Duke University
Arts & Sciences Council Minutes

Meeting #5 (January 14, 2010)

Welcome

Council Chair Ruth Day called the meeting to order.

December Minutes

--No additions or corrections
--Minutes approved

Updates & General Information

Faculty Representatives

--Welcome back to returning reps

--Welcome to new reps: Bill Seaman (Art, Art History, & Visual Studies), Nancy Armstrong (English), JoAnne Van Tuyl (Slavic and Eurasian Studies)

--Welcome to new alternates

--Reminders: notify the Council about any sabbaticals, new alternates, course/schedule conflicts

ECASC

--Michaeline Crichlow (African & African American Studies) is filling a vacancy on the executive committee (ECASC) for the rest of the semester

--Current ECASC:

Leslie Digby — Evolutionary Anthropology; Ron Grunwald — Biology; Michaeline Crichlow — AAAS; David Malone — Education; Tyler Walters — Dance; Sharon Holland — English
NATURAL SCIENCES   SOCIAL SCIENCES   HUMANITIES
Ruth Day, Chair — Psychology & Neuroscience; Alan Biermann, Exec.Secretary — Computer Science
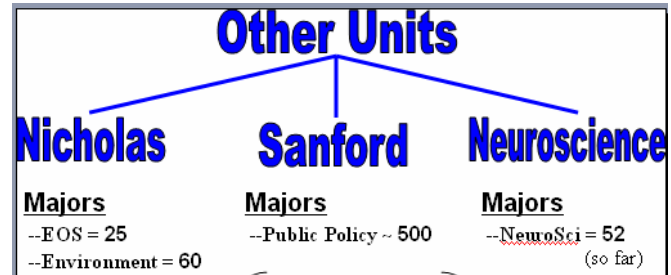
On the Horizon

Topics under discussion; may come before the Council.

Trinity College Course Evaluations

--New proposal from Duke Student Government (DSG)
--Students would fill out course evaluations online, rather than in the classroom
--Both quantitative results and comments would be posted online

Expanded Council

--Currently, all faculty representatives to the Council are from Arts & Sciences (A&S) departments & programs
--Some majors are now housed in other non-A&S units
--Examples with approximate number of majors are:

Other Units

Nicholas — Majors: --EOS = 25, --Environment = 60
Sanford — Majors: --Public Policy ~ 500
Neuroscience — Majors: --NeuroSci = 52 (so far)

--Who represents the interests of these students on the Council?

--Other units (such as Institutes) either already share sponsorship of a major or may have them in the future

--Proposal for an expanded Council is in development, to add a representative (and alternate) from other units that have majors outside of A&S

--These representatives would vote only on matters concerning the undergraduate curriculum

--Feedback from faculty officials in the non-A&S units is very positive
--Need to resolve various questions, such as:

Questions re New Reps

1) **Which units?**
--Schools?
--any unit with undergrad majors?

2) **How selected?**
--elected?
--default (e.g., DUS)?
--appointed by unit?

3) **Vote?**
--undergrad issues = yes
--faculty issues = no

4) **Committee service?**
--committees relevant to undergrad issues
--count as relevant division (NS, SS, Hum)

5) **Units with >1 major?**
--# reps = 1?
--# reps = # majors?

6) **Anything else?**

Council Discussion

George McLendon (Dean of Arts and Sciences):
We have departments with more than one major and we would not want them to elect more than one representative. This simply follows current practice.

Ruth Day (Council Chair):
--How many are in favor of the general idea of an expanded Council? [Unanimous show of hands]
--How many have serious concerns? [None]

Margaret Humphreys (History): What is the situation with the Engineering school?

Ruth Day: The Pratt School has its own curriculum structure. They have ex-officio representation on this Council.

Ruth Day: How many agree that the bylaws should reference "units" and not "schools?" [Approval of "units" unanimous]

Lee Baker (Dean of Academic Affairs): The word "unit" has some ambiguity. Should the wording be more specific?

Ruth Day: Yes, it is "units with undergraduate majors."

Lee Baker: Where does neuroscience lie?

Ruth Day: We do not care as long as they have an undergraduate major.

Matt Serra (Director, A&S Office of Assessment): Would programs be units?

Ruth Day: Yes, we already have such programs represented on the Council. Dance is an example since it has a major.

Dalene Stangl (Statistical Sciences): Currently, what is the number of units with undergraduate majors with representation on the Council?

Ruth Day: The current number is 31. There is only a handful of additional units under consideration. Nicholas, Sanford, neuroscience, and maybe another one or two. We are not going to be overwhelmed by the expansion.

Ingeborg Walther (Associate Dean): If you include ICS, you will have to include programs that have majors such as Linguistics and Medieval and Renaissance Studies.

Ruth Day: That is a good point. These are based on shared faculty and they do not have their own representation. We need to address that. As programs emerge with majors, they must be considered for representation.

Margaret Humphreys: The question of voting could become very sticky. We have one person who comes to represent ICS but she also has an appointment in Arts and Sciences. She has her own department. Can she vote on faculty issues?

Ruth Day: If she is representing a department, she can vote on faculty issues.

George McLendon: If she has a representation from her department, they are representing her on faculty issues.

Ruth Day: All this can become complicated.

George McLendon: Let me give an example of a faculty issue that was real and this council dealt with it. We came up with flexible policy for rewarding people who serve as Directors of Undergraduate Studies. That was done on this council. This council made recommendations and they were adopted. This is binding only on the Arts and Sciences faculty and is not binding on other schools. Therefore it would not be appropriate for those other schools to vote on it.

Ruth Day: We will push hard for the policy of one unit, one vote. We will bring proposed bylaws changes for an expanded Council soon.

A&S Budget & Priorities Advisory Committee

George L. McLendon
Dean, Arts & Sciences

I want to tell you why there is such an advisory committee, who serves on it and in what capacities, and give examples of the kinds of issues that were brought before the committee from the administration or from the committee to the administration. I come from an institution where faculty played a bigger role in helping to set budgets than is historically the case here. It seemed to me that that worked well.

When you go into a period of constrained resources as we have been in and will continue for at least 24 months, it becomes even more important that there be as broad a set of inputs for those budgetary processes as possible and so I wanted to have some input from a broader set of stake holders.

Members of the committee
Administration: George McLendon, Sandy Connelly, Steve Nowicki, Lee Baker, Lee Willard, Nancy Zeleniak. Faculty: Ranjana Khanna, Keith Whitfield,

Suzanne Shanahan, Mohamed Noor, Hans Van Miegroet, Ruth Day (ex-officio and faculty). <u>Staff Representative</u> Randy Smith (Biology). <u>Student Representative</u>: Chelsea Goldstein.

This committee is to serve as a sounding board for and as a communicator of ideas. So we hope that if people have critical ideas for these issues, they will feel comfortable sitting down with a colleague who they know and discussing them. We try to meet about once every 6 weeks.

Energy Efficiency for University Buildings
An example of a project that we have undertaken is one that came up from the faculty that could save on the order of one half million dollars a year, we hope. We have noticed that some of the buildings we occupy don't use energy as efficiently as we think they might. One example given was why every light in the French Family Building had to be on at 3:00 in the morning. Perhaps it would be possible to utilize that space more efficiently. It was obvious we should convene that kind of task force. It has now been organized under the leadership of Bob Barkhau, Director of Arts and Sciences Facilities. There clearly can be some savings on this and the amounts are not trivial. If you only save $50,000, it could mean the difference between having or not having some critical staffing.

Managing Cash Flow Efficiently
I knew we had a cash flow problem that was a tradeoff against some fundamental commitments that we had. This is something that has affected many in this room and concerns faculty research accounts. What we wanted to do in order to use the resources optimally that we had sitting essentially frozen in bank accounts, was to restrain the rate of spending. We were not taking money back but we would not let it spend out as rapidly as it might have otherwise. It turns out in practice the spending rate has not changed at all. But if we do our cash flow differently, the accounting for the year gives us a lot more flexibility on what we can do. I know this may seem strange, but it makes it possible for us to say "yes" we balanced this year's budget or "no" we did not. So we thought about that and decided this was something we were going to need to do. It was not going to cost anything but it was going to be controversial. So we took this to this group and we said this is something we are thinking about doing. The responses from our senior faculty were things like this: We can live with this; I seldom spend my full account anyway; I like to have some reserve just in case something problematic comes up.

