

Duke University



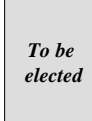

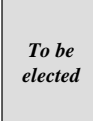

Arts & Sciences Council Minutes: 2011-12

Meeting #1 (9/8/11)

Welcome & Introductions

Council Chair Ruth Day called the meeting to order, gave an overview of the meeting, and introduced various people.

Executive Committee of A&S Council (ECASC)

 Susan Rodger Computer Science	 Dalene Stangl Statistics	 To be elected	 David Malone Education	 To be elected	 Sharon Holland English
NATURAL SCIENCES		SOCIAL SCIENCES		HUMANITIES	

--ECASC responsibilities:
receive, generate, & act on issues (concerning faculty, undergraduates); set Council agenda; oversee committees; represent the Council

New Executive Secretary

--Donald J. Fluke
--Professor Emeritus, Biology
--Former Chair & Secy, Academic Council



Council Staff Assistant

--Shawna Kaufman
--Also, Office of the Divisional Deans



Council Student Assistant

--Christine Ko (Class of 2012)



Faculty Representatives (33 total)

One from each department & program in A&S:

--Natural Sciences (9), Social Sciences (9),
Humanities (13)

One from each School with majors in Trinity College:

Nicholas School of the Environment
Sanford School of Public Policy

Faculty Observer: Pratt School of Engineering

Council Chair

--Ruth Day (Psychology & Neuroscience)
--Cognitive scientist (research on medical cognition, courtroom cognition, memory for movement)



Council Observers

--Library, Duke News Service, *Chronicle*
--Duke Student Government (Academic Affairs)

Brief Council Overview

Governance

--Elected by the Arts and Sciences faculty
--Primary institution for A&S faculty governance

Issues & Actions

--Addresses issues relevant to A&S, faculty, students
--Represents the faculty, advises the Dean, legislates & approves proposals

Representatives

--Attend Council meetings, report to departments, bring department concerns to the Council, vote on proposals (A&S policy & procedures)

Faculty Interest (past 2 years)

--Attendance very high
--Strong interest in issues & faculty governance

Council Committees

--Both standing and *ad hoc* committees
--e.g., Assessment, Budget & Priorities, Courses, Curriculum, Faculty Research, Global Education, Officer Education, Program II
--Usually consist of 1-2 faculty from each division (NS, SS, Hum), a faculty chair, dean's representative
--Students also serve on relevant committees
--Only faculty vote, others are *ex officio*

On the Horizon

Topics under discussion; may come before the Council.

Budget Solutions Poll

--Conducted last year, to assess faculty views about cost savings and revenue enhancement
--Updates re actions taken & planned, based on Poll

Faculty Research Support Issues

- 1) Restoration of faculty grant support through the Council Committee on Faculty Research
- 2) Research grant options
- 3) Research account options
- 4) HHS initiative on the IRB approval process

Interdisciplinary Models

- Poll to be conducted with all 650 faculty in A&S
- Main questions:
 - do you do interdisciplinary work?
 - which disciplines?
 - which models? (e.g., group interdisciplinarian, individual interdisciplinarian, etc.)
 - what are challenges?

The Curriculum

- Current requirements (“the matrix”):
 - 5 Areas of Knowledge, 6 Modes of Inquiry
- Quantitative Science (QS) requirement
 - what is working well? any modifications?
 - report from Curriculum Committee next time

Course Evaluations

- Current system:
 - what is working well? possible modifications?
- Committee of faculty, students, administrators

Global Education

- General outlook & specific programs
- Faculty governance in global initiatives
- Role of the Council Global Education Committee
- Exportability of global programs back to Duke?
 - e.g., TeamLEAD teaching method, used at the Duke-NUS medical campus in Singapore

Faculty Governance

- Continued discussion concerning faculty governance, across a wide range of issues

President’s Address



Richard H. Brodhead
President, Duke University

The President spoke informally. Below are his initial comments, excerpts, and Q&A with the Council. Subtitles added for minutes.

Season of Welcomes

This is the season of welcomes and new beginnings and so a fun part of my job is to go and welcome all the new international students who come here from all over the world to all our different programs. Fun for me to get to speak in the chapel at the pulpit in that powerful place to all our incoming freshman and to get to speak to all the incoming graduate and professional students last week. We had a little reception for all the new faculty members – that’s a wonderful time too. But I have to say I’m very happy in this season for welcomes and new

beginnings to [speak] to the Arts and Sciences Council.

Every part of the university belongs to the university and contributes to its strength. But there is a sense in which arts and sciences embodies the heart of the university, and presides over the core activity of the university. I know that many of you teach other people besides undergraduates and I know there are people at Duke who teach undergrads beside you, but there is a way in which the faculty of the A&S preside over the liberal arts education at a school like Duke. ... the central activities at Duke, and truth to tell all our graduate and professional schools, assume that people have had the prior kind of training, [the kind] that they get at a fine undergraduate school. So I come not to just pay tribute to you in this regard but also to prod your conscience or at least excite your ambitions.

Models of Undergraduate Education

Great universities of this country, and certainly Duke among them, have a model of undergrad education that’s based on at least three premises.

1) Breadth -- avoiding the premature closing down curiosity. There are many systems of education in the world that are based on the idea that by the time you’re 17, surely you know enough about most subjects and now is the time to narrow your range. That’s just the time that we strategically broaden our range. You also know that the ideal of liberal arts education is in fact not satisfied by [just] being able to check off all the boxes that make up the breadth menu here. These are like the food groups: they are always being redesigned by the FDA.

2) [Depth] – ...you haven’t had a liberal arts education when you’ve had one of each of those things put on a separate place on the tray in the cafeteria of life. The idea is not just that you study the different things but that they act on each other in your mind. They put pressure on each other and they get sparks from each other. And so that’s a part of it, an interactive dimension or integrative dimension.

3) Active Mind – ...at the center of a liberal arts education. You cannot administer a liberal arts education unless someone brings some curiosity and some aspiration and is willing to activate these different domains of knowledge. None of us ever got the benefit of a domain of knowledge just by sitting through it, the mind has to go out to it.

Models – Here & Elsewhere

I spent a lot of time in Asia recently and ... they want to figure out how we [provide] the kind of undergraduate education we do here. Singapore thinks they solved the problem of graduate medical education, thanks to Duke, but now they want to figure out how we mount liberal arts education. How do you get the versatility and creativity of the mind that's a fairly regular product of our system but not so regular in other other systems?

I was at Fudan at Shanghai this summer and that's what they're completely obsessed with. It's how can they make [for] themselves a liberal arts education and how can their traditions be compatible with that kind of evolution.

Promoting Liberal Arts Education

I was asked to chair a commission by the American Academy of Arts & Sciences Council promoting the humanities and the social sciences. But it's not just that. More specifically it's promoting all the things that are meant by a liberal arts education. The members of that panel include 9 university presidents, and many academics. But the people who speak most powerfully on that [panel] are people like the president of Boeing or the congressman from Silicon Valley. These people tell you the people they want for the higher order jobs aren't those with the engineering skills. They want people with versatility of mind, ability to interact [in] main streams of knowledge ..., to bring together people who express the ambitions and discoveries of the field. So it seems to me important for us at the beginning of the year not just to go off and do our work but to remember that we participate in a certain model of education that has certain special powers or special aspirations.

Ingredients for A Liberal Arts Education

Nobody ever got a liberal arts education [just] by going to a college that offered one. What are the ingredients that are necessary besides the plan? One of them is [that] students actually have to bring aspiration, curiosity and mental life to their education. But even when that happens, you know that there is something else that needs to be supplied. The faculty have to do something. Not just the teaching – that goes without saying – and not just the formal advising – important though that is. The faculty need to entertain a sufficient and broad idea of what this education is of which they are a part. [They need] to help students form an architecture and help students develop the plan. Very few people come as freshman understanding what they

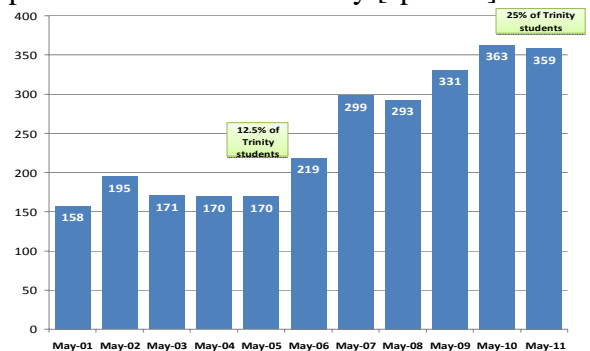
want or could want here, so it's part of our job to help them think about that. And then secondly, it is the job of faculties at great liberal arts schools to help captivate those inner powers that are so important for making the thing work....

Great Teachers

What did our great teachers do for us? In some cases, they taught us fields of knowledge but in my own case, I can remember almost nothing about the particular things that I learned from my great teachers. I would say what I principally learned from my greatest teachers was what it was like to love a subject, an intellectual passion. ... We need teachers to teach us how to be independent, to bring us to the stage where we can then go our own way ... The greatest of great teachers are the people who are actually willing to let a relationship open up with you that extends past the formalities and requirements of courses, roles, advising, things of that sort. They are people who are willing to be a slightly older human in your life.... Let it be our business this year to be the ones who offer such great teaching and such great awakening to the students of this university.

Recent Trend: Graduation with Distinction

I was very interested to look at a 10-year chart of the number of students graduating with distinction in Trinity College. [It involves] a long sustained piece of independent work with a faculty [sponsor].



[By 2010, there are] more than twice the number that we started out with [2001]. [Interesting example – a GwD student was] invited to participate in [a] Seminar on Undergraduate Research at Columbia and the essay was published. But you can't help feeling that that wasn't the real accomplishment. The real accomplishment is [that] with a faculty mentor, this person discovered what it is to do independent work, what it is to ask your own questions, what it is to put materials together so that they make a sense that they never made before you got there....

Duke faculty are ingenious, and increasingly so, in thinking of ways to create communities of inquiry in which undergraduates can be parts without being frozen in that young beginner role.... [Examples provided]

Students must bear the responsibility of initiating relationships with faculty but I would say everyone knows faculty have ways of giving off the message that they're either interested or available for conversation or that they're unavailable for conversation. So it seems to me one wants to remember which kind of faculty member does one want to be and which kind of effect you want to have.

Cool Issue – Spaces for Relationships

You may have hoped I would come and talk about cool issues this year. Ruth dazzled you with her "On the Horizon" slides.... Here's a fun thing we're doing this year. The West Union, handsome from the outside, is incomprehensible from the inside. It's a maze of places, leading up to the culminating experience of Chick-fil-A. This very year we are engaged in a discussion with architects whereby almost all the interior structure of West Union will go away and it will become not what it was but what it never was: the actual space that lends itself to the interaction of all the dimensions of this population day and night. This is an architectural issue but when I stand before you, it is to tell you that it is also a pedagogical issue: as when we walk into Von der Heyden and see teachers and students in there together, universities need spaces for relationship as well as relationships. And it seems to me that one of the great challenges of building that building is to make a kind of space where any student and any faculty member go in knowing they'll see someone or knowing that they'll run into someone.

Cool Issue -- International Programs

I sent you my long summer epistle.... If you've taken a trip like that, you'll understand that the global education committee should take a year off and do this trip. Because it's very hard to understand how many there are and how interesting they are or how they fit together. Of course, we talked this year especially about projects in China, but it's important to remember that there actually is a larger landscape.... This is the year we will be devising programs for the Duke program in Kunshan. It's not principally an Arts & Sciences project, but it is mostly for professional schools activities and global health activities. I hope in time we will find how to use the opportunity to find a space of experimentation for

A&S instruction and when we do, it will be important to remember that it too was a teaching and learning question. The right way to ask a question of that place was to ask how we can best teach there and how can we best learn from the experience of teaching there.

Conclusion

It seems to me extremely important to remember that a university is not principally made of its cool, new projects. Cool though those projects are and new.... Shortly before I took the presidency of this university, I heard someone say something that seemed to me once so banal and so true that I've decided that it's a work of genius – the saying that "The main thing is the main thing." And I am standing here before you to say, I'll talk about anything you like but let's remember what the main thing is. The main thing we are engaged in is the project of education. That's our work, that's our mission, that's our joy. Let's make this a year of superb generosity such that people thirty, forty, fifty years from now are sitting around and when the phenomenon of great teachers is mentioned, someone thinks of us.

Q&A

Randy Matory (Cultural Anthropology): I was struck by many things you said but the one that left the greatest desire to make a request relates to the following, that being two years old here, I don't know anything about the ten-year-old rationale behind the division of curriculum into 5 different categories, nor do I know what the average day of a student is like, what the difference is between frat students, the athletes, what have you, and I wish that there is some sort of orientation for me and hopefully there will be one in the future that just shows me what every bit of the campus is like that the student have to traverse. What other classes they do have to take? As you pointed out, it would be helpful for me to know, as I teach them Cultural Anthropology, what they're learning in math, engineering, literature and so forth. And so much of one's orientation is about relations with other faculty members and within the university. But there's no training in what a student's life is like.

President Brodhead: I never received any orientation in any curriculum of any university so I know whereof you speak. Of course, you hit at a very interesting thing which is that it's so easy for us – since we're hired on the basis of our specialties and since our offices group us with those who share those specialties – there's a way in which the structure of the faculty and the structure of a liberal arts education are antithetical

potentially. It's what makes it especially important to remember that a student's main function is not to be one's student. Oneself is an important part of an equation that has lots of other variables going on in it....

Duke was in the process of putting together Curriculum 2000, when I was charged with doing the comparable process at another university, and I quite marveled at and admired the Duke way of doing it. But the one thing we all have to remember is you can't write the algorithm for good education. You can say the kind of things you have to do but as long as someone is just doing that to fulfill the requirement, you get the same dull version of education, pretty much everywhere. And so however those rules are written, we have to remember that there is inspiring work that has to be done to animate the curriculum and make students do things voluntarily. You know, you want people to want to eat the food that is also good for them. And I will now ask Ruth [Day] to assume all personal responsibility for devising the orientation program.

Ruth Day (Council Chair): So noted.



Dean's Address

Laurie L. Patton
Dean, Arts & Sciences

The complete text of Dean Patton's Annual Address is posted on the A&S Council website:

(<http://trinity.duke.edu/arts-sciences-council/dean-s-addresses>).

Below are main topics & selected excerpts, followed by Q&A with the Council. Subtitles added for minutes.

President Brodhead's Introduction

And now, just when you thought I was done, Ruth has very kindly delegated to me the privilege of introducing the new Dean of Arts & Sciences.... She turns out to be voracious for acquaintance, [so] you probably already know her. If you don't, you surely will by the time you leave this room. I would just say this, Laurie Patton came to us from Emory, where she was the Candler Professor of Religion. She has the kind of qualifications one likes in a colleague. She's a person who was bitten by the bug of the study of South Asia. She is one of the world's leading historians to students of religion and history of South Asia and has written and translated

many books. She is also a legendary teacher; talk to anyone who's recently been at Emory and they know her. She's known for just that kind of generosity I've been talking about. She's also – a thing I find striking – always offered a course of public instruction in Atlanta as well as her academic courses, realizing the astonishing insight that what we do might be of interest to people even besides those who have to take [courses with] us. She's held a succession of jobs – chair of the department of religion, head of Emory Center for Faculty Development and Excellence, Co-Convener of Emory's Center of Religion. Since she's come here, I heard someone say that “We have to do a lot of reading now.” Because people in the Dean's Office are not bureaucrats and she believes we have to “lead with ideas.” What a cool idea. I lead with you.

