

Duke University

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

Thursday, September 10, 2015

Call to Order

Anita Layton (A&S Council Chair): Hello, I wanted to welcome everyone to the first meeting of our Arts & Sciences Committee meeting for the year 2015-16. If you don't know me I'm Anita Layton, Professor of Mathematics. If you do know me, you know that I like to get right to business. Just for today I want to take one moment to thank my predecessors: Lee Baker, and also Suzanne Shanahan who isn't here. They've given me advice as former council chairs. Ruth Day. She spent over an hour yesterday talking to me, giving me lots of pointers, thank you. Is Tom (Robisheaux) here? There's Tom! Tom has been so generous with his time. We've met several times over the summer, after a ton of "Oh my God! What am I supposed to do?" kind of emails from me. He patiently explains how everything works, and I learned so much from Tom, so thank you! I want to say that over the past decade under all of your leadership, lots of things have been done and faculty governance has grown, so thank you.

Okay! ECASC. We've had an election to ECASC last spring. ECASC is made up of absolutely amazing people that I have come to really admire. Let me single out the retiring members: Steffen Bass --can you stand up -- from Physics and also Linda George, who I don't think is here. I just want to thank you for your service. I'm very sad I didn't get to work with you; this isn't fair. Even though I know you are officially retired, I will be seeing you, I will be hearing from you anyway. Right? I want all of you to know that a lot of work has gone in to producing today's agenda. A lot of it are things that you don't see. Even though I've only worked with ECASC a few months, I know that they are good people and make a very good team. Can I ask the current ECASC and new members to stand up please? The old cast we have John Brown from Music, José María Rodríguez-García from Romance Studies, Chantal Reid from Biology is here, Mike Munger from political science, Mike is off in New York doing what Mike does. New Members: we have Owen Astrachan from Computer Science and Scott Lynch from Sociology. I think Scott is teaching.

Every year we welcome a group of new council members. About one third of you are new. If you are new, then I have to tell you that you have signed on to a very important job. You are the link between your department and the rest of Arts & Sciences. Your colleagues in your departments probably have very few ideas about what we talk about here. So please go talk to your colleagues, consult with them, understand their views and bring their views back to Council. In recent years Council has adopted this practice of introducing and discussing a new proposal at one meeting and then possibly voting on it at the next meeting. The idea there is for you to be able to take the issues back to your department, discuss them with your colleagues, and then come back and repeat them. If you are not going to make any of the meetings please send your alternate because our by-laws do not allow for voting by proxy. For your department to be properly represented, we need you or your alternate to be physically present. I can't emphasize enough that this is your Council. We are here to work with you and represent your view. ECASC and I would really like to know what issues you care the most. Is it the Arts & Sciences budget? Is it faculty development? Faculty compensation? The curriculum? What keeps you up at night? Please tell me. Everybody knows what I work. Some of you even know what I live. Find me, shoot me an email. We will meet over lunch. We can talk over coffee. I would like to know what you are thinking. In fact, I have talked a few of you and I've learned a lot. I would to hear from the rest of you so that I can properly represent you.

Approval of Minutes

Let's get to business. Last spring we had a lot of meetings. Today we have four sets of meeting minutes to approve. These are meetings from March 5th, March 26th, April 9th and April 23rd. These minutes have been posted on the Council Sakai site. Is there a motion to correct or amend any of the minutes? [No.] Then, is there a motion to approve? [Council members approved and seconded] Wonderful. Thank you very much. All in favor? [Yes] All right, awesome. The minutes from March and April have been approved! Okay! I know you did not come here for the minutes exciting as that was. You came here to hear and to meet our new Dean. I will not take up any more of your time. Let me introduce you to Professor Valerie Ashby, new Dean of Trinity College of Arts & Sciences.

Dean's Address

Valerie Ashby (Dean, Trinity College of Arts & Sciences): Thank you so much, I appreciate that. Can you guys hear me in the back? Oh good! At first let me say thank you for your warm welcome. I don't just mean here today, but I've been welcomed since May 15th but numerous emails, by visits, by cards, by gifts. All sorts of things. Thank you so very much for your warm welcome, I really appreciate it.

I am honored and delighted to have joined Duke new team. Yes, you may have heard Coach Kay himself gave me athletic wear at the Academic Advisor Convocation. He even suggested that perhaps I should wear it all at the same time in order to fully indoctrinate myself in to the richness that is Duke Blue.

I am especially thrilled to speak with you, the Arts & Sciences Council, to share my thinking in my first semester here at Duke. I value the strong faculty governance culture here in Trinity College, and I look forward to working with you as a team. To Anita and to all of you who serve on this Council, and therefore serve our colleagues and the university in numerous ways, thank you.

In a recent meeting with my very astute colleagues in the Program in Education, I made the comment that I absolutely loved being chair of the Department of Chemistry at the University of North Carolina-Chapel Hill. Until now, it was the best position I had ever had. After a pause, someone astutely asked: if that was your favorite job, and you were only in the third year of a five-year term, why did you leave it to come here?

I think this a fair enough place to start my conversation with you today. To answer this question, I need to give you a little bit of background information first.

I am an organic polymer chemist. I had the privilege and responsibility of teaching 200–250 undergraduates in each one of my organic chemistry classes over the last 16 years. You can wake me up in the middle of the night to teach, and I would do it with joy. And, I would tell you that there is nothing better—until you ask me about my graduate students and research.

My lab is still operating at UNC and there is a thrill for me in watching a budding scholar move from uncertainty to command of material and methods. To be able to think creatively and take brilliant risks that advance their field. Here again, I would say that there is nothing better. Until I tell you about my colleagues, not just in chemistry, but also in the social sciences and in the arts and humanities.

I have had the opportunity to learn from and serve with people from diverse academic backgrounds at all levels of university administration. From undergraduate and graduate student recruitment and retention to developing curriculum and advising—my experience has been that diverse teams inherently bring a rich base of perspective and experience to bear on any problem. This is true whether I'm working on a foundation board, a strategic planning task force, a conflict of interest committee or an interdisciplinary research development advisory committee. And I would tell you that there is nothing better than the opportunity to collaborate with my faculty and staff colleagues. It is a privilege to help advance their scholarship and careers.

So when the opportunity arose to be dean of Trinity College of Arts & Sciences at Duke, you can see why I was interested. And it was not, as Coach K jokingly suggested, just because I already lived in Durham. Duke is a place where excellence is the expectation and goal. It is now my privilege to imagine the possibilities for talented

undergraduates, budding graduate students and postdoctoral researchers—and make those possibilities happen. And it is my role to serve and develop faculty and staff across many different disciplines. I will tell you now that for me, it does not get any better than this.

As I develop a vision for the college, I have found it useful to start with three simple questions to frame what will become the guiding principles of our work together. They are as follows: Why are we here? How do we behave? What are we going to do?

Why are we here?

We are here to deliver a world-class liberal arts education in a leading research environment. My attraction to Duke is driven in large part by Duke's history, understanding and commitment to a liberal arts education in this context. My own liberal arts education included courses such as ethics, sociology and art history. These were the classes and experiences where I had to pause long enough to question what I thought that I knew. I learned to make room for new perspectives and to imagine the situation of another human being. My liberal arts education taught me intellectual empathy and the habit of critical thinking that I now draw upon each day. I believe that we are transformed as faculty, students and staff when we fully embrace the idea that we will learn the most from the people with whom they have the least in common. In the classroom and lab, in art studios and concert halls, in other countries immersed in another language—we benefit when we step outside of the familiar and embrace the unknown. In fact, this is the mission of Trinity College:

To provide a superior liberal education to undergraduate students. This means attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities.

To advance the frontiers of knowledge and contribute to the national and international community of scholarship.

To promote an intellectual environment built on a commitment to free and open inquiry.

And to foster a deep appreciation for the range of human difference and potential—a sense of the obligations and rewards of citizenship—and a commitment to learning, freedom and truth.

This is the power and the purpose of a liberal arts education. This has been my personal experience. I believe that this is the Duke experience. And this is why we show up every day and attempt to make this place even better.

How do we behave?

Our mission calls for a culture of service with a clear commitment to faculty and staff colleagues and to our students. It calls for a commitment to the entirety of scholarship: teaching, research and service. It calls for a willingness to listen carefully and to participate in new collaborations. It requires us to identify, prepare and support leaders. It necessitates communication that is honest, straightforward, transparent and clear. It requires us to recognize, value and capitalize on our differences. And finally, it requires a clear perspective that the achievement of excellence is an imperfect process. So we come to work every day taking the job seriously—but not ourselves too seriously—understanding the privilege of being here and enjoying every day.

These are among the principles and values that the dean's leadership team have chosen and have been cultivating with me since mid-May. And I must tell you that our agreement on these ideas has made it a pleasure to come to my office every day.

So given that mission and those operating principles, what are we going to do?

First, I had the privilege of spending numerous hours with Laurie Patton before her departure. It's been my pleasure to meet with students and student groups, other deans across campus, and directors of centers and institutes. The divisional deans and I have also been meeting with individual department chairs, listening to their thoughts on the

state of their department, needs, strengths and their directions for the coming years. My goal is to hear how you see your departments can be excellent. This goes beyond maintaining today's status quo (even if it is now excellent)—but strategically and uniquely becoming even greater in the future. As you know, we are not going to grow the faculty overall, but we are going to change. So thorough and thoughtful conversations need to occur to make every change as meaningful and impactful as possible.

The people with whom I have spent the most time are the dean's leadership team. Let me tell you that this is the best gift that Laurie left for me. We have outstanding leadership in Dean Powell, Dean Kiehart, and Dean Burton, Dean Baker, and the entire staff...and I cannot do anything without my Czarina of Trinity College: Mary Jacobs.

In the Dean's leadership meetings, we are talking through what we have been hearing from the chairs and our departmental meetings. Thus far, based on what we have seen and heard expressed by you, we are focusing on three areas: 1) future excellence in departments in teaching, research and service, 2) leadership training and faculty mentoring, and 3) diversity as a key tenant of new ideas and creativity.

Future Excellence: Over the next several months, we will be asking you to consider and articulate how departments can advance towards their goals of excellence in teaching, research and service. We will be asking:

What is unique about my department or where should be preparing to lead in the next decade?

What is going to make the very best faculty, students and staff choose to come to Duke? How can we advance—through commitment to our overall mission of teaching, research and service—such that people remain here as leaders in their fields and examples for a new generation of scholars?

How will the curriculum, research, civic engagement, centers, institutes and other experiences at Duke contribute to or be an integral part of this conversation and goal of excellence through the next decade?

Leadership Training & Faculty Mentorship: Cultivating our people is one of the best investments we can make for a thriving future. To do this means we have to step back from the endless details of day-to-day management and spend time on big picture thinking. We are hearing that there is a desire for leadership training and faculty mentoring. It benefits us greatly to train and support those in leadership positions and to identify and develop future faculty and staff leaders. This has short and long term benefits for the college. We need to have colleagues who are prepared and supported as they help us develop visions and plans for departments, centers and institutes. This is what it means to nurture a community.

Training and mentorship promulgates a strong culture of service back to the university through leadership. It also supports the recruitment and retention of the very best faculty. That, in turn, enables the delivery of a unique and transformational student experience. To begin this change, we will implement chairs' training and ongoing leadership support. An important element of this program is that chairs will meet with me each month as a group—enabling us to share perspectives, best practices and challenges more broadly. And we will develop support and training for new chairs as well.

I have noticed that when I say that I loved being a department chair, the responses I get from people here are quite varied. For me, it was pretty simple. First, we knew what we existed to do, and we hired and retained people who understood our purpose. We agreed upon a set of values and principles and generally operated by them on a daily basis. Chairs were trained and supported in ways that ensured we would not get too bogged down in the necessary, but potentially unending management details. We had the intellectual space and support to look up and out and focus on where we as a department could achieve even greater excellence. That was exciting, and I want to see greater excitement about this here as well.

It may be hard to believe, but I envision a leadership culture for us that would inspire each faculty member to want to be a chair. To inspire you to want the opportunity and privilege of taking your department and your colleagues to another place. I'll just tell that for me, there was nothing better.

We will also be talking with you and your chairs about mentoring assistant professors. We anticipate these conversations will include individual meetings with divisional deans, and group meetings with me and divisional deans.

In addition, I want to emphasize that we are looking at mentorship and leadership training for the associate professor ranks as well. Earning tenure is a rite of passage into a new relationship with the university. The rank of associate professor and the privilege of tenure come with both the responsibility and opportunity to deepen engagement with, and give back through service to the university and our teaching mission.

And finally, we will also address the career advancement needs of our non-tenure track colleagues. So expect that this will be an ongoing conversation for us all.

Finally, I want to address the need for diversity in all that we do. To be a truly educated person, you must embrace and practice an appreciation for different disciplines, thought processes, modes of expression, and histories. This is the very core of a liberal arts education. Therefore, our students may have depth of training in a particular discipline or two, but the end goal is for them to engage the full range of knowledge that a liberal arts education provides. This is what prepares them not for what they can imagine, but for the possibilities that they will create in an unscripted world. We are educating them to tackle the challenges they cannot see today, and for the multiplicity of human beings with whom they will interact, influence and to whom they will seek to be of service. This requires a fundamental understanding of, and willingness to take risks.

I am a fan of how philosopher Martha Nussbaum frames risk taking as a decision to intelligently resist the power of blind tradition and authority. I highly recommend her eloquent book “Not for Profit: Why Democracy Needs the Humanities.” It is a practice, as Nussbaum puts it, of “connecting experiences of vulnerability and surprise to curiosity and wonder, rather than to anxiety.” And it is just such intelligent resistance to which Steve Nowicki, our vice provost for undergraduate education, spoke in his recent undergraduate convocation speech entitled “Question Authority.”

We know that no problem or person is one-dimensional—each may be impacted by language, art, history, religion, economics, chemistry, biology, psychology, and communication. So how do we create an environment first for ourselves and then for our students where we pause long enough to question what we thought we knew and to make room for a new perspective? And how do we cultivate that?

More specifically, let us ask ourselves, “How can Duke lead the conversation on inequality whether the focus is on race, ethnicity, sexuality, gender or economics, as a part of the preparation of students and delivery of this liberal arts education?”

Duke has a unique position and I would say an obligation as an elite university, in the South, in Durham, North Carolina—with our university and community history—to be a national leader in higher education on these issues. We must coordinate and take advantage of our scholars. Engage our centers such as the Center for Documentary Studies. And use every educational resource available to lead and to frame these issues in a new, productive and scholarly way.

These three themes of excellence, leadership and diversity may amount to what seems like a tall order. But it is one that we should gladly own and I am confident that together we can make progress. I need you to move forward. I ask for your patience as I listen and learn more from you. I ask for you to partner with me to make your experience and that of our students extraordinary. And I ask for your tolerance of an imperfect process that nonetheless I am confident will lead to progress towards our collective goals.

In closing, let me say again how very honored I am to be counted as your colleague and champion for Trinity and its mission. I look forward to working with each of you.

Anita Layton: We have a little bit of time to take a couple of questions. Anybody have a quick question? If not, we actually have a reception after the meeting and you can talk to Dean Ashby then.

Bylaw Revision Proposal: Global Education

To our next item. Next we want to talk about a proposal regarding the change in membership of our Arts & Sciences Global Education Committee. I'm going to ask Amanda Kelso from the Office of Global Education to talk to us about what those proposed changes are and the rationale.

Amanda Kelso (Director, Global Education): Thank you. That is a great speech to follow with a by-law revision. This by-law revision proposal has actually been in the works for a couple of years. The Global Education Committee, and I think it's probably good to get the charge up of what the Global Committee does as we are taking about membership. Under the previous chair, Tolly Boatwright, Classical Studies Department, and now with a new Chair on board, Ken Rogerson from Public Policy Studies. Ken is actually visiting one of our Global Education Programs right now and that is why he's not presenting this by-law revision to you.

Essentially one of the problems with the Global Education Committee has been that, right now as it currently stands there are only a few people in the room each month. We feel that we cover really important issues, like all committees in Arts & Sciences, but we cover issues that affect almost 50% of the undergraduates in your departments. They are coming from Pratt as well. We've got Pratt representation, as you can see.

I want to explain to you what the Global Education Committee does. The Global Education Committee recommends, and there's a lot of language about recommends, reviews. Essentially this recommendation and review reports to the Dean of Trinity College of Arts & Sciences; the Dean of Academic Affairs, Lee Baker; Steve Nowicki, the Dean and Vice-Provost for Undergraduate Education; and to this Council about undergraduate global education programming. So we have students going on "Duke in" programs, and this committee reviews and vets those programs. We also have students going on non-Duke programs. This committee is the one who looks at all of those course approvals that your DUSs are signing, all that come together in a program packaged to determine what is appropriate for a Duke University student to bring back transfer credit to the Duke degree? So that's what the committee does. Currently it's composed of a faculty representative from each of the divisions: Humanities, Social Sciences and Natural Sciences. Then there is a faculty member representing foreign languages. We also have an undergraduate student represented on the committee. There are a number of ex officios. That would be myself, the various people that we're reporting to and a representative from ECASC.

The proposal basically follows along three lines. First is just some housekeeping, general housekeeping. That's been part of the by-law revisions review that we've been undergoing for the last year. Some of the language didn't quite meet the reality that had developed over time since the by-laws were written. The ex officios have been massaged with the correct titles and so forth.

The two sort of meaty proposals are trying to address two issues that the committee has been discussing for a couple of years now. One is a feeling that there should be representatives from the (non A&S) schools. Pratt is already represented on the committee but Nicholas and Sanford are not. Yet Sanford sends more students abroad than Pratt. Even though Sanford and Nicholas are sending their students through Trinity, there was a feeling that perhaps those schools, for the same reason they were invited to represent undergraduate or special undergraduate issues in your council, should have representation on the committee. The other proposal is that we double the divisional reps. This would perhaps take care of the size of the committee. Like I said, sometimes it can be quite small when we're taking votes or having discussions about really important issues. This was run by ECASC and ECASC came back with a proposal that the divisions be doubled but not the foreign language representative.

So what you have in front of you is a proposal then that greatly augments the membership of the Global Education Committee to possibly twenty members but eight of them are ex officio. It would be those three types of changes: housekeeping; primarily adding a school representative from Nicholas and Sanford; and then doubling the divisional reps. Currently there is no alternate system like you have here for your department reps, so if a division is absent during the meeting, there is no representation during the meeting from Arts & Sciences, et cetera.

You've got the proposal and I don't know if there are questions.

Randy Matory (Cultural Anthropology): I don't know what GEO U is, and on the bigger matter, do you also supervise DukeEngage, do you oversee student campuses like Kunshan, all of that?

Amanda Kelso: GEO U is the acronym for the Global Education Office for Undergraduates. That is the office overseeing credit-bearing study away programming and that's international and domestic. That office does not oversee DukeEngage, nor does it oversee Duke Kunshan University although we do touch on Duke Kunshan University at the undergraduate level, with the Global Learning Semester. This committee in fact reviewed the Global Learning semester curriculum in its initial proposal and gave approval for it to be a Duke program for undergraduates. Does that answer your question?

Randy Matory: You don't really supervise Duke Kunshan, but you had some input on the curriculum.

Amanda Kelso: Yes. For the undergraduate. No, we do not supervise Duke Kunshan.

Catherine Admay (Public Policy): I'm wondering why languages don't get to have two reps since the argument for having two representatives is that it's nice to have a backup?

Amanda Kelso: We actually requested that. I'm not sure if ECASC remembers that or if it was an oversight. When it came back to us we noted that there was only one foreign language rep.

Anita Layton: One of the rationale for increasing the divisional reps is to maintain a balance between Arts & Sciences and the non-Arts & Sciences divisions. We feel that one foreign language representative should be sufficient but we can discuss that also.

José María Rodríguez-García (Romance Studies): It's also true because of the number of foreign language departments, it's very likely that, at any given time, one of the two representatives for the Humanities division will be affiliated with a foreign language department.

Lee Baker (Dean of Academic Affairs): I understand the motivation for making sure that you have a robust committee participation. What concerns me a little bit about this, I guess this is a question: As one person who often times nominates people for this committee, we've been very careful to include Sanford, maybe not so much Nicholas because they don't have as many study abroad programs. Sanford, I think the last ten years has been represented on GEO in one form or another, usually under the Social Sciences. We've been sort of expansive in our understanding of Natural Sciences and Social Sciences to be inclusive of the schools. I guess one of my, not that this is a problem, but one of my concerns is that all of our committees are going down this road that want both Nicholas and Sanford representation. We've got a dozen of them. Sometimes it's hard enough to get people to say yes to these committees, to then say, "gosh, we have got to get someone from the school." It seems to me that we have greater flexibility if we promise, if we try to be as inclusive as possible in including the schools. Also, symbolically, I'm again not concerned, but I just want to note that in some respects Arts & Sciences Council representation shifts a little bit to more of an undergraduate education committee. Maybe that's an okay thing, but it gets us a little out of way of Trinity College students which we're after, looking at the faculty from Nicholas and Sanford. I want to note that this might be a precedent. We might be okay with it, but we want to be explicit that this is shifting the representation it normally had and understanding the ramifications.

Steve Nowicki (Dean and Vice Provost for Undergraduate Education): If I could follow up on that. I actually do think that's a good thing because this council essentially does subsume a larger totality of undergraduate education that transcends the specifics of the faculty of Trinity College. The students who are Public Policy students are Trinity students, but the faculty teaching them are not Trinity faculty. I think it's a good thing for this council on issues of undergraduate education to embrace its larger role and to embody that by in those places where it is about undergraduate education to substantiate that in the way the by-laws are. In the sense that this council, on issues of faculty affairs on commendation or leave policies or so forth, really is just about Trinity College of Arts & Science faculty, and other faculty from other schools should not weigh in on that. But when it comes to undergraduate education, I think reigning them in – because the alternative would be to say you need to have a university-wide

body to discuss these things, which I think would have a layer of unnecessary complexity. Let Trinity College assume that role and invite, where appropriate, other colleagues from other schools into that discussion as is appropriate in those contexts.

Carol Apollonio (Slavic & Eurasian Studies): Just more about this question about a foreign language representative. I understand there may be a glitch that lead to this language, meaning that the other representatives were increased but foreign languages was not. I understand the point that was made about Humanities potentially including the foreign languages. But I'm also thinking about the growth of the lesser taught languages and the expansion of Global Ed program way beyond what it used to be probably when the by-laws were created. It seems to me important to include, however it's designated, something like a lesser taught language representative or just a second language representative to continue to represent that important voice. I don't know if that can be done through an amendment? I would propose that, just to change one to two. So proposed. Change one to two faculty representatives from the foreign language department.

Anita Layton: Are you proposing an amendment?

Carol Apollonio: I guess so, if we're at the stage where we can do that.

David Malone: Like a friendly amendment.

Anita Layton: How does it work? Do we need a second?

Tom Robisheaux (History): There's been no motion to approve and discuss, so it doesn't yet belong to the whole of the body. That means that if a friendly amendment is made from the floor, I assume that you will want Amanda making, forwarding this, proposing it to the council. If (Amanda) can accept a friendly amendment, then it doesn't require a vote.

Amanda Kelso: I would accept that.

Lee Baker: This is actually a question for Anita. You and I know how this goes, right? You're limiting your pool one more time. It is so tough, when "we have to have this, have to have this, we have to have this." The more flexibility within this committee language allows us to get through this process. Just the mechanics of it means that flexibility is our friend.

Amanda Kelso: I guess it's important to understand what your amendment means when you say two.

Carol Apollonio: Two. Not necessarily limit it in any other way.

Lee Baker: Well, two from foreign language. I see your point.

Carol Apollonio: It's simple.

Lee Willard (Senior Associate Dean of Trinity College): So will the two include one from the Humanities and foreign language?

Amanda Kelso: Yes members may serve multiple roles.

Anita Layton: We can have a language person in the Humanities.

Carol Apollonio: Sure, if you want it to say two members from Humanities, of whom one should represent foreign languages. That seems to be more limiting.