No, it will not affect us that much as long as you are not taking back a contractual agreement. But the interesting thing is that these people were not willing to see the same rules applied to junior faculty. They did not want a retraction which, five years from now, could leave people wondering whether it affected the individual's case for tenure. There could be the question of whether access to the full research account might have changed the result.

I thought that was thoughtful and insightful so we changed the rules that we thought we were going to implement. We did not save as much money. We were not sure that we changed anybody's trajectory in any way but we were better informed about the ethical choices we had to make by having this process available to us.

Overview
So those are examples of how having this advisory group enabled us to implement better policy than we might have otherwise done. It advises – it does not set policy. But it is helping make policies better than they would have been without that level of consultation and advice.

Council Discussion

Ron Grunwald (Biology): So are the main purposes to vet ideas coming from the administration on the consequences or impact on the faculty?

Dean McLendon: It is not just the faculty. It is for the Duke community. The action that I just spoke of was to deal with accounting methods. I would have had to fire some staff if I had not been able to make that trivial accounting difference. I benefited from having them say "yes do this, but exempt this large group of people."

Micaela Janan (Classical Studies): Concerning this change in the rules, you say that you did not take anything away. Is this after the 15 percent cut?

George McLendon: We literally took no money away. We said you could spend money at the rate of 85 percent of what you were scheduled to spend. The rest is in the form of an IOU. So none of that money has gone away. If you used to have a $10,000 total balance, I have said that over that period of time you can only spend $8,500. But this period of time is not indefinite and we still owe you $1,500.

Ruth Day: There are some faculty who do not know what these accounts are, particularly faculty in science divisions.

George McLendon: These are not used in the natural sciences. What you get in the natural sciences is a start-up fund. Then if you are successful after that, you are able to generate your own funds.

Trinity College Course Evaluations

Matt Serra
Director, A&S Office of Assessment

Note: Some of Matt Serra's slides are on the last page.

Preview: This year or next
1) The course evaluation process will go online (for student responses)
2) We will re-examine our curricular components

Course Evaluations last term
Very high rates of return, both for student course evaluation forms and faculty forms

Student course evaluation return rates
--# students polled = 28,043 (in courses evaluated)

--Courses not evaluated:
   --those with 5 or fewer students (unless faculty request evaluation)
   --independent study courses
   --music instruction (e.g., clarinet lessons)

--# student forms returned = 20,039 (71% of students did evaluations for one or more courses they took). The 71% takes into account absences; some faculty distribute evaluation sheets during exams; some do it on the last day of classes, some do it whenever they can.
--# courses taught = 1275
--# courses with evaluations returned = 1147 (90%)

Faculty course evaluation return rates
--Faculty also fill out a form (e.g., their course goals)
--# faculty forms returned = 1020 (89%)

Course evaluation return rates over time
--The number of students who assess a course is very stable over time (70-75%)
--We process around 20,000-23,000 forms per term
--We had a small dip in the 03-04 academic year but generally about 90% of courses were evaluated every term. That is huge.
--The only reason 10% are not evaluated is because the faculty did not do it.

Council Discussion

Question: In that percentage, does that include the 5 [students]-or-less courses?

Matt Serra: No, it is of the courses that were evaluated. It is not a huge percentage of the courses, especially if you take out independent studies. Again, if the faculty feel strongly that they want a course evaluated, we will evaluate it.

The percentage return rate of the faculty forms had a small dip in mid-decade. But it has come back up to 90%. That is when faculty were able to determine whether they want their evaluation results online or not. That choice is indicated right on the form.

How many [faculty] want their results posted on online? .Of the 1020 forms that were returned, about 59% either opted-in globally or for a specific course during the term. 29% said no, and that is pretty stable. 12% of the forms came back without that information indicated. 6% of the forms that came back were not completed at all. 11% of the forms did not come back. So we have 22% of the forms where we do not know what the faculty want because they are not telling us. Is this an aberration? Back in the day when we started this, we were at 23% (faculty opt-in). That dropped to 9% in 03-04. Then it came up to 20% in 05-06 and we are stable at 20% until suddenly we doubled that and then added another third to that when 60% of the faculty in 08-09 were opting in to allowing their data to be seen by the students and the faculty during registration.

Why did that happen? I think you know. What I am going to do is to break this down into terms *(see graph at end)*. Fall 06 20%, Spring 07 19%, Fall 07 25%, Spring 08 60%. Spring 08 is the first time the forms went out blank and the faculty had to decide what they wanted to do. We got a 60% opt-in rate. We have had that now for three terms.

Ruth Day: The students' concern is that in the early days before we had the online tabulations, there were some whole departments as well as faculty who did not have students fill in the sheets. We wanted Matt to come today to show that we now have 90% participation.

Matt Serra: 70% student participation may not seem satisfactory. But this is a voluntary system.

Ruth Day: I would like to comment that putting it on the form made it easier for the faculty to find

Matt Serra: Putting it on the form means the faculty must decide before they see the results. Dean McLendon wanted it on the form and it has worked out well.

Duke Immerse

Note: A proposal was circulated with today's agenda. It is a draft and is not ready for a vote at this time.

Susan Lozier
Chair, ACCUE (Academic Council Committee on Undergraduate Education)

I want to give you some background on how this proposal got started. It followed on the heels of the Campus Culture Initiative report which came out in February 2007. In that report, they gave a guiding vision for the Duke academic community. The first part addresses having students engage meaningfully in the life of the Duke academic community. When the campus culture initiative report was brought to the Executive Committee of the Academic Council (ECAC) in the Spring of 2007, the Provost said to the committee that it was really the responsibility of the faculty to think about how we can engage meaningfully and intellectually with the undergraduates.

That Campus Culture Initiative report contained a number of recommendations about social issues, about buildings, about housing, and more. There was a section devoted to faculty-student engagement. The Provost said there had been a lot of top-down proposals about faculty-student engagement but, by and large, in his view they had not been successful. Thus ECAC created the Academic Council Committee on Undergraduate Education. This happened about the same time as Dean Nowicki's position was created, Dean for Undergraduate Education.

This is a university wide committee and a forum for faculty initiatives on matters regarding undergraduate education. There are other charges to the committee but this is the one we were primarily interested in. ACCUE met for the first time in the fall of 2008 and the committee membership was set by ECAC. Our committee discussed many issues and was attracted to the models and the success of the Duke abroad and the Duke Engage programs. These programs seem to succeed partly because of their immersive characters and we felt we have the resources to provide on-campus similar educationally intense experiences.

We have developed this program and it is called Duke Immerse. The idea is to immerse students and faculty in intellectually stimulating projects that will fill their full time for a semester. Instead of taking four individual courses, they would have a Duke Immerse semester. They would go to a space devoted to Duke Immerse and do projects with faculty, graduate students, and postdocs. They would be there for a time period like 9:00 to 5:00 daily and focus on this project-based course.

The major idea for a Duke Immerse course is that it should be interdisciplinary and very integrative. We want to move from the model of acquiring knowledge to that of generating knowledge. We are trying to break down some of the barriers that developed in the traditional classroom structure. We want to benefit both the faculty and the students intellectually

We are not expecting all faculty or all students to be interested in Duke Immerse. We hope that by the time a class graduates there might be between 5 and 10 percent of the students who have had a Duke Immerse semester.

I hope that you have had the opportunity to look at some of the examples of projects that were printed in the description of the program. What we are doing now is to develop these further. What we have in mind is that people would propose Duke Immerse projects telling what they would be doing, how students would be assessed, how credits would be distributed, what the requirements would be, and so forth. We would expect students to be getting credits for certain specific classes. We would expect faculty to create Duke Immerse projects but we would also be interested in the case where a student would develop a program and then take it to a faculty member and develop it along with that faculty member.

We see the possibility of linkages of this program with other events on campus such as the proposed Winter Forum and also possibly the Provost Speaker series.