Dean Patton

I greatly appreciate that introduction and I guess that the stories are out about me assigning a reading in my own office. I promise I won't do that for the Arts and Sciences Council. I would only want to say by way of thank you to President Brodhead that Duke is the opposite of the closing down of curiosity [too soon]. All of the decanal staff of Arts & Sciences as well as many of you that I've now had the privilege to meet are the opposite of the closing down of curiosity and that's why I'm here. I'm delighted to be here today, particularly in my first address to the A&S Council. I've had a chance to talk to you last spring so I will not be starting *de novo*. But this is my first chapter address to you as a member of the Duke community, albeit rather wet – dare I say, flooded – behind the ears.

[The Address begins with a visit between Dean Patton and former Dean Ernie Friedl last summer. They talked about] challenges to higher education today including what it takes to be academically courageous and creative in this kind of economic environment.... I was struck by the power and the particularity of intellectual legacies. They're powerful because they have a way of enduring over time, even disappearing and reappearing decades later. And I think such legacies are powerful because they are created by a specific set of institutional habits and they require constant care and nurture.

Listen for the Big Ideas

- Listen to the questions underneath the questions.
- Questions that shape delicate, complex and vibrant ecologies that make up Arts and Sciences at Duke.

- A&S is at the center of a research university
- Interdisciplinary research at the center of Duke

Faculty

- Most new faculty this year have interdisciplinary research at the core
- Faculty hiring is central
- Duke ranks fourth nationally among all research universities (defined by Academic Analytics), above Chicago, Princeton, Columbia, Yale and Cornell.

Skills Needed for 21st Century Education

- Our job in A&S is not to educate students for our world, but to prepare them for their own
- A&S education can provide the skills needed:

- 1) **Innovation**
- 2) **Adaptation**
- 3) **Integration**

1) Innovation

- Not just not just the capacity to discover new laws or an ancient society
- But also change [chance?] to create new meanings for the stakeholders in a culture.
- New combinations of information, social network data, etc.
- Both forms of discovery are important for innovation

2) Adaptation

- Not only the ability to be flexible
- But also the ability to imagine ways of thinking, working and living that have never existed before
- The life script for students, both undergraduate and graduate, is barely legible today.

3) Integration

- Not only the ability to put things together to make new connections
- But also to find new ways in which knowledge fits into the world
- If that process of integration does not occur, young people are left with a kind of incoherent life

Our Capital Economy

- Affects our ability to teach and build vision
- Some good news [examples given]
- Where we are in 2011-12 [examples given]
- Current challenges & actions needed [examples given]
- Also review with Ruth and ECASC, the faculty Budget Solutions Poll to make key decisions collaboratively with the faculty
- Significant increases in 2012:
 - merit pool for staff and faculty, salary alignment, moving undergraduate research off of Duke Endowment funds; reinstated faculty research accounts 100%, increased graduate student lines

- Economic overview:
 - slightly better than last year
 - but cannot count on being out of the woods yet

Working on many issues, with many people

[Examples given for each:]

- Faculty search strategies
- Interdisciplinary leadership
- Curricular reform
- Meetings with chairs
- Leadership not ownership
- Partnership between faculty and administration (with collaborative tone)

Arts & Sciences Team

- How we work together
- Sample issues

Innovation, adaptation and integration

- think about these in everyday decisions, at all levels

Conclusion

So let us turn together to our everyday and academic lives here with a focus on interdisciplinary leadership, from within the sciences, the social sciences and the humanities. Let us strike a new educational key by focusing on **innovation, adaptation and integration**.

The building and maintaining of such an intellectual culture within the arts and sciences have not been and will not be easy. It will involve thinking about new forms of collaborative culture. It will involve strengthening commitment to faculty development, moving beyond just numbers and works as well, deepening a professional profile and research.

Let us think about **ownership and leadership**. Ernie Friedl told me that she wouldn't now recognize the department she started, some of whom [now] exist in her building, but in a way, she said, it doesn't matter. "Because I started them and they'll continue." Ernie too was thinking about leadership and not ownership, and she gave us a way to hold onto the **questions behind the questions**. And in doing so, helped to build a unique intellectual legacy.

