

Arts & Sciences Address 2013

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Welcome to academic year 2013-14. As you know I begin each Arts & Sciences address with a figure from Duke's history. And this time I am beginning with three figures—the Giles sisters. They were the first women to be educated at Duke. As the story goes, in the 1870's they insisted on an education like the one that their brothers were receiving, and petitioned several professors at Trinity to grant them that education. Almost everyone refused. One law professor finally gave in, and then others followed. The sisters soon were learning in a kind of peripatetic way, after hours, with a number of professors who decided to give them tutelage. Eventually the Giles sisters were granted a degree, and the Winston Salem Herald reported that it was “a highly unusual event” for women to receive a college degree. They went on to get a graduate degree, and founded Greenwood College for Women in South Carolina. At Duke, they had a building named after them. In 1930's the students in Giles Hall wrote the sisters a letter to thank them for their persistence in building the foundations for their own education. This will be a year of thinking through foundations.

When I arrived in 2011, I gave three definitions for the keys to liberal arts education in a research university in the 21st century. Integration -- finding a place for our knowledge in the world; adaptation- responding to life circumstances and educating for a world we cannot now imagine; innovation: finding laws in information in addition to nature and society.

Last year, I modified those terms in the following way: integration without over legislation; adaptation without overreacting; and innovation with a keen eye to tradition.

This year, I want all of us to be as dogged as the Giles sisters and focus on how each of these traits needs to be indexed to a specific project, a specific task that we must do together. I will say more about these tasks below, but let me begin by saying that I have extraordinary confidence in our being able to fulfill these tasks because of what I have encountered in my first years with you here at Duke. In the past 2 years, we have launched or achieved almost everything I had hoped we would do, and we have completed many things in two years what I thought would have taken us five. I won't be able to touch on everything we are doing in this talk, but I want to highlight a few things. Together we have hired 48 fantastic new regular rank faculty members in all three divisions, including seven who have been hired but won't begin their appointment until next academic year. And you have understood and embraced a vision for a university more publicly engaged, slowly dismantling its ivory walls, so that all knowledge might be understood by our neighbors as well as our guilds. In the humanities and social sciences, we have also begun to work together to create a focus on Asia, and are working through strategic hires to think

comparatively, beyond the area studies into a new analysis of regional interactions and interdependence. And we have worked together in both dramatic and in subtler ways to transform science departments to reflect the diversity of talent waiting to learn and grow intellectually, and be cultivated and trained, in the undergraduate and graduate populations, as well as the professoriate.

So it seems this vision of adaptation, integration, and innovation has resonated with all of us as a community.

Let me now begin, as I have in the past, with adaptation, and frame this year's issue of adaptation with the phrase you are now familiar with--financial sustainability. If adaptation in the classroom is trying to anticipate a world we can only barely imagine for our students, then financial sustainability should be a key form of adaptation for ourselves as an institution. Financial sustainability will indeed allow us to continue to research, write, and teach at the level that we have come to expect of Duke University. As I wrote to each of you about a month ago, the exceptional news is that we balanced our budget for this year.

Given the external budgetary pressures upon us and our continuing battle with faculty size, this balance is a huge accomplishment. Remember we have four big issues bearing down upon us: increases in financial aid, loss of SIP funds, fewer faculty leaving and retiring, and a decline in F & A's (facilities and administration, or overhead) from sponsored research, all constraining our ability to hire in the abundance that we did in the first decade of the 21st century.

Here is a breakdown of the budget for this academic year. As you can see, we are anticipating a shortfall that we will have to actively manage in collaboration with the departments. It is only through vigilance on both fronts of reducing expenses and finding new forms of revenue that we can find balance in and budgetary equilibrium in the years ahead.

We closed the previous fiscal year, 2012/2013, with a balanced budget through your efforts, your patience, and your resourcefulness in finding new revenue. I want particularly to single out the offices I now have come to imagine as the heroic triumvirate which helps us through every time: the Global Education Office, which established new programs and helped us with end of year revenue; Continuing Studies, whose new and expanded programs in Summer School, Programs for High School Students made the difference; and the Annual Fund, which performed \$600K over our budget. I want to acknowledge Amanda Kelso, our new director for GEO, as well as Margaret Riley, the retiring director of GEO; Paula Gilbert, our stalwart and resourceful director of Continuing Studies.