José María Rodríguez-García: When we discussed this at ECASC, we were perhaps more concerned with the possibility of what we really wanted ... because we realized that Global Education is no longer about acquiring a foreign language and foreign cultures. There are many ventures that Duke has in place now that do not necessarily involve foreign language even though the experience of living abroad and studying abroad in different academic settings is always richer. We really wanted to bring other schools into the committee. We were aware also that we teach more and more languages. Duke is part of a leading initiative along with the University of Virginia and another university to really teach and make lesser taught languages available to students here. Perhaps I have to concur with Amanda's idea that we might want to have another person representing foreign languages because as time goes by we may add languages to our curriculum and we need the expertise of more people who are familiar with foreign systems and education.

Linda Franzoni (Pratt): I actually have two questions. One is, I'm confused about Ken Rogerson as the chair because he's in Public Policy. ...Is Ken in the division of Social Science or he in Public Policy?

Lee Baker: Not in the division of Social Sciences in Arts & Sciences. We saw these more thematic as opposed to strict divisions.

Linda Franzoni: I was wondering because he's a current member. He's the chair. It looks like unless this comes to pass, he is not actually legally allowed to be on the committee.

Lee Baker: We've never limited committee appointment to Arts & Sciences. If there are Natural Sciences in Nicholas, we would appoint them, we would ask them. It seems for the last decade we have had people from Sanford under the Social Science rule.

Linda Franzoni: Right, there's something...it's confusing to me.

Steve Nowicki: One way to think about this is that, especially with Lee's leadership, we have been operating as common law practice. We're trying to make the marriage official. It really is sort of embodying a practice to be inclusive into what the by-laws are saying. So yes, does that seem confusing? But, welcome to Duke. You know that, Linda. We have a lot of things that are historically confusing.

Linda Franzoni: That was my part one. Part two was just to say, if the committee expands to include 12 non-ex officious, then Pratt would be represented as one-twelfth. One twelfth is about 8%, whereas if we had two, we would be closer to 15%, which is more representative, I think. I know it is of the student body. But half the study abroad that would give us more of a, closer than eight, I think we're closer to fifteen.

Steve Nowicki: Is this a friendly amendment?

Linda Franzoni: Since this is a friendly amendment, if this passes, it would be to add an additional Pratt (representative). Which I would have to worry about finding the person.

Frances Hasso (Women's Studies): So, "credit-bearing undergraduate education." Does that mean credit bearing in Pratt and Trinity and everywhere? I'm asking.

Amanda Kelso: At the undergraduate level, yes.

Frances Hasso: At the undergraduate level, yeah. I'm still trying to figure out what the implications are for Trinity faculty governance and authority, let's say, over what gets credit in Trinity Arts & Sciences. I guess I don't know enough about where this committee falls in relation to all of that. I felt there's a lot of those kind of questions: study abroad and what is approved and what does count for the Trinity undergraduate degree. My other question has to do with whether this really is an issue of getting a quorum. Is this just about getting a quorum or is it about getting a broader ...?

Amanda Kelso: It's about both. It is about getting a quorum. There have been many meetings when we told ourselves not to ask the question ... do we have a quorum or not. So there is a problem with size, whether there are enough voting members present at the meeting. It is also about diversity of ideas and the broadness of the curriculum. With only five or eight members present, five members present at any given time, it is not a very broad representation of what's become a very rich and diverse experience for the undergraduate students. So it is about both. We want robust discussions. We want strong decisions that are really coming from the curriculum. I will say about your previous concern about the approval. I think it's important to remember that the approvals start in your departments. Your DUS. Those classes feed up through the system up to the program. But if they're not approved by you, by your department, then the approval will not happen at that higher level. That includes all the curricular codes that go along with either Duke credit or transfer credit. It all begins and belongs to the department.

Randy Matory: This big picture comment arises from number one, the problem of poor attendance and I think from Lee's comment that you're calling a lot of people to one committee where there's all sorts of competing committees. It seems to me, I'll sum it up, a lot of people for a relatively modest scope and degree of authority. The big picture in the room for all of us who care about Global Education, the widely reputed poverty of overseeing campus education for the university [inaudible] campus abroad. The inadequacy of the preparation, for example, of DukeEngage students when they go someplace without a knowledge of the history of the place or the language of the place. I'm wondering if the critical issue might be defining more forcefully the scope and level of authority of the committee, so that even if it's a smaller committee, people are going to be interested in coming.

Amanda Kelso: I don't think it's because of disinterest or there's even people that are deliberately avoiding meetings. It's simply that we are very busy people. You all especially are very busy people. We have the difficulty in scheduling the meetings. We meet monthly. We have to try to schedule the meetings at a time when we can all attend. Sometimes we have to make decisions. Who are we not going to have attend this semester if they're teaching at the only time that every other person on the committee can be there?

Steve Nowicki: I'm sorry, I have to hobble off to another meeting but I wanted to say on behalf of this committee, having sat in many of the meetings over the last couple years it isn't like attendance is terrible. I think that's been exaggerated here. It's just that for a relatively small committee, if it's something as straightforward as approving these straightforward programs in Western Europe you don't need a lot of discussion. But there are issues coming forward about thinking about Global Education more broadly and more expansively where you do want to just It's not poor attendance ... You want to have more minds thinking about that. I actually think that the scope of this committee is broadening and that, to me, was one of the motivations of thinking that it should be broadened. One is it should enfranchise faculty from other schools who happen to not be Trinity faculty and allow them to be part of the discussion. I'm sympathetic to Linda's notion that we should further enfranchise Pratt as well, as a friendly amendment. But also to just have more minds around as we think about how Global Education should be different in the 21st century than it was in the 20th. I don't have a vote but I support it obviously.

Anita Layton: I'll just take one more question.

Michael Ferejohn (Philosophy): Actually two things. On the question of Pratt representation: You just sent me the data today and I did the calculations. I got that at the 970 students who did a study away total undergraduate, that 83 were from Pratt and that comes out to 8.5%. I don't know if I got the numbers right. And the question about the scheduling: I'm a member of the Arts & Sciences Council now and I'm also a member of the committee. Amanda, when is the Global Education Committee's meeting scheduled? Thursday, from 3:00 to 4:30. That means that I have to miss one or the other on October 8 and November 12. I opted to get the representative in here so I could go there. It's not a matter of lack of interest, it's a matter of the fact that somebody can't be two places at the same time. That's true of a lot of us.