I think if we stick to the principles above and continue to ask the big questions, in the midst of our specialized lives, we will not only create a community of intellectual vitality, but we will live out a vital intellectual mandate as well.

Q&A

Steffen Bass (Physics): You talked about the big questions, many times. In our department (Physics), we've actually decided to make big questions an integrating theme of how we think about ourselves, how we represent ourselves to the outside, but also how we think about our department. Have you thought about how to use the concept of the big questions about how to structure and to make an identity that is different from departments in arts and sciences as a whole? I mean to add some additional level of intellectual cohesiveness throughout arts and sciences that is different from the traditional silos of departments and the decisions.

Dean Patton: I love this idea and I love the suggestion. When we met earlier, one of the things that I noticed in fact was the way that physics represents itself through the big questions, including things like how the universe is structured, what the nature of light is and so on. I find it incredibly inspiring and I know now that Physics is going on to think about changing its curriculum in some of those ways as well, similar to the slides I showed about political science and biology.

I think that some of the ways identified earlier in sciences, social sciences, and humanities are perhaps those kinds of interdisciplinary initiatives from within arts and sciences that could take leadership and bring in as many faculty around the big questions that are raised in those initiatives as possible. But because I'm a ground-up kind of person, in addition to those, where our deans are playing an extraordinary role in intellectual leadership, if there are others that faculty would want to engage in, that's something I would very much support. Not only support but would think that it could be a way of revitalizing and making even more extroverted the departments that are now perhaps struggling to figure out a way to reconnect with their either traditional or new conversation partners. So for instance, if you have something around the nature of light, you could use people who are in biomedical engineering who work in optics. You could use people who have Shakespearean sonnets about light as their topic and so forth. So I would highly welcome that and be very interested in thinking about how to deepen that as a structure that is neither oppressive nor burdensome but helpful to faculty.

Ara Wilson (Women's Studies): I want to follow-up on the topic of today. I taught in my class an article in the Friedl building that cited Ernestine Friedl, which I called to the students' attention so that you can tell Ernestine that she lives on. So the interdisciplinary question, I've been in an interdisciplinary field since finishing my disciplinary Ph.D in 1997. One of the things that those of us who are in an already interdisciplinary unit find is that very often, when the institution goes to develop interdisciplinarity, it often means interdepartmental initiatives such that already interdisciplinary units can't in fact benefit from that.

The second thing is that Duke therefore has people who have thought through models of interdisciplinarity. For example, in women's studies, we have somebody who is quite prominent nationally and internationally, in thinking precisely about disciplinarity and interdisciplinarity through the vehicle of women's studies. And so I'm wondering how much are you tapping those of us who have already been grappling with it in formulating some of this.

Dean Patton: So the answer is, since I've only been here for two months, I want to tap everyone. The most important thing is that I come from religion. I study religion, I know exactly what you're talking about. To live in a department that used to be a form of interdisciplinary engagement is very interesting, because suddenly you feel like you're getting treated as a discipline in university culture and you say, "Wait, wait, I'm not of a discipline but maybe I should be." And people, I think sometimes, inflate disciplines into departments in ways that can get very frustrating in precisely the ways you are talking about. So one of the things that I would love to do, and I consider this an open invitation to do so, is that we would love to hear from folks at Duke who have written on these questions or considered these questions. Interdisciplinary departments that are already interdisciplinary can perhaps even provide models for others who are thinking about this in new ways. I would love to feature that, number one. And number two, if there is research to be done, why not have workshops on questions of models that follow up to the faculty lunches that Ruth and I host together, as a way forward. You know what I think, in fact, that's such a great and strong suggestion. I think that we could be a resource globally for what it

means to be interdisciplinary, interacting with traditional modes of excellence, in ways of having thought about it, from within the arts and sciences. To me that would be fulfilling our intellectual mandate, so please, I would love to work with you and others on precisely that.

[Close of Meeting](#)

Professor Day thanked the President and Dean and invited everyone to stay for a reception in the Council room. Informal discussion continued for over 1-1/2 hours.

Respectfully submitted,

Donald J. Fluke
Executive Secretary