I also want to thank Hank Woods, our Director of Annual Fund whose talents have led him to be snatched by Fuqua, Stephanie Wheatley, Director of the Youth Alumni, and Matt

Cloues, Senior Assistant Director for Alumni Giving, who all worked so hard to make this happen. I also want to welcome our new director of the Annual Fund, Jen Cameron. These areas of financial growth are all trajectories that we have been pushing on, and your collaboration and engagement has been essential.

But in true Duke style, we are not stopping here. What will it take to get us to long-lasting financial sustainability? We are developing even more new programs in Continuing Studies and have hired Carl Melle as Director of New Program Development. I hope to be inviting faculty to engage in this over the coming year.

We continue to work to increase sponsored research, and hired Carmel Lee as the Director of Research Opportunities to aid in proposal development. We are exploring 7 new master's programs with the departments. And we are increasing the number of transfer students to return more dollars in tuition revenue.

We have also set our goal for the annual fund even higher—at \$17M. And there are several new programs in the pipeline for GEO that will build on the educational excellence and creativity that has become GEO's hallmark.

Perhaps most importantly, I want to thank everyone for their work over the summer on budget strategy and planning. I have been impressed, and at times even moved, by the degree to which everyone has stepped up. We know that for most departments it has not been easy because we are already very lean as an organization, but you have shown creativity and an understanding of the collaborative iterative budgetary process that we are embarking on. We know that you are in the midst of conversations about your proposals to us, given the large amount of comparative and trend data that we have provided to help inform your thinking. We have heard that these data have been helpful to you and we will be providing it now on a regular basis. I want to reiterate here what I have said last year: our administrative offices were no different and were subject to the same targets as everyone else. We have reduced costs and several of us have also returned a portion of our salaries.

With regard to the budget, as a faculty member, I can imagine that you might have the following questions: 1) If A & S is being asked to reduce expenses, how can there be so many new buildings going up? How can the campaign be doing so well and it not be helping? And how can the economy be recovering and it not be helping?

Let me now address each of these questions. First, how can Duke afford so much building activity across campus? The building projects –particularly West Union, and the Library, were negotiated as gifts several years ago, before our particular challenges to A & S presented themselves. The money was given for these purposes and was unavailable for

another. They both support liberal arts education and hence, A&S fundamentally---they are both, in different ways, spaces of one-on-one interaction and transformational learning.

Now let me address the question about the campaign and our current budget situation. You may recall from our discussions last year that most of the gifts we are receiving now are ones that will be vested in the future—usually several years from the time that the gift is made. As a result, their effect on the budget will not be immediate.

Finally, the economy is doing better, and we hear from the provost's office that this may have a small but positive impact in fiscal years 13-14 and 14-15, two years that are anticipated to be particularly difficult for A&S. But the Strategic Investment Plan or SIP funds, as they are called, are still not at the level we need them to be, and thus we cannot and should not depend upon them as A & S did in the past. (A reminder again that we are the largest beneficiary of Provostial funds of any unit at Duke.) Rather, we need to be developing, as we have, new sources of revenue. And I want to state at this point that discussing "revenue generation" for a non-profit educational enterprise should not be a taboo. Revenue is not profit that goes to shareholders. Revenue is value that gets immediately reinvested and shared in the ongoing educational enterprise. Through revenues, we will keep the quality of our enterprise at the highest level of academic excellence, and we have the structures in place to do exactly that.

It is extremely important to us in A & S that we keep financial communications open. I have written to the college about our financial situation and our strategy, we held both a campaign and a budget-related forum last year. As part of our collaborative budgeting process with the departments and programs, we have shared more comparative information with departments than in the past. And we have also activated the Budgetary Advisory Committee, headed by Charles Becker. I have recommended to ECASC that this be a standing committee for A & S, and I hope that they will accept my recommendation.

Adaptation, then, is a central element of our approach to financial sustainability, and as an institution we are exemplifying for our students the skills that that we are also teaching in the classroom. Remember that adaptation without overreacting is central. Unlike other universities, we are continuing to hire, even if it is at a slower pace, and we are asking departments to build on their excellence in ways other than growth of faculty. We continue to work on proposals together in A & S that push our educational programs in new directions.

Let me turn to those educational programs now, and address the theme of integration. If integration is finding a place for knowledge in the world, then we need to do a lot of integrating in A & S this year. Last year we adopted the Certificate 2.0, and the Global Health co-major. These are two pieces of our curriculum that will take time and patience to integrate. In particular, we want to track how and why students are making choices in the

Global Health co-major, and we will be working with DGHI to do so. And now that we have the template for Certificate 2.0, we will be ramping up the experiential component of several of our offerings, and we hope launching new ones, such as in Innovation & Entrepreneurship, and others.