The faculty are working on two different models for setting teaching loads. One model is if you teach in a full immerse project for one semester, that is your teaching load for the year. Another model is that you are rewarded with some kind of summer support.

We hope that Duke Immerse will be attractive to both students and faculty. The next steps are to seek faculty input and to talk to students as well. Simultaneously, we are also talking to the deans.

Council Discussion

Bill Semans (Art, Art History): It seems like a four day instead of a five day schedule would work better so that faculty could do their ongoing research.

Susan Lozier: There are faculty who have said they cannot imagine working 9:00 to 5:00 and doing all of that teaching. What we are hoping is that when faculty members are engaged in this, they are actually gaining much for their research as well. So it is not as if all that time is devoted to teaching. (She described a similar semester program in which she had been involved.) I agree with you that it does seem like a lot to ask a faculty member to do it 9:00 to 5:00. We hope that it will benefit their research program as well.

Margaret Humphreys: As I start thinking about this, I think it is really exciting and interesting. Then I start spending money. In any sort of natural science setting, we need reagents, we need equipment, we need travel, and so forth. Where is the money coming from?

Steve Nowicki (Dean of Undergraduate Education): We are fully aware of unfunded mandates. I see my role in this as seeing how to make the funding model work in a way that does not impact existing programs. That will be a combination of using Provost level contingency funds and also external fund raising. This is an idea that could capture the imagination of donors and that would be a good thing to do where you are explicitly endowing parts or all of this. I think it is also the case that a big part of the discussion has to do with faculty incentive. It is similar to the Focus problem. If you are teaching this, you cannot teach that. If we go into this understanding we must face these issues, there is a chance that we can solve them.

Micaela Janan (Classical Studies): If I teach 9:00 to 5:00 five days a week for a semester, would that be my teaching load for the year?

Susan Lozier: Right now we are trying to think of what would work. One idea was that if you spent one semester in a Duke Immerse project, that would be your teaching load for the year.

Michele Rasmussen (Associate Dean): In your conversations with students, did it come up that for certain students such as work-study or athletes, 9:00 to 5:00 would be problematic potentially because they have other commitments.

Susan Lozier: We talked about the case of the student who must take organic chemistry that

semester. We realize that we may have to have some flexibility built into it. People are of two minds. Some people say that if you are immersed, you are immersed. But we will need some flexibility because we would hate to block out groups of students.

Ruth Day: Duke Engage is really successful -- a lot of our students go off for summers here and there. They really like having a fully immersed experience. Duke Immerse shares this feature, but is more grounded in academic inquiry.

Ingeborg Walther (Associate Dean): How do you envision handling the credits? Would there be one course title with two areas of knowledge?

David Malone (Education): I am on the committee. We have spent a lot of time thinking about the issues being raised. This is very much in the incubation stage. How do students get credit for their experience? At the same time, they have requirements for their major and they have general college requirements. You are the next person we need to meet in order to try to figure this out. There are two mind sets. You are either in or out. Priscilla Wald joined us this semester and she has proposed a different model. For example, she might try to integrate an organic chemistry course into a Duke Immerse experience.

Susan Lozier: What we are imagining is that when you are getting ready with faculty members to propose a Duke Immerse program, you have to address these issues and you need to get the information to the students and the DUS.

Ron Grunwald (Biology): I am curious whether they committee discussed having curricular integration and immersion and finding a time and a place in the student's career for this path. Why not have this sort of program anchored in the curriculum? One thing you could do is task a group of majors with coming up with a proposed immersive experience.

Susan Lozier: There is not anything about Duke Immerse that would disallow this. I think that if anyone can see how this would work in a discipline, the structure would allow it.

Steve Nowicki: I was just going to say something about the other very challenging part of making this work besides funding and teaching tradeoffs. The other is how this fits into the curriculum. Interestingly, it would probably be easiest in Pratt because the

accreditation requirements are spelled out so clearly that you could design a program so that you could say here are the requirements and here is how they are met. It will be harder in the humanities and the social sciences where there is a lot more judgment involved. I agree with Ron that part of the solution would be a departmental or major based version.

