be family wealth, which we know from our financial aid data. Interestingly, in this sort of retrospective analysis, the number of AP courses were actually ... whether a student took more than one AP course as a good indicator of whether they would benefit from this. Why is that? Because if a student goes to Choate and doesn't take eight APs, they're not getting into Duke because we, in our admissions, are looking for students who've stretched themselves in the environment in which they find themselves. If you're at Choate, you're in one of the best environments in the world and if you sort of slack off and you don't do that, you're not going to be at Duke. If you go to a third-rate high school on an Indian Reservation in Southeast Oklahoma, you do not have AP courses. You do not have IB courses. The only way that student got into Duke is that they stretched themselves. We know by fact that they got in without AP, that they're going to benefit from aspects of this. So that's a long answer, but the short version is that the last three years, we have invited, based on these kinds of characteristics, about 120 students to participate in this orientation, of which about 60 accepted the offer. Now, again, this shows that even that two and a half day orientation is very valuable for these students. I anticipate that the accept rate will go up because there'll be more tangible things, like a computer if they join this.

We are monitoring this on sixty students a year right now because we had to choose a number. The more that we modeled it on, the bigger the price tag would be. Like I said, we're starting small because we don't want to over promise and create a program that we can't evaluate and adjust. We will double it in the next year. Maybe it's going to be forty and eighty. We'll find out. Then, we'll see where we are. I'm quite confident that Duke supporters will help us support this program again, because we've already got \$150,000. I didn't even ask. I didn't say, "Wouldn't you like to support it?" It's like, "Just great." Yesterday I got an email from a development officer who was talking to somebody about this in New Jersey who just said, "I'll give you \$25,000." This is great. We are fortunate at Duke and even in a society as great as socioeconomic disparity is in this society and in the world, we're fortunate that there are people

of great means who do give, who understand, and who understand that this is the kind of additional thing that Duke, and places like Duke, need to do to actually overcome that under-matching problem, of really talented students not availing themselves of the educational opportunities at places like Duke. Yeah?

Scott Yakola (HPER): Steve, two things. As a one-G myself who had financial aid, do I have the option to still do work study if I want? I think back to myself. Those were some of the most rich experiences I had and helped give me confidence ...

Nowicki: Yes, we're not going to say you can't do it. This is where the diversity that Omid was talking about comes in. This is where the faculty mentors will play a really key role because we need to have relatively individual conversations with somebody who can help a student discern would they want to do it, why do they want to do it. We have a lot of our students on full financial aid choose not to do work study and have additional borrowing instead. We don't ask them to borrow that money but they say, "You know what? I want to devote all of my time to figuring out how to do well in my courses." That's a reasonable choice. We have other first generations, in fact working in my office, for whom they grew up with a work ethic and work not only is an enriching experience, but it actually is an organizing element in their life. Really good point.

Yakola: The other thing I was going to ask is the involvement of second, third generation students, to alleviate that stigma of, "Oh, this is not a financial aid issue. This is the fact that they're just first generation." If we have an understanding of something, we're much better at looking at it as a community than if we just say, "Oh, well that's ... I don't know anything about it so I'm just going to say it's ..."

Nowicki: Excellent point. Again, this is why I want the faculty to be aware of this. This program will tangibly help these students but every faculty member, every member of the community, has to be aware of this dimension of diversity as well as other dimensions of diversity and learn from it. By analogy again, with the way we try to support our LGBTQ students, we're also developing separately, it's not part of this program, something that you might call an allies program. You could say, "I support my gay friends," and that's a good thing, but it's even better if you have an opportunity to learn from your gay friends what that really means and to have a dialogue where everybody benefits from that. My hope is that the wealthy kids are drawn into this from their own perspective because they will learn from it as well. I actually have data on this. We, as an institution have data on this. It's fascinating data, right, because if somebody says, "Why are you giving this?" The answer could be, "It's the right thing to do," and that is a correct answer, but it's not a complete answer. The answer, more completely is, "Not only is it the right thing to do, but it makes it a better educational environment for everybody, completely reciprocally." What data do we have? Well, we asked our students a lot of questions through senior surveys, through alumni surveys, and we can do correlational analyses, it's only correlation, but the causal factors are pretty obvious. I can show you data that students who interact while they're at Duke with students who are different from them by race and ethnicity, by political view, by socioeconomic status, do better. They have higher grades. All right, well maybe that's not the causal correlation. Maybe that's just the kind of students who do that. They self report greater gains in things like problem solving ability. But if you're still not satisfied with that, they also have higher salaries five years out. If you're a Duke student, interact with people different from yourself if all you want to do is make more money. The causal interpretation of this, I think, is pretty straightforward. The world is a complex place with people who think differently than you. It's one thing to say, "I support my gay friends, I support my poor friends, I support my African-American friends." It's a different thing to say, "And I am working to get some angle on what their lens is because it's different from my lens." Trying to have an allies program in this dimension of socio-economic diversity is really important. I'll add that this is actually maybe one of the hardest things to talk about. When we did this study about five years ago, we needed focus groups. We had students who we knew were on full financial aid. We wanted them to talk about their experiences at

Duke. This was actually an IRB approved study that we did. We thought that if we learned something that was valuable for the world, we wanted to be able to publish it. Why not? We had focus groups that were made up of students that were not on financial aid and that we assumed were relatively well off. What we did, we chose legacy students, the assumption being if you had one or two parents who went to Duke, that would be sort of a different part of the spectrum, and then we had focus groups of students who were on just some financial aid. These are the middle class, upper middle class kids who get some financial aid. They're the kids who come and say, I've heard this -- actually I got this from Justin Clapp -- there are kids who come to Duke and say, "I didn't know I was poor until I got to Duke." To get the kids, especially from that last group to come to a focus group and talk about it was like pulling teeth. They did not want to talk about it. There are times when you cannot avoid talking about gender identity. There are times right now when you cannot talk about race and ethnicity. There are labels that you cannot avoid. I'm a white guy, you know that. But you can avoid talking about money to some extent. You can pretend you're rich or you can at least try to hide the fact that you're coming from a relatively challenged family. This is why this allies program is especially important because we will only really benefit from that dimension of diversity if, like every dimension, we have a conversation, a real conversation. Everybody benefits. The rich kids are doing better because they're talking to the poor kids just as much as in reverse. That's important for people to understand. Yeah, Randy?

Matory: You mentioned differences of cultural capital and one of the concrete implications of that phrase is that many students are uncertain that they know how to act, whether their way of speaking is correct, whether their way of acting at a cocktail party is correct, whether their way of dressing is correct with respect to their peers. There are some institutes, especially HBCUs, that take the time to teach students how to act at a cocktail party, how to go to office hours, how to talk to a professor one on one. I'm even embarrassed to say this, and that's symptomatic of being at an elite institution where it's assumed that people are supposed to know how to do this, it's insulting to say that they don't. But many people are highly conscious that they don't know, so they won't go to that cocktail party. They won't go to the office hours. Is there a space that would not shame people that just talks to them about how to do those things?

Nowicki: Alison Rabil actually, on her own, got funding to do ... She called it a professional development seminar for women in specific. Again, it's only like \$5,000 that she got. She's done this now for two years. Part of it is: How do you dress appropriately in a professional context? Part of it is, I call it the fish fork effect because I have actually a fairly personal story about this. Early in my tenure here, I was at a fancy Duke dinner. I had won a teaching award and I was at a table with Nan Keohane. My wife and I were there and there was this extra silverware at the top of plate. Honest to God, I had no idea what it was for. I knew that there's a fork there and a knife there. I know how to use those. What's that stuff up there? There's a spoon, there's a fork. It's a fish fork. Who knew? I didn't know that. So, figuring out how to deliver that, and we're working with the people who have had these experiences. I'd love anybody who wants to tell me they're a first generation student and how can I help to bring those perspectives. We're rolling out some of the details now but I'd be very excited to have the faculty, especially, jump in and say, "Okay, now that you got the programs, let's take it to the next level. Let's evaluate this. Let's really try to get the conversation going."

Robin Kirk (DHRC@FHI): I am first generation student and I'm also a first generation advisor in an AAC pilot program run by former Dean ElizaBeth Fox. I just want to reiterate what everyone's been saying. Just had a really quick point. I just wonder if there's an opportunity to name this differently. Why are we naming it Washington Duke? At a time when we want the university to more and more reflect diversity, I wonder if there's another opportunity for name that might reflect that. I just want to say maybe Omid Safi or some of our first generation scholars or just encourage to do a little bit more research so we don't go back to the old well of Washington Duke.

Nowicki: To be honest, that train may have left the station. Washington Duke, as you know, was an uneducated person who made something of himself, including building Duke University, and became a fabulous philanthropist. So that was why ... it wasn't my idea, actually. I was actually out of town when this finally got approved, but the notion is, is that of the Duke legacy, Washington Duke is the person who came from nothing and created Duke University. Let's use that last Duke name. We have the AB Duke Scholars, we have the BN Duke Scholars. Let's use the last Duke name of a person who was a self-made person who became a fabulous philanthropist and social supporter, as the label for this program. That's why we did that.

Layton: One last comment.

Malone: I wanted to say I appreciate and support what you said about expanding the role of the Office of Undergraduate Scholars and Fellows. I think historically since I've been here, that's been very associated with our merit scholarship programs. I've known over the years that many of our Rhodes and Marshall and Mitchell winners come not necessarily from our merits and I think we could all do a lot to continue working on intellectual campus climate issues. I think associating this scholar program with that office is one step in the right direction, and wondered if you might say more about how you see that association.

Nowicki: Well, I'll just say one word for the sake of time. I'd be happy to come back with Jane Morris, who is the new executive director, a new position, in that office. In other news, last spring, in collaboration with my colleagues, I put together a proposal to expand the purview of OUSAF to go beyond being an inward looking tender of a small number of the merit scholars. He'd be an outward beacon of intellectual activities. Alex Hartemink is now the new faculty director as of July first. Jane Morris, who we hired from Villanova, had been very successfully running the similar program there. It just started in this summer. Their mandate, and the reason that we brought them on was explicitly to do that expansion. We should get involved in that conversation because this is just one piece of that. I'll give you another example. We have a larger number of Gates Millennial Scholars here on campus and they're relatively invisible. We should celebrate them because that's a fabulous award to bring to Duke. It's not an award we offer, but it's recognizing scholars, African-American, Latino, and Native American scholars, almost all coming from the lowest quintile socio-economically in this country. Let's bring them in and celebrate. It's celebrating the differences. So we're working on that as well, and maybe next spring we can talk about that. Am I done? All right, thank you.

Layton: How about we give Steve big round of applause.

Nowicki: Frankly, give it to Dick and Sally who embraced this. Give it to these scholars because they're the ones who deserve it.

Human Rights Certificate Proposal

Layton: Great. That was wonderful. Okay, last item on the agenda: the Human Rights certificate. It was introduced in October. I know all of you have re-read the proposal before you came here. Just in case, here's a summary. It is a traditional course-based certificate sponsored by the Human Rights Center@FHI. Robin gave me a long list of those, which I've taken the liberty to choose a few. Students learn about theories of rights and the development over different dimensions, time, regions, cultures. In addition to traditional approaches to learning about rights, they will have many approaches, like art and documentary work. Students will learn to use their prior knowledge to re-work problems and they will have mentor research. The proposal includes a new Gateway course as well as a new Capstone which involves research. We had a robust discussion last time, I believe. We don't need to rehash everything that already

said, but is there any new comment or question? Okay, how about a motion? [The Council moved to vote on the proposal.]

Layton: Great. Okay, want to discuss or do I want to go home? You have a ballot. Do you want to fill it out? Okay. Fill out your ballot and Mary will collect them.

Announcements

Okay. We have a few announcements about the earlier vote on adding TWP as a member. 17 for, 7 against, 2 abstain. Congratulations, welcome to Council.

You're all still filling out the ballots, so I just want to look ahead and see what's coming. Next time, in December, we'll have a Provost coming to talk to us about DKU, so be here. We'll also need to introduce the Global Engineering certificate proposal. That's for December. January, even better. We have our new curriculum. Yes, I'm sure waiting for that. So, that's what happening. I also want to encourage you if you have anything that you want us to discuss or talk about in the Council, please contact me. Come to me, talk to me, if you don't want to talk to me, talk to somebody else. I'm nice to talk to, right?

Okay so, we're just waiting for the human rights certificate vote. Then, we can all go home.

Malone: While we're waiting for the vote to come in, I wanted to say about this conversation on Friday at 12 noon that the President and the Dean and the Provost have called for. Steve, you spoke about the dimensions of diversity. I wondered if faculty were going to be attending this event and that we might be able to have the same kind of conversation in a larger setting. Some of my students in my class, I asked who would be attending this event, and many of them said that they were not going to attend because they felt that there were many calls for these types of conversations but their perception was there was a lack of follow up. I wondered if we might have this Council represented at that meeting and show some support for our students who feel that this is an important conversation to be had. So I'm encouraging us, this body, and faculty to attend this meeting and be supportive of our students who feel some sense of urgency around these issues.

Valerie Ashby (Dean): Thanks for bringing that up, David. Please encourage people to come. My own take on this is this will be ... I know that students and faculty and staff may be weary by previous conversations that did not appear to amount to what they wanted acknowledged. This is game changing for me, for Trinity, I think for fellow deans, and for Sally, and for Duke. It may be that people feel like we're having a conversation that's not going to continue or things are not going to move forward. Well, don't. That is not it. I can speak for the part in which I have some control – and Sally and fellow deans – that is not the case. Some of the students may weary, I get it. If you guys will show up, encourage anybody to show up, certainly it is not even a venue where people ... It's not even a discussion kind of venue. Really, the reason that I'm showing up because personally is because people need to see me show up. First, know that it's a “hear me talk about this being a priority” and know that there will be action that happens after this. That's all we can do at this moment. I'm not going to change anybody's mind about future actions. People who believe inactivity is all that's going to happen after this, they're going to watch what we do. If you've got faculty, students, staff, encourage people who want to come to come. Know that we will actually be reaching out to you for future conversations and actions that we had actually already been planning long before this. You will be engaged to the degree that you want to be at every level, faculty, students, and staff after this. I hope people do come.

Layton: So the moment you have all been waiting for...the vote on the Human Rights Certificate: 24 in favor, 4 opposed, 0 abstain. Thank you for coming and I will see you in December.