Last year, we also approved the first slate of courses for the first phase—a semester of study at Duke Kunshan University. This is an essential first step to establishing DKU, as liberal arts came more quickly to the fore in this enterprise of DKU than we expected. We now have over 20 A&S faculty ready to teach in the campus. We also embraced more open conversation about Kunshan, and we will have regular updates about the progress there from Mary Bullock and Nora Bynum, at least once a semester. With the seven-week course module in place, teaching in Kunshan will be quite attractive for Duke faculty who will have more flexibility in their schedules during the time they teach there. In addition, the Liberal Arts in China Committee will be moving forward in planning for phase Two, the liberal arts curriculum. We welcome all forms of input into this process, particularly as we move toward DKU becoming established as a separate but affiliated university. We will be reading and thinking about this question of liberal arts, talking to liberal arts leaders from China, and after a year of intensive study and deliberation, appointing a faculty led committee to work on this curriculum over the summer of 2014.

Another key issue of integration is Advising. Under the able leadership of Dean Beth Fox, we have more faculty advisors than ever in contact with our students. And as I mentioned last year, we have a faculty led Advising Task Force, chaired by Psychology Professor Steve Asher, to continue to push us to the next level on integrating advising into the entirety of our four year curriculum. Last year, as a way of underscoring the intellectual weight of choosing a major and the importance of that transition, we established the ritual of Academic Homecoming, which was a real success and one we hope to refine this year. In the task force, we are focusing on developing the theme of academic engagement—an idea put forward by Asher in his research with Duke students and part of a report widely shared throughout the campus. As you may know, academic engagement focuses on a student's intellectual commitments and explorations as a key indicator of our educational success. We are developing several models of the next steps in advising in the task force and will be moving forward on one by the end of the year.

The theme of integration would not be complete without a mention of Bass Connections. I encourage you to check out their new website, which is now up and running, with 35 new research groups. I have an advisee in the Education and Human Development group, and the possibilities for her own research and have expanded rapidly as a result of her membership in this group. The challenge for A & S will be to make sure that departments are supported in this endeavor through Bass Funds. We will work with the office of the Vice Provost of Interdisciplinary Studies to make sure that communications are clear,

opportunities identified and disseminated widely, and departments supported. I am delighted to report that A & S is in the lead in terms of the number of Bass Professorships raised; we have already closed the gifts of two chairs that will be housed in our unit and are working on a third.

I also want to touch on the theme of the humanities, which was a topic of vigorous discussion last spring. You all know that under Richard Brodhead's leadership, we know have a national report on the state of the humanities and interpretive social sciences. My guess is that his brief comments on the Colbert Report will have more of an impact on our reading and viewing audience, but suffice it to say that Duke remains a leader in the national, and now global, dialogue. As a humanist I have been an enthusiastic participant in these conversations.

We can continue to address some of the concerns of some faculty last year. In Humanities Writ Large we will be working on directing more funding to departments to help them achieve their strategic goals. And we will be working to establish long-term seminars, where our humanities departments, most of which are among the highest ranks in the country, can remain visible as leaders over long periods of time. Long term investments can also be seen in the presence of 11 American Council of Learned Societies fellows, integrated into many departments in the past two years, and in some cases, now tenure track professors at Duke. In addition, we will be making presentations to pre-major advisors to make sure they are fully aware of the strength of the humanities at Duke as they guide students in their classes. Many may not be aware of DEMAN, a weekend that connects alumni in arts and humanities with students interested in those career paths. And we also continue to sponsor, as we have for the past several years, Blue Devil Days that emphasize the humanities. And we will be making sure all humanities faculty know about these established traditions of outreach to young humanists, and working to make them even better. If you take both first and second majors into account, we have about equal student representation in the sciences, social sciences, and humanities, and we need to build on this strength and make it more visible to ourselves and to others.

I would also like to challenge us to think anew about the role of historical reasoning in our curriculum—historical reasoning as it belongs to all of us, not any specific department. I see it all around Duke: how important it is that visitors to Allen Building see the new exhibit about the Allen Building Takeover in 1969, and the lessons it taught the community about diversity and administrative relationships. I see it in the fact that the statistics department is celebrating the history of Bayesian statistics at a major conference this year as a way of highlighting its own history and moving the department forward. If it is true, as Carl Becker suggested, that “everyman [and woman] [is] his own historian” then we should educate our students to think as rigorously about time, memory and the past as we can.

This is not for the dean's office to legislate; the curriculum belongs to the faculty. But I do hope we can begin to think about it as a part of a Duke education.