Ron Grunwald: There could be a slippery slope or maybe it is a good slope but AAMC has a specified set of what one needs to get into medical school. I can imagine Duke Immerse premeds have not met the AAMC requirements.

Lee Willard (Senior Associate Dean): I wondered if you thought about the use of summer for a Duke Immerse program and as a revenue generator? We run the Howard Hughes program in the summer and it has funding.

Susan Lozier: We have thought about that. But we would not want to be exclusive to the summer because we do not know how many students come in the summer.

Lee Baker: There are a lot of the problems regarding departments letting faculty participate and also students getting involved in extra-curricular activities. If we moved to the summer, those sorts of things drop out and they do focus as in Howard Hughes or study abroad.

Susan Lozier: I think there are students who will jump at the opportunity for full immersion when it is available.

Matt Serra: We will address some of the issues that have come up such as curricular coding. These need to very clearly specify student objectives and outcomes.

[Susan Lozier invited people to contact her if they wish to comment on this proposal.]
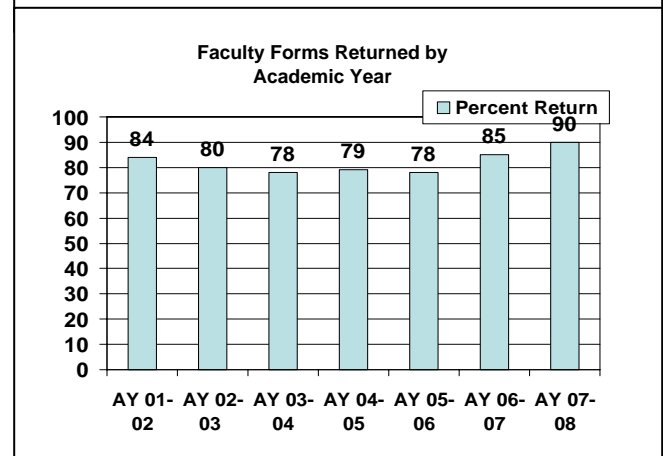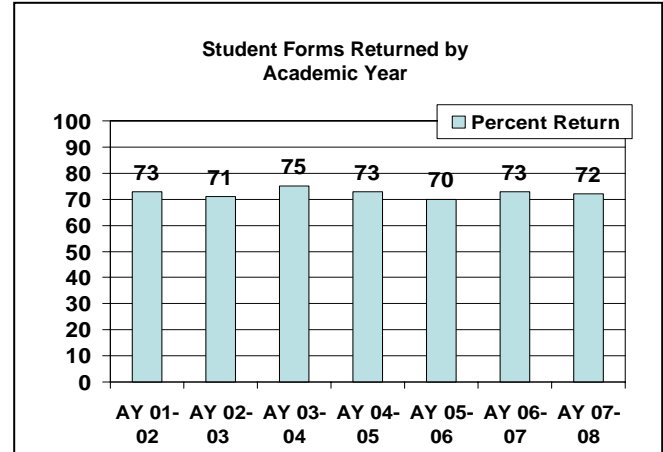
Close of Meeting

Chair Ruth Day thanked everyone and adjourned the meeting.

       Respectfully submitted,

       Alan Biermann
       Executive Secretary

Appendix

Some of Matt Serra's slides.

Student Forms Returned by Academic Year

Percent Return: AY 01-02: 73, AY 02-03: 71, AY 03-04: 75, AY 04-05: 73, AY 05-06: 70, AY 06-07: 73, AY 07-08: 72

Faculty Forms Returned by Academic Year

Percent Return: AY 01-02: 84, AY 02-03: 80, AY 03-04: 78, AY 04-05: 79, AY 05-06: 78, AY 06-07: 85, AY 07-08: 90

Faculty Opt-In Rate
Fall 09 Based on Forms Returned (1020)

	N	Percentage of Forms Returned
Opt-in global	371	36%
Opt-in course	233	23%
Opt-out	291	29%
Fac. form received, SACES missing	125	12%

Faculty Opt-in Rate by Academic Year

Percent Opt-in: AY 02-03: 23, AY 03-04: 9, AY 04-05: 13, AY 05-06: 20, AY 06-07: 20, AY 07-08: 40, AY 08-09: 60