David Malone (Education): I'll make this quick. I think that Linda Franzoni's comment about the role of someone from Sanford chairing the committee is representative of the larger issue because the by-laws of the Arts & Sciences Council explicitly say that the members will be chosen from the faculty of the Arts & Sciences. If Sanford's a separate school. But, as Dean Nowicki said we've been working in good faith over the last few years to think of undergraduate education more broadly. I would think this is something ECASC could take on because the longer

we go with not following the by-laws, the deeper we'll get into these problems. We have to have a rethinking of what this council is and how the by-laws represent the council. Secondly, I really like Professor Matory's suggestion because on the Sakai website it did include the first part of the charge to the committee. As I was reading it, I was thinking like, we're doing so many other things globally other than our more traditional study away program that wouldn't it be wonderful if this committee could look at how all of these things are connected or integrated, how students perceive them and how they fit in the students coherent educational pathways. I don't know if that's something the committee is authorized to begin looking at or if it's something that would take ECASC to look at the charge of the committee in the by-laws.

Amanda Kelso: I think that would be for ECASC and the others -- the Dean of Arts & Sciences, the Dean of Academic Affairs, the Dean and Vice Provost for Undergraduate Education -- to decide what changes might be made to the charge. That also sound likes an [inaudible] issue. Something that we should look at outside of the committee and I think that people are looking at it. ECASC and certainly ask questions that we could have answered outside the committee about global programs.

Anita Layton: We had a good discussion. We had a couple of friendly amendments, very exciting. Thank you Amanda.

Sustainability Engagement Certificate Proposal

Okay, the next item on the agenda is the Sustainability Engagements certificate proposal. We have Professor Charlotte Clark from the Nicholas School to tell us what the proposal is about.

Charlotte Clark (Nicholas): Thank you for being here today to listen to our proposal for a new Type 2 Certificate for Sustainability Engagement. I want to thank the Council, the Executive Committee and the Curriculum Committee for looking and providing input. I also want to thank a number of approving bodies in the Nicholas School including our Faculty Council, our Education Committee and the individual faculties of all three of our divisions. Beyond that, thanks to the Campus Sustainability Committee, some of you may be on that body; the Education Subcommittee of that group, [inaudible] planning committee. I'm probably missing some, but there's been a wide swath of faculty, students and staff who have worked on this almost three years.

There are two Duke commitments that I think are relevant to the discussion today. In 2007 President Brodhead had signed the American College and University Presidents Climate Commitment that resulted in development of a climate action plan which made 2024 as the date that Duke would be carbon neutral. The Sustainability Committee was formed to work on that and it's continuing to work on that ongoing. In that commitment and therefore also in the plan, is a sentence that asks Duke take action to make carbon neutrality, sustainability a part of the curriculum and other education experience for all students. Normally when I talk about this sentence I point out the word "all" because that's very daunting. Perhaps what's more relevant today, I'd like to first point out that sustainability is explicitly mentioned and after that is a phrase about it being a part of the curriculum and other educational experience. Certainly the faculty own the curriculum. I'm amazed at how the faculty across all parts of Duke had come together on this. But in addition to improving our planet and benefiting our students there are some strong institutional reasons why we think that this certificate would be a great idea.

I'm hoping that many of you are already aware of the official components of a Type 2 Certificate. I'll take questions on that later or at a future occasion. But I want to point out that we have co-direction by myself and Dr. Charlie Thompson. Charlie is on leave for the semester. He's in Charlottesville and couldn't be here today. There is a certificate planning committee that will admit students into the program, and then there will be student oversight committees of three persons, one for each student to mentor them through the process. We have an existing gateway course that we teach together. We're teaching it for the fourth time now. I say "we" because I co-teach it with Tavey Capps, who directs the Student Office on Sustainability. She's going to say a few words in a moment to anchor this discussion.

The next thing I want to do is show you an example picture. I know it's small, but what would happen. The gateway course in the middle, capstone course at the end. The heart are the two green boxes which are courses a student

might take and the pink are two experiences. A student must choose by emphasis. If by chance they choose gender and economic equity, then they might take Jenna Miller's class on "Wood in the Economy," and Gabe Rosenberg's class on "Food, Farming and Feminism." They might go to the DukeEngage program in Kenya and they might work in the community with Benevolence Farm, a program that takes recently incarcerated women and teaches them farming and other job skills.

I also want you to hear the student voice. I'm going to step back and I want you to first hear from David Clancy, a senior majoring in Stats and Mathematics who, will talk about why he may have taken this initiative if he could have. And Jaclyn Onufrey, a sophomore who's going to talk about how she might, given the opportunity.

David Clancy: Hi, I'm David Clancy. My primary interests lie in statistics and data analysis. The data sets and analyses that interest me most often relate to human behavior and ensuring that the future generations have the ability to thrive and innovate. If this program had been available when I got to Duke I would have chosen to participate in it because it gives me a more concentrated area of focus. It also gives me an opportunity to provide my statistical skill set with students from other backgrounds who are interested in similar topics. This past summer, in fact, I worked with the data staff on modeling reservoir levels and with special attention to natural and human usage and needs. So an experience like that would have been a great use for this certificate.

Jaclyn Onufrey: I'm Jaclyn Onufrey. I'm a sophomore. If this certificate passes through, I would definitely be interested in taking it as sustainability is one of my main interests. As an example of the kind of thematic choice that I would take, I'm really interested in the way that food security and sustainability go together, in that often lower socio-economic classes can't make the same food decisions, for example eating locally because it would be too expensive. Supplementing the sustainability part of that with ethics and with economics would definitely be great feature for a sustainability career.

Charlotte Clark: Thank you all so much for giving us some time. You all can grab a seat, but you're fair game for questions. I have asked Tavey to say a little bit more about the unique connection that we have to the Office of Sustainability.

Tavey Capps (Director, Sustainable Duke): Thank you, it's a good afternoon to be here. One of the few roles the Office of Sustainability that I direct holds here on campus is to be a clearing house for sustainability across campus: to connect students, faculty and staff with resources, expertise, projects. I'm really excited about this certificate for students to help them have a better structure to do that. We have students -- actually in fact both David and Jaclyn work for our office as interns -- we have students that get inspired by a study abroad program around sustainability and do an internship and have a way to connect that back to the academic path they have here on campus. Charlotte and I are working on hiring an intern this fall to develop a resource for tracking experience with several different goals. One, to track the project from what's happening on campus. Two, to have to a way for students who participate in the certificate to find their project and pursue opportunities. Thirdly, to have a way for them to get feedback on those experiences and improve them for future participants. Also, to create a community of students going through the experiences and the service providers. I'm really excited about this certificate. Having seen it take sustainability out of the classroom and put it into practice, it can be a messy conversation. You add politics, personality, resource constraints. I deal with that here on campus and I think people see that in lots of avenues that they're working on here and in the outside world. Having this experience as a way to document their activities in that area is really going to be a competitive advantage for them as they are looking for jobs and a way for us to make a good leader in them. They'll have a way that employers can see that students who graduate from Duke have this experience and have the opportunity to look at these complex issues inside and outside the classroom experience. I hope you guys are as excited about this as we are and we're happy to answer any questions.

Charlotte Clark: Thank you very much. I also want to thank some other members of who are here on the planning committee. Dirk Philipsen is here, Eileen Madison is here.

Anita Layton: Thanks. Questions?

Lee Baker: I've got more of a comment than a question. In terms of, I want you to think through our commitment for aligning the co-curricular and the curricular. So many times students will do a DukeEngage or do these awesome working on the farms and it's not connected to the academic. When we envision Certificate 2.0 or a second type of certificate programs, it wasn't really to drop two of the six classes. It was really to think how the students both strategically and deliberately about how they are going to connect the classroom learning with the outside learning. Also, to sequence it, so the students would have to take the gateway before the experience, the two experiences, this fits back with what you were saying, and connect it to a coherent pathway. When we thought about this, we were hoping sustainability -- it took three years, I know. But this is a perfect example of that. I'm really excited we finally got this off the ground. It's going to be a great impact for our students. I think one of the best examples of really anchoring the high impact learning practices that happen outside of the classroom to the classroom learning. But more importantly then having that classroom learning inform high impact learning practices. I want to applaud you on your efforts, your thoughtfulness and this exciting endeavor.

Frances Hasso: Are the two experiences going to have a full course credit?

Lee Baker: No.

Charlotte Clark: The experiences have no course credit whatsoever.

Sherryl Broverman (Biology): Certificates are wonderful because they can draw so broadly across campus but you need sort of a tight thread running through them to make it cohesive. In Certificates 2.0, there's only two courses, the gateway and the foundation, given the number of electives. In your proposal you said for the gateway you can opt out of that foundational course and substitute another. I worry that's making it a little too loose because there are only two tight stitches that bring it together.

Charlotte Clark: Where do these students find themselves a cohort?

Sherryl Broverman: I was wondering why you create a gateway and then say people can opt out of it? Why is it a foundational course but it's now optional? Then you start getting a very loose ... you have less intellectual control over the structure.

Charlotte Clark: I'll take a stab at that one but I would welcome thoughts. That language we took from the original 2.0 template. That's kind of what we were required to put into our proposals to have that option. Dirk, if I could put you on the spot, Dirk teaches a class that might be a ready and very respected alternative that would be just as preparing. Do you mind if I ask you, Dirk, to describe it briefly?

Dirk Philipsen (Kenan): Yeah. In general this as an answer, I think that the thinking of the committee was very much that we needed a gateway, of course. There might be several options to select because there are courses on the curriculum currently that would serve that option perfectly well, and not to replace it with something that's unrelated.

Sherryl Broverman: I think, given that there's only two touch points for students to bring together for that capstone experience, you just might want to consider a very limited menu then, if you're going to have a menu for your foundation class, just to have a coherent launching pad for them.

Charlotte Clark: That's very helpful and I don't know if it's now or later but I would love to hear, maybe from the initial committee, what the motivation was to make sure that foundational courses that ... it may have been Lee. I think they were seen often as perhaps Writing 101 classes that were foundational classes. Now or later I'd love to know the history of why that was thought as an important point.

David Malone: I think the first, or among the very first, of these 2.0 experiential certificates was Innovation and Entrepreneurship. In the Curriculum Committees' most recent conversation with the folk in I&E, they began with several gateways. I think they found it a little problematic for the reasons that Professor Broverman has brought up.

But the advantage of it is that it allows you a larger funnel to capture students who might hear about this in a later time before their junior year. But it has significant disadvantages for all the reasons that we're now discussing. This is something that we need to think more deeply about. Sherryl is right, there's only those two experiences really that create any type of cohort effect.

Charlotte Clark: Let me make one comment and then to Lee. The way they're currently written, the acceptance of any non-gateway entrance is at the discretion of the three-person student oversight committee. Charlie and I will be two of those three for the foreseeable future, along with an academic advisor. We can keep a close rein on that in that way where we don't necessarily change the words on the certificate to say, but we are able to implement that on an ongoing basis.

Lee Baker: I wanted to respond to the I&E and also echo Sherryl's concern for having consistent learning outcome as a foundation. So I&E's work was very innovative. What they said was that they wanted a number of gateways, but that wasn't their necessarily shared experience, and a keystone, to use those building metaphors, in the middle. So in the sense they have three required, yielding one elective. So they have a menu of gateways, one shared experience, keystone, then, after their experiences, a capstone. I would recommend having two stitch points - I like that metaphor - of consistent learning outcomes. There might be themes, but to be able to have a consistent gateway, I think, would be desirable. What's not desirable -- this is the difference between the 2.0 and the regular certificate -- is that you can do electives any time. With the certificates now, you can take a core, your electives, a gateway your junior year and a capstone your senior year and you've got a certificate. You can add, mix and match any way you want. What we wanted to do with this one is to sequence it so you cannot take an elective until you have your foundation course, or, in the case of I&E, you had set these gateways into the keystone class. Then you add your elective because then you're having the lens of sustainability or I&E or ethic which lets you interpret that elective to then engage in the experience. I would recommend one consistent gateway or keystone class so you have consistent learning of all the students.

Reeve Huston (History): I think this question is probably directed as much at Lee as anybody else. The engagement experiences, the outside of classroom experiences, are fantastic ideas, but they would be much harder to fulfill for a student who did not have money in his or her family in the sense that unpaid internships are really easy to get. Paid ones are hard to get and some people need to work all summer. I imagine a large number of Duke students have to work during the semester which would cut down on the amount of time to do something during the semester. Are there funding opportunities for people who are doing these kinds of internships and ex-classrooms experiences available at this point? If they're not, I wouldn't want to judge, it's a fantastic proposal for this, but I think we ought to have that kind of funding insight if we want to encourage this kind of ...

Charlotte Clark: Thank you for that comment. The first thing I would add is that either of the experiences may in fact be paid. They may not be credit bearing, but it could be they work in a lab as a work study student or intern for the year and that adds up to 150 hours. They could be paid for a summer job that would be approved by the committee. Those can be completed. Of course DukeEngage I could name five or six DukeEngage programs that could be experienced and those are at no cost to the student. There are other situations where you're right, it is a volunteer experience.

Lee Baker: This is something that, this is the sort of unpaid privilege of being able to do an unpaid internship which is very important for many students. It's a known issue for us. This is a great time to do a little product placement. We thought about this. What we've done is we've created a writing, an online writing class called composing the internship or writing the experience. What happens with this is it's a summer session course. It's a writing course. Students are all over the world doing it. They're writing about their internship. The good thing with this is financial aid travels with the student. They get financial aid for the course and then they can do the internship too as if they're on campus on financial aid but they're somewhere else. This was a greater way of generating summer session revenue and also providing financial aid for students who do these unpaid internships. The last thing, a lot of these unpaid internships, we credit for it. You don't just get credit for internships. You're getting a "W", you're engaged in the class and it sort of works. It's one of these very few win-win-wins but we are really dialed in on this issue. The other last piece of this is students can get funding to do research. If they can leverage their research into this unpaid internship, which many do, I can attest to that. Lots of time when you're doing research you're doing internship. We

can finesse that and they can get paid to do research. Something that we're dialed into, we can't do it for everything but it's a known issue that I think we're taking care of in creating them.

Karin Shapiro (AAAS): I'm interested to know how this certificate would fit into the new curriculum. We'd heard from Suzanne Shanahan that one of the issues they're considering is decreasing the number of options for students so that students can have more time to take [inaudible]. I was wondering how this would fit and why this is coming up now rather than waiting for the Big Tweak. That's the one question I have. The second one I have is I understand the problem that one of the things we'd like is for students to be able to go into the workplace with this certificate. Of course if somebody were to read students' resumes or student courses they would know what the student's done. So how does this give them something more that they don't have?

Charlotte Clark: Waiting on the new curriculum ... I am not privy to exactly what is going on there nor do I know much about how that will fit in or what its timing is. We have simply been marching forward as quickly as we could because of the high level of demand. I do appreciate what I also heard from Suzanne about some of their goals for that. Sometimes thinking that students shouldn't have to fill all three of those program spots with program major, major, minor, major, minor. So perhaps there will be encouragement to think differently about that as a student. Only one of these courses that they can take can double count towards a major/minor, so it is something that doesn't double count in that way. I think that is a good point. I'm not sure, I don't know how to be more specific about how it would fit with the curriculum. With regards to what's different about what they see, and please add into this, Tavey. The fact is these are accessed, I didn't mention that, by an e-portfolio. That is a very different outcome that they will have that they can talk about or send prospective schools or employers to look at what they've done and it will show how the experiences integrate in some kind of thematic way with the classes that they've taken and in a way that wouldn't necessarily show up on a resume unless they were really tuned into that.

Christopher Walter (Physics): What is an e-portfolio?

Charlotte Clark: In the same way that a fine arts student might have a portfolio that they could show, an electronic portfolio is for students who might have an online presence where they could send someone where they could have written work that they have done, images they have taken, videos that they have created, reflections on experiences they have had. They can put together all kinds of digital data in a forum. Some schools have gone to this for all their undergraduate students. Duke is considering this, has looked at a number of platforms and is still doing that under Keith Whitfield's work. Does anyone else want to add about?

Christopher Walter: What is the assessed part? Is it graded?

Charlotte Clark: It will have to have certain elements and the student oversight committee will actually evaluate those required elements of the portfolios. The two existing certificates ... I&E is the furthest one down the block. They're using WordPress and I think that at this point the Civic Engagement and Social Change Certificate is considering the same thing. We're all kind of waiting to see how these work. I should add the e-portfolio system not only allows the students to input things but it also has an assessment component where it often automatically emails the mentor or faculty member and says the student has submitted the required reflection. It's time to grade it. There's a back and forth that automatically iterates between the instructional piece and the student. Is that helpful?

Christopher Walter: A little bit. What I'm wondering is if someone is going into a possible employer, will that person get an electronic portfolio and the company will know this person got an A or written evaluation or would it be a check mark?

Charlotte Clark: Good question. Do not have the answer to that. Eileen wants to add something to that.
Eileen Thorsos (Sustainability Education Program Coordinator): The certificate has four main learning objectives. As part of the capstone course the advisor and the student oversight committee assess the students on the learning objectives in the e-portfolio. The students will have to not only receive a C minus or better in all their classes but also "Acceptable" or better on three of four learning objectives. It's in addition to the class. It's not for the grade in the capstone. In order to receive the certificate the e-portfolio has to be evaluated.

Charlotte Clark: In the same way a student doesn't necessarily provide their graded transcript to every employer, it does at times. I think the the same thing would be true of this. Lee has an answer.

Lee Willard: We're currently exploring the e-portfolio system that allows things to be either public or private so it can be used both for academic assessment and grading. Internally it could be used private for the student for the student's reflection. It can also be used as a public face. I think technology is going to solve this problem.

Anita Layton: We have four minutes left. Any final questions?

Tavey Capps: I didn't quite address the second question. It was about why it would be different than a list on a resume. I think a lot of it has to do with the cohesion of the efforts, that students are showing a deliberate decision in how they're connecting the work that they did. It could be a statistics major yet they decided the study abroad program, the internships they did, all related to the theme. If you gave it the stamp of approval, it would something that they could claim that they had. I think just having the list of extra-curricular activities or programs that they did, maybe you could explain how that all connects together and make it easier for the students to translate to a future employer.

Anita Layton: Well thank you, I think we had a good discussion.

Charlotte Clark: Please feel free to email me between now and next month if you didn't get a question out or think of one.

Anita Layton: Good point. Same for Global Ed. That's it for our meeting. Thank you everyone for coming.