All of these point to the continued key role of the humanities and interpretive social sciences at Duke, and Duke's role in humanistic leadership both nationally and internationally. We have already mentioned some of the plans for Humanities Writ Large. And our Populations Studies Initiative has integrated the efforts of faculty across the campus to apply for a NIH center grant in the Demography and Economics of Aging and will host a prestigious speaker series this year.

As I close the discussion of the theme of integration, recall that last year we redefined integration as integration without over-legislation. In all of these tasks, whether it is humanities' central role in our curriculum, advising and academic engagement, the global health co-major, or certificate 2.0, or creating new learning environments in the STEM fields, we need to pay rigorous attention to process so that bureaucracy does not overtake intellectual intent and rigorous educational trajectories. At Duke, we are better at this than most, but it requires constant vigilance.

Let me turn now to the theme of Innovation—particularly as we have defined the theme as innovation in information: We now have an initiative, iiD, led by many faculty in Arts & Sciences, and our former dean of natural sciences Robert Calderbank, that will support research projects as well as undergraduate and graduate education. And our Bass Connections theme of technology, society, and culture, also focuses on this question. The two are very much aligned, and will help us with key educational and research initiatives in questions of Big Data—one of the central challenges and inspirations of our time.

And the questions of information, data, and curricular initiatives lead me directly to address online learning. As Tom Robisheaux also mentioned in his letter to faculty, we would like to pick up exactly where we left off. Several things are true about our online discussion. Our debate was impassioned, and complex. We need to separate out several issues. And we need more time to think things through, department by department. As you know, I myself thought it was worth moving forward with the limited pilot for participation in Semester on Line. But as I also stated last year, faculty considerations and conversations should be central. And it was clear to all of us that we needed more time and an open space of exploration. And of highest priority to me is to work with faculty to continue to innovate in the classroom and to reflect on and assess their experiences.

So building on our motion at the end of the debate to embrace online innovation, it seems we need to do several things: And this will be the year of intense exploration. First, we need to find out what we are actually doing as a faculty of Arts & Sciences. Second, as we proceed with this inventory, find out what works and what does not and in what kinds of disciplinary environments. Third, we need to work department by department to consider

what forms of online innovations and what critiques of online innovations are relevant to each field of inquiry. Fourth, we need to refine the policies that we worked so hard on last year, and do so through the regularly appointed Arts & Science Council committees. Fifth, we need to find out from students what their knowledge and expectations are about online learning in their education—not to cater to their expectations but to shape them in relevant ways.

As a result, I propose proceeding with all these conversations in a year of intense engagement around this issue. And have enthusiastically accepted ECASC's recommendations that David Malone laid out for us to do, separately from any discussion of any particular online platform. I am concerned that we remain engaged as a whole faculty on this issue, even though we may disagree and have different perspectives on the value of the large varieties of online education that are out there and that exist in Arts & Sciences at Duke. Those who are critical need to hear from those who are supportive, and those who are supportive need to hear from those who are critical. This is what we should be doing as an intellectual community. Engage with each other, and not split off from each other. Finally, we need to keep a constructively critical eye on this debate—and make sure that liberal arts goals are always front and center in this rapidly changing landscape.

My challenge to all of us is to lead. We have critically engaged Coursera and the flipped classroom in a variety of degrees and ways in all divisions of knowledge, and have become leaders in these areas. In this next stage of engagement, wherever it may take us, let us remain leaders.

Also in the spirit of innovation, we are beginning to move forward in the area of what we are temporarily calling Marquee Courses. These are larger courses that provide both an introduction to a way of thought as well as a common intellectual experience. We are still in the initial stages of this conversation, but some things can be said even at this early stage. They could be developments of courses that already exist, to broaden their reach, or the development of an entirely new course. They could also be offered by a single department or several departments. We have begun conversations with many departments about mounting these classes, and the Dean's office will provide support in their development. We will be sending out a CFP for proposals in order for A & S to support faculty working on these courses and getting the message out to students. We hope to launch several of them next year. So stay tuned.

Recall that we defined innovation as innovation with a keen eye to tradition, and the Duke approaches to online and Marquee courses should be grounded in the best traditional values of liberal arts learning. That is what it means to be critical and visionary at the same time.

And a final word about faculty governance and best practices. As you know, we have put in place several new customs that create more conversations between faculty and different offices in the administration. We will continue with Open Faculty Forums and ongoing workshops for Chairs. We will continue with regular updates from my office at every A & S Council meeting. And I will continue with letters from the Dean every few weeks.

Two further points are necessary here. First, I came to Duke because of its strong tradition of faculty governance, and I am delighted to work with it to become even stronger. We are in the midst of a large maelstrom of change in higher education, and we are leaders in that change as well as champions of traditional educational values. That means faculty governance is even more important than ever. That also means that council representation is even more important than ever. Communication back to departments about issues raised in Arts & Sciences council is essential in getting the word out, and we need to continue to improve on that front.

Second, in the midst of such changes, a collaborative and collegial dialogue between administration and faculty governance is essential. Since being at Duke, one curious thing has emerged: I sit as an ex officio member of ECASC, and we have discovered a vibrant and productive working relationship. The fact that the Dean and ECASC get along should be read for what it is: that we argue well and we both agree and disagree. And the additional fact is that, because of this productive working relationship, we will propose things together. That does not mean that ECASC is the “arm” of the administration. It could in fact mean that this administration, and this dean in particular, actually agrees more often than not with faculty sentiment and thinking. Because we are first and foremost a community of ideas, I don’t care where ideas come from, top or bottom, as long as they are debated and criticized and refined. The phrase “top down” is not credible to me when it comes to ideas; we all know some of the undesirable results when we criticize ideas solely on the basis of their source. But the critique of “top down” IS credible to me when it comes to the **implementation** of ideas, and I will always work with you to make sure that dialogue is vibrant and implementation is as it should be.

Finally, I will be visiting every department all over again beginning this spring I want to avoid the pattern of the obligatory visit of the first two years and then staying in the office for the rest of my time with you. Tom Robisheaux and I will also be charging every Arts & Sciences committee this fall, as we have begun to do last year. These all seem like excellent ways of staying connected, engaged, and in constructively critical dialogue. We will be talking about the Course committee report’s answer to our question, “What is a course?” We will be working with the Curriculum Committee in identifying challenges in our present curricular structure, given all the options present to students. And many other concerns that may emerge as we live into them this year.

As you know I want to end on a high note. Campaign progress has been better than expected. Colleen Fitzpatrick, our Associate Dean for Development, has been an extraordinary partner in this process and I would like to ask you to join me in thanking her now. We are now at \$226M of our \$435M goal—more than half way there. We are tracking at a higher monthly rate of donations than expected for this time in the campaign.

Here you can see how we are doing relative to our campaign buckets of financial aid, the annual fund, and faculty and programmatic funds. Again, we are just slightly more than half way towards our campaign goals. I will continue to make development a significant priority and be on the road much of the time this coming year, because it seems to have yielded results.

And even more happily, many of our key gifts last year focused on faculty positions. Here is a list of our faculty positions that we have been able to raise from donors, as well as some other key programmatic gifts. We have now raised 13 endowed chairs to be incorporated into several different departments in Arts & Sciences. While as mentioned above these chairs will not be vested immediately, they will be absolutely key in achieving strategic intellectual goals as well as financial sustainability over the next decade.

So let me return to the determined Giles sisters. Like them, we are tending to the foundations of our own educational practices in the midst of a changing environment. My new dreams for Arts & Sciences are like theirs-- having to do with a uniquely Duke approach to the structural, foundational shifts that are happening all across the landscape of higher education.

My dream for us is that we find a way to maintain our eminence, without infinite growth of faculty but a wise use of resources. My dream is that we have science departments who want to be in a liberal arts environment because they know and need the literature department; that the economics department knows it is a better university because it benefits from having a superb department of music. And that such knowledge is more than lip service before a budgetary request. Rather it is a form of leadership that informs strategy and engagement and the educational vision of every department. My dream is that we transcend our guilds even as we are the highest exemplaries of those guilds. That we find new imaginative ways to replenish our core disciplines that also cross disciplines. That we find a new vision and set of practices of interdisciplinarity – and I think it is very much time that we also find a new word.

Our economic reality is shared by everyone who travels in the landscape of higher education. And yet unlike many others, this reality has not stopped Duke's growth into eminence; even as we continue to catch up from 2008 and struggle with a new way of working together in the absence of strategic funds. In the midst of all the change swirling around us, our rankings have grown; our selectivity has increased, and our departments

continue to rise in people's estimations and expectations. More people are giving to Duke, and want to give to Duke, than ever before. We are rigorously engaged in revisiting and reshaping foundations for new forms of education that exemplify old values. The Giles sisters, going from professor to professor in the twilight after the appointed hours in the early years of Trinity College, would want us to do the same.