Welcome
Council Chair Ruth Day called the meeting to order.

Minutes
--No additions or corrections to October minutes
--Minutes approved
--Thanks to David Malone, Acting Executive Secretary for the October minutes

Updates
ECASC Vote
Open position on the Executive Committee of the A&S Council (ECASC), for a faculty member from the Humanities. Candidates are:
--Sharon Holland (English/AAAS/Women’s Studies)
--Beth Holmgren (Slavic & Eurasian Studies)

Owing to technical problems with electronic voting, the vote was taken by paper ballot during the meeting. Faculty representatives from all divisions voted.

IT Security/Privacy Policy
--Report at last meeting by IT officials
--Since then, the proposed policy has been reviewed by Council representatives & ECASC
--ECASC recommends approval
--No objections or concerns raised
--Therefore the new policy was approved

General Information
Methodist Church Site Visit
--Met with many Duke leaders
--Meeting with faculty (including 2 from ECASC)
  --3 site visitors, all academics
--Main topics:
  --interdisciplinary focus
  --scarce economic resources
  --the Chapel as a campus symbol
--Their impressions: Duke is a leader in making interdisciplinary programs work; we are doing better than other institutions in coping with economic challenges
--Our impression: informative and collegial

Student Course Evaluation Website
--Major student concerns with the Trinity College official course evaluation process:
  1) Not all faculty “opt-in” to have their results posted online
  2) Only quantitative ratings are shown online, not comments that students write on the form
--Duke Student Government (DSG) recently launched a site called “CourseRank” (developed by Stanford students, now a commercial venture)
  --It is very brief; the main section asks students to:
    --rate each course overall
    --provide overall comments (content unspecified)
  --How to access it:
    --it requires Shibboleth authentication, so only people at Duke can access it at: (https://duke.courserank.com/duke/home)
--What the homepage looks like:

--DSG informed Council Chair Day about the site
  --the meeting was very informative
  --it occurred the day before the site went live
  --therefore there was no time to inform the general faculty nor to provide comments
--The site will run on a trial basis for one year
--The Council welcomes timely information and the opportunity to comment in the future

Discussion
George McLendon (Dean of A&S): Asked about the gathering of the information on the student website, its statistical significance, and the fair collection and summary of student comments.
Study Abroad → Global Education

Study Abroad Office Changes

Margaret Riley
Director, Global Education Office for Undergraduates

Why has the name of the Study Abroad Office been changed to the Global Education Office for Undergraduates? The answer is that the office was asked to undertake the oversight of several domestic programs. Three of these were the Duke in New York Arts and the Media, Duke in New York Financial Markets and Institutions, and Duke in Los Angeles. In addition the Quality Enhancement Plan has the global study semester abroad which needs oversight. Since the Duke strategic plan has "global" as a focus, all of these programs are important. The word "global" is to be interpreted as meaning local, regional, national, and international.

Study Abroad Committee Request

Tom Robisheaux
Chair, Study Abroad Committee

The Study Abroad Committee is the faculty oversight committee associated with the Study Abroad Office. Since the Study Abroad Office has changed its name and duties, the Committee requests a change its name and charge as well. The new name would be the Committee for Global Education for Undergraduates and its charge would be to review programs periodically that are listed under the Global Education Office for Undergraduates. It is to consider petitions from students and approve changes in their programs. The proposed changes are shown in blue:

Dean Lee Baker (Trinity): The two Duke in New York programs have faculty steering committees. So it should be noted that they do have faculty oversight.

The Council approved the requested changes in name (Global Education Committee) and charge (to include the additional programs covered by the GEO).
A&S Council Priorities Poll: Preliminary Results

Ruth Day
Chair, A&S Council

Purpose of Poll:
--determine faculty views about A&S priorities
--help set the Council agenda

Methods
Who: --faculty representatives to the A&S Council
--31 faculty, representing 600+ faculty
--responses anonymous (no names collected)

How:
--consult with colleagues in Department or Program
--enter collective views via electronic link to poll
(one vote per Dept/Prog)

When: --poll open 10/1/09 – 10/30/09

Content:
--topics in the Council charge, from the bylaws
--3 categories:
  --A&S Issues
  --Trinity College Issues
  --Legislation & Approval
--plus specific topics within each category (see below)

Procedure:
1) rate priorities for each topic along a 5-pt. scale:
   5 = highest priority  /  1 = low priority
2) write comments for each topic and overall (optional)

General Results

Response Rate:
--94% (29 of 31 representatives)

Experience: --average 2 years on Council
--average 10 years at Duke

A&S Issues
Specific Topics (from bylaws):
--General A&S budget
--Faculty research support
--Faculty development
--Facility compensation
--Teaching
--Facilities
--Organization of departments
--Undergrad-grad interaction
--Faculty-student interaction

Results

--Averaged over all who responded
--Highest priority in entire poll = A&S budget
--High priority = faculty issues (research, development, compensation) and teaching
--Moderate priority = facilities, faculty-student interaction, graduate-undergraduate interaction (e.g., TAs), and organization of Departments and Programs

Comments
Written comments were given within the Poll for:
--most of the specific topics
--additional topics (e.g., Professors of the Practice)
--general A&S concerns
Sample comments were given at the Council meeting.

Trinity College Issues
Specific Topics (from bylaws):
--Academic standards
--Curricular programs
--Granting credit
--Coordination (academic programs, residential life, general learning environments)
--Admissions & financial aid
--Student research support
--Recognition of superior achievement
Results
--High priority = curricular programs, academic standards
--Moderate priority = all others

Comments
--Many interesting comments, to be reported later

Legislate & Approve

Specific Topics (from bylaws):
--The general curriculum
--Academic regulations
--Academic policies

Results
- High priority = general curriculum, academic policies
- Moderate priority = academic regulations

Comments
--Many interesting comments, to be reported later

Legislate & Approve

Pass/Fail Proposal

The Chair of the Academic Standards Committee (Peter Feaver) was not able to attend the meeting, so this presentation and discussion was led by Council Chair Ruth Day. She noted that several clarifications are needed in the proposed policy.

Types of P/F Courses

Proposal

- physical education
- grad. w/distinction seminar
- foreign-language conversation
- applied music
- etc.

Course Determined

- with Instructor permission

Student Elected

Dean Ingeborg Walther: When I was in the Academic Council they always had an opportunity for the Provost to respond to questions. I do not know if this Council has that but it would be nice to have a forum where some of the questions could be answered. Especially how Arts and Sciences relates to the Nicholas School and questions like that.

Ruth Day (Council Chair): Anyone is welcome to come and comment. ECASC is looking at various models for faculty governance and how various deans, the provost, and vice provosts will interact with us.

Dean McLendon: Did representatives give just their own views or those of their colleagues?

Chair Ruth Day: The representatives were instructed to consult their colleagues and they had a full month to do so. How many of you [representatives] consulted with your faculty? [Virtually all said yes.] Some of the consultations were very thorough – for example, the one in Psychology & Neuroscience.

Makeba Willbourne (alternate, Psychology & Neuroscience): Our representative, Ahmad Hariri, sent a version of the Poll to everyone in the Department. We replied and he tallied the results, then sent them into the A&S Poll site.

Dean McLendon (Trinity): It is great that you have done this and I look forward to reading the details.

Chair Ruth Day (to the Council): Do you advise a written report or can we just finish up the slide set and make it available to everyone? [The Council requested the slides.]

Additional discussion focused on other details in the Poll.

Council Discussion

Pass/Fail Proposal
The proposed policy does not address the two types of P/F courses. Is the proposed change from P/F → S/U:
--Only for Student-Elected courses?
--If so, then students could get both P/F and S/U on their transcripts.

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Total Number of P/F or S/U Courses

<table>
<thead>
<tr>
<th>Total P/F-S/U Courses?</th>
<th>More restrictive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Policy</td>
<td>Proposed Policy</td>
</tr>
<tr>
<td>--No mention of total</td>
<td>--Can take up to 4 S/U</td>
</tr>
<tr>
<td>--Says:</td>
<td>--No more than 1/semester</td>
</tr>
<tr>
<td>--1/semester</td>
<td>5</td>
</tr>
<tr>
<td>--1/summer term</td>
<td>3</td>
</tr>
<tr>
<td><strong>8 Total</strong></td>
<td></td>
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</tbody>
</table>

Although the new policy was developed in part to liberalize the current policy, it in fact is more restrictive in terms of number of courses allowed. (Note: The current policy allows students to take P/F courses after they have declared a major; so the estimate of 5 semesters may vary across students.)

Effect of P/F vs. S/U on GPA

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>P = no</td>
<td></td>
<td>S = no</td>
</tr>
<tr>
<td>F = yes</td>
<td></td>
<td>U = ??</td>
</tr>
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</table>

In the current policy, Pass grades do not count toward the grade-point average (GPA), but Fail grades do. In the proposed policy, Satisfactory grades do not count in the GPA, but no mention is made of Unsatisfactory grades.

Effect of Loose Ends on Voting
Since these clarifications revealed some troubling but not fatal problems, the Council decided to vote today, but that these votes are provisional. These problems will be resolved and the final vote will be held at the next meeting.

Pass/Fail Votes
There were three issues that the Academic Standards Committee did not resolve and sent them to ECASC for advice. ECASC examined and modified the possible options somewhat. A provisional vote was taken on each and the results are starred below. They passed unanimously or by a very large majority.

Freshman Option

First-Year Students
Should the new policy be made available to first-year students?
Option A = NO
With the consent of the instructor, a student who has reached the 3rd semester of enrollment may register, following instructions included in registration information, for grading on a "satisfactory/unsatisfactory" basis

OR

Option B = YES
With the consent of the instructor, a student may register, following instructions included in registration information, for grading on a "satisfactory/unsatisfactory" basis

Discussions: Freshman Option

Ingeborg Walther (alternate, German): If option A were passed would a first year student have the option of taking a fifth course on a pass-fail basis?

Chair Ruth Day: What is the rule about the number of courses a first year student can take?

Dean Willard: It is 4.5. It could be five with special approval.
**Discussion: Major Option**

Is there a rule about how many S/U can count on the major?

**Ron Grunwald (Biology):** The departments in principle can choose to make limitations.

**Dean Mary Nijhout:** Departments can make different rules in this regard even though the same courses might count in different majors. A student might bring to one DUS a petition to count a course that had previously been taken pass-fail because the student had intended to major in an area that would accept it as a pass-fail course. We have to be aware of this problem. Different departments do behave differently.

**Dalene Stangl (Statistical Sciences):** Between econ and math and stats, there are so many common courses, it is going to be a nightmare.

**Leslie Digby (Evolutionary Anthropology):** Having just voted in that freshmen can take S/U, it would be an advising issue if you voted that it could not count towards the major.

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**TimeTable Option**

**TimeTable for Declaring S/U**

When should students declare they are taking the course on an S/U basis?

**Option A = EARLIER**

Students who wish to take a course satisfactory/unsatisfactory must obtain the instructor's permission and register to do so by the end of the course correction period in any term. Students who have elected to register for a course satisfactory/unsatisfactory may choose to register for a letter grade by filing a request with the registrar up to four weeks before the last day of classes (see specific deadline date in the Academic Calendar).

**Option B = LATER**

Students who wish to take a course satisfactory/unsatisfactory must obtain the instructor's permission and register to do so by filing a request with their academic dean up to four weeks before the last day of classes (see specific deadline date in the Academic Calendar).

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**Discussion: TimeTable**

**Question:** The difference between drop-add and the correction period is how many days?

**Ruth Day:** One week.

**Question:** Does this correspond to the withdrawal deadline?

**Ruth Day:** Yes.

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**Close of Meeting**

Chair Ruth Day thanked everyone and adjourned the meeting.

Respectfully submitted,

Alan W. Biermann
Executive Secretary