

Duke University

Arts & Sciences Council Minutes: 2011-12

Meeting #4 (12/8/11)

Council Chair Ruth Day called the meeting to order.

Updates & Information

First Faculty Forum

- "Use of Technology in Learning"
- Invitation from Dean Patton to all A&S Faculty
- Wednesday, 12/13, 10:00-11:30, 217 Perkins Library
- Discussion to be led by Tracy Futhey (VP, Information Technology, Lynne O'Brien, Director of Academic technology & Instructions Services), Julian Lombardi (Asst. VP, Information Technology), Samantha Earp (Director, Information Technology)

Sakai Update

- Sakai is the new course management system (to replace Blackboard)
- Hand-out with updates provided by Dean Ed Gomes (and he will be available at the reception for Q&A)

On the Horizon

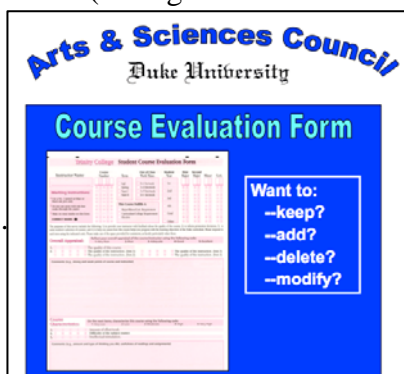
Course Evaluation Forms & Procedures

- A committee led by Dean Steve Nowicki continues to review the current course evaluation form & procedures
- Members are deans, faculty, students, and tech experts
- Two subcommittees, on content and on technology

--As an initial step, the Content Subcommittee (chaired by the A&S Council Chair) polled the rest concerning appropriate questions for the form. Asking in an open-ended way was not productive. Asking in terms of the current course evaluation questions – whether people favor keeping, deleting, or modifying them and possibly adding others – was very useful. There was more consensus than expected.

--The Council has translated this poll into an electronic version. It will be sent to faculty (through Council representatives) and to students (through the Duke Student Government).

Once the results are in, the Council will discuss any proposed changes in the course evaluation questions and procedures.



Announcements

- 1) **Spring dates for Council meetings:**
 - January 12, February 9, March 15, April 12
- 2) **Reminder – when you speak:**
 - please say your name & department/office, for the minutes
- 3) **Reception & conversation:**
 - after the meeting today, here in the Council room

Curriculum Code Review



Ruth Day (Council Chair)

While considering the current Quantitative Sciences (QS) requirement, questions about the overall general education requirements have come up repeatedly. These requirements are generally known as “The Matrix.”

		Areas of Knowledge				
		ALP Arts, Literatures, Performance	CZ Civilizations	NS Natural Sciences	QS Quantitative Studies	SS Social Sciences
Modes of Inquiry	CCI Cross-Cultural Inquire					
	EI Ethical Inquiry					
	STS Science, Technology, & Society					
	FL Foreign Languages					
	W Writing					
	R Research					

Is it time for a full curriculum review? Although many faculty favor this course of action, it would be a massive undertaking and would likely take many years. A more modest course of action may be useful at this time – to examine all of the curriculum course codes to determine the patterns of student course-taking to fulfill them and the distribution of codes across courses.

Therefore we have drafted a Resolution for a Curriculum Code Review. We are floating it as a general idea today, will discuss it more fully next time, and then bring it to a vote.

Draft**RESOLUTION: Curriculum Code Review**

To review General Education Course Codes

Arts & Sciences Council
Duke University
December 8, 2010

WHEREAS, Article I, Section B, of the *Bylaws of the Arts and Sciences Council* states that, "The Council shall adopt academic regulations and legislate on curricular programs that use resources of, or grant undergraduate credit in, Arts and Sciences" and

WHEREAS, the current general education requirements are defined by a matrix consisting of five areas of knowledge and six modes of inquiry and

WHEREAS, the only formal review of Curriculum 2000 was in 2004 and focused primarily on structural aspects of the curriculum and

WHEREAS, the 2011 Quantitative Studies report (from the QS subcommittee of the Curriculum Committee), discussion of the report, and related data have stimulated interest in how the general education requirements are being fulfilled (such as student course-taking patterns and course code designations), be it therefore

RESOLVED, that all course codes be reviewed, to determine patterns from 2000 to the present in terms of student course-taking patterns, course code assignments, and related trends

Of course there would be many details to be worked out, in consultation with Council committees (both Curriculum and Courses), faculty, and the administration. However today we want to float the idea and get some general feedback.

Q&A

Leslie Digby (Evolutionary Anthropology): I just want to strongly recommend that ECASC representatives come to the Courses and Curriculum Committees.

Ruth Day: Certainly – we've been in touch with the chair of the committees.

Leslie Digby: I know you want to vote on it next time.

Ruth Day: No, voting on whether we should go forward with the resolution will be whenever the Council is ready to vote.

Leslie Digby: Isn't it already on the table for all course codes to get reviewed? And for me that's a very different thing than a curricular review, which is saying, should we have these codes at all?

Ruth Day: Right, those are two very different things. All of the course codes are not currently on the table for review. Many people are interested in a full curricular review, but this is just a quick look at how the codes are working. What we're interested in doing now is developing a template for obtaining data that is useful to examine across all the codes. The results may or may not lead to more a more thorough review.

Leslie Digby: All the more reason that the Courses Committee should be involved.

Ruth Day: Absolutely, we welcome and invite the Courses Committee to help on this, as well as the Curriculum Committee. We just want to float the basic idea today with the Council, the Committees, and the powers that be out and about in the University. That's where we are now.

Randy Matory (Cultural Anthropology): It's just meant to be an evaluation of categories or would we want to have a discussion about the curriculum itself?

Ruth Day: The basic idea for now is very practical – to see how the codes are working. What are students doing about them? What are faculty doing about them? Next time we can discuss widening the scope.

Randy Matory: Is it really just about the technical establishment of categories or would it really be worthwhile to evaluate what a curriculum needs to be in the 21st century before we work on the minutia?

Ruth Day: Anything you want to suggest is absolutely welcome – we want to hear about it. We look forward to a more full discussion next time.

Quantitative Studies (QS)

In previous meetings, we reviewed the charge to the Quantitative Studies Committee (a subcommittee of the Curriculum Committee), noted a wide variety of reactions across the faculty, suggested possible discussion strategies and outcomes, had comments from stakeholders (the Duke Student Government, Statistics, and Math). We also had some initial discussion of the committee report.

Today we will hear from another stakeholder (Computer Science), have open discussion, and if the Council is ready, proceed to a vote. We have already circulated a quick overview ("QS Snapshot" file), containing: 1) the current QS requirement, 2) proposed changes, and 3) proposed learning objectives.

Current QS

"The course either provides instruction in a quantitative skill to achieve proficiency in math, statistics, or computer science
or
engages in the application of explicitly quantitative methodology to analyze problems.

Courses designated QS include courses in mathematics, statistics, computer science as well as various individual courses offered in other departments."

Committee Proposal

"A course satisfying the Quantitative Studies (QS) area of knowledge requirement would be a course in any discipline whose primary focus is quantitative problem solving or modeling and in which the students, upon successful completion, will have met the five objectives listed.... To complete the new QS requirement, students would need to successfully complete two QS courses, one of which is in the Mathematics, Statistics, or Computer Science department at or above the level of math 25L, Statistics 101 or Computer Science 6."

Proposal -- Brief

Must complete:

- 2 QS courses
- 1 one of these must be
 - in the Mathematics, Statistics, or Computer Science department
 - at or above the level of math 25L, Statistics 101 or Computer Science 6.

Courses satisfying QS:

- in any discipline
- primary focus:
 - quantitative problem solving or modeling

Proposal -- Learning Objectives

Students able to:

- 1) **Explain** how data analysis, mathematical modeling, or computer programming can be used to solve, or gain deeper insight, into the problem;
- 2) **Demonstrate skill** with data analysis, mathematical modeling, or computer programming to solve, or gain deeper insight, into the problem;
- 3) **Interpret quantitative evidence** and draw appropriate inferences and conclusions from the analysis of the problem;
- 4) **Identify and evaluate the assumptions** used in the analysis and the limitations of any conclusions drawn; and,
- 5) **Effectively present the results** of their analysis. This includes a clear interpretation of the problem, a reasoned description of the methods used to analyze the problem, justification of any inferences drawn and a discussion of the implications and importance of the problem in its larger social, scientific, political, technical or cultural context.

Susan Rodger (Computer Science): I'm Susan Rodger, a professor of the practice in the Computer Science (CS) department. I was actually on the QS committee but what I'm presenting is the view of the department. So the department had several discussions in our faculty meeting and we also met as a smaller group for the undergraduate committee in our department. We think the objectives are good for the QS courses and they should be encouraged but the department feels that our courses don't satisfy the five recommendations currently. We don't really have any courses that fit all five of those. What we would recommend would be that we think our courses fit the current QS requirement. The first part of that is that our courses do fit with proficiency and skill really well, with the majority of our courses. We do think that the five objectives are a good thing to strive for and we also recommend that we could do either the current one or also the second goal that's listed as a requirement and the other ones as being recommended. And then we also had a discussion that we thought that we would endorse an audit process of the QS courses to make sure people are actually fulfilling these requirements.

General Discussion

Ruth Day: All right. Let me just remind you that we have heard from other QS department stakeholders (Math and Statistics). So you said learning objective #2 should be for all of them, right?

Susan Rodger: We picked the old requirement and also #2 and we'd like it so that we could do either one as a requirement and we'd be fine. And that we think the other changes are a good thing to strive for.

Ruth Day: Let me just remind you that we had a comment from Math last time. Clark Bray gave that and raised what that department had discussed. And you [Clark Bray] are basically neutral about the proposal? You weren't for or against it?

Clark Bray (Mathematics): We haven't met as a department to discuss this but the teaching faculty has discussed it and I believe we all support it.

Ruth Day: So the Math teaching faculty supports it.

Owen Astrachan (Computer Science): No, not Math. Math doesn't have a statement there.

Clark Bray: The teaching faculty supports it. It's the lower level courses that will be most affected by the proposal anyway.

Statement from Computer Science

We recommend and unanimously approve: QS courses satisfy *one or both* of the following:

Courses designated **QS** have as their main purpose instruction in a quantitative skill to achieve proficiency in mathematics, statistics, or computer science or the use of explicitly quantitative methodology.

OR

Students in a course designated **QS** will be able to demonstrate skill with data analysis, mathematical modeling, or computer programming to solve, or gain deeper insight, into a problem drawn from a wide array of authentic contexts.

Ruth Day: All right, and we had a formal presentation last time by Dalene Stangl in Statistical Science. Basically they had some concerns which they shared with us and they told us how they would go forward with the proposal. Do you have any additional comments?

Dalene Stangl (Statistics): We have a plan to adapt either way but we're going to vote positive for the proposal.

Ruth Day: Statistics was an interesting case because at first there was a lot of concern in the department. They wanted more data and other things. Then they looked more and more carefully and came around to favoring it. With Susan Rodger today, we have the statement of how your department (CS) feels. Is there any consensus on how to vote or are you voting your conscience (I had some interactions with your Chair about that)?

Susan Rodger: Well we feel that our courses, as of now, don't meet those requirements so we don't want to endorse it as it stands.

Ruth Day: The Computer Science department doesn't think that they meet the requirements in the new proposal so don't want to endorse it. And can I ask you, does this mean [that] if something was changed in the proposal about those learning objectives (e.g., that it doesn't say all them need to be met), that might then change the department stance?

We have now heard from all the people who gave presentations from the major stakeholder departments. Now we open the floor to anyone from those departments.

Owen Astrachan (Computer Science): Susan presented something. Our motion, with our faculty unanimously agreed, that's (what's on the screen) what we endorse as the QS requirement. We endorse unanimously that this be the QS requirement – that's the current one and item #2. So it's not that we discussed something else, [that] we are against as a department unanimously, [but what is] the currently proposed. And we propose this as an amendment to what we think QS should be. That's what our department voted. I don't think that was made clear.

Ruth Day: Okay, thank you.

Owen Astrachan: Wait, I have more. My own personal opinion is that the idea of designating three departments as special, as one of the courses must be taught by one of us – Math, Statistics, or Computer

Science – is antithetical to the liberal arts mission of Duke University. I think our colleagues in ICS, AMI and many other departments that teach programming do as well at teaching programming to their audiences as we do and requiring students to take a course in a specific department is not appropriate. That's my own personal opinion. I think anybody that satisfies these should count as a QS course and the idea that some people can do it better than others I find inappropriate.

Ruth Day: Thank you for that comment. We have a little misunderstanding here. The "special departments" are those that happen have a lot of these QS codes and we want to invite them to comment. It does not say anything about their being "better" able to do it.

Owen Astrachan: Well in the requirement, excuse me.

Ruth Day: There are many courses in other departments that students are using to fulfill the QS requirement. They are wonderful and do fulfill the QS requirement. We are happy to have them all and we embrace the presence of QS throughout the curriculum.

Owen Astrachan: The proposal says, you must take a course in one of those [three departments]. That's all I'm speaking of. I'm not saying that these departments aren't great. I'm simply saying to the A&S Council to reject the current proposal because it differentiates three departments.

Ruth Day: And now we'll hear from the Chair of the QS committee (a subcommittee of the Curriculum Committee).

Jack Bookman (Mathematics; Chair of the QS Committee): So we are concerned in two ways. We wanted to move to a better definition [of QS] based on learning objectives for students. What should a quantitatively literate Duke graduate be able to do? That's what we came up with, those criteria, and we didn't start by saying do our courses meet these requirements. What do we want our students to be able to do? And we were trying to do two things simultaneously. We wanted to broaden out and invite other disciplines to create courses that meet those criteria and at the same time, we wanted to maintain the intent of the area of knowledge, that students [get] an appreciation of the disciplinary perspective of those areas of knowledge. That's why we said we want to have any course that meets those five criteria, in any department, be a QS course.

Ruth Day: The report did not say that all courses had to be from Math, Statistics, or Computer Science. It did

say that there should be at least one from that set, and one from anywhere else (with a QS code).

Jack Bookman: We're trying to broaden this out. Let's really be creative and interdisciplinary in developing quantitatively literate courses and trying not to lose the intent of what it means to be a QS course.

Ruth Day: And as I understand, you went through proposal after proposal for two years and this is the one that the committee thought was the best that you could devise.

Emily Klein (Nicholas School): So, if there's a vote today, I'm going to vote against it. Let me start by saying just a few things. My colleague, Owen [Astrachan], has said some things that I wanted to say. I think the proposal has two parts and we should treat those separately. I am in favor of not putting the two together and taking [it] step by step. I think the committee did us a service by thinking through what our learning outcomes might be. I don't know if those five should be the learning outcomes but I think we should go through the process of discussing that, vetting that, and coming to an agreement. I then think that every department that is currently offering QS courses, should be asked – once we agree on whatever learning outcomes they are or we take Susan's description that isn't in the form of learning outcomes but what courses should do – to look at the new definition and either modify their course or document so that they meet those. So I would take it step by step. I'd start by vetting the definition.

Once we've done that, at a later time, I think that of the 11 different areas of knowledge and modes of inquiry that students must fulfill... one of the hallmarks of Duke's education is that it's rigorous but it's also flexible. There is no other mode of inquiry that I can see that says you must take a course in such a limited number of departments. Owen is more knowledgeable about teaching a QS course but I just feel that it's not appropriate. We worry that students are getting away with not becoming quantitatively literate and they have to take it in one of these departments to do it. We got the data – only 4-5% of our students are getting away with it by not taking [a course] in one of those three departments. So I don't think there's a problem here. I feel to some extent like we in the faculty have not been particularly creative [nor] have we risen to the challenge of offering quantitative studies courses that are exciting, interesting. Where's cryptography for history? There are all kinds of things we could be doing and I kind of feel

that – just in the same way we mandate Writing 20 and Writing in the Disciplines and Duke has put a great deal of effort into helping embed writing into different departments – and maybe we should have something similar for embedding quantitative studies into all different departments.

Stephen Bass (Physics): I want to bring up a counter point, as a faculty member who has been teaching QS courses in one of the not-highlighted departments here. I think delaying this action is treading water and the biggest disservice to our student body. If I look at the students who have passed through the courses which we offer [in physics], their level of QS literacy is not where I want it to be. And I think the new proposal has probably the best definition of what QS is supposed to be. I would, for the Physics Department, strongly endorse this proposal. The way I read it is not that every department slavishly has to go to the full extent here but what we want for a student to be able to do – after having taken the two courses – is exactly what's listed on here. I believe that the proposal as on the table is the best we can do to get there.

Jack Bookman: Just want to make a clarification. The proposal really encourages the creation of new courses across the disciplines. At the same time we don't want to lose what it means to be an Area of Knowledge and we think that this proposal does both of those things. It's a delicate balance but we really are trying to encourage this kind of creativity that we're talking about. But if we just did that and didn't have this other part, we'd be losing what it means to be an Area of Knowledge. I think we're trying to do both things at the same time.

Additional Comment [name in audible] ... There is an implicit understanding about where this Area of Knowledge can be acquired. Nobody would assume that everyone understands that to fulfill the foreign language requirement, you take classes in one of the departments that teach foreign languages. Secondly, I would move to suggest that we postpone the vote and hear from each of the three departments and try to negotiate, to expand the proposal and to come up with a proposal that we can all accept.

Ruth Day: This is a very interesting idea. Dalene, can you comment on that, because you've had some interest in going across the departments and getting everyone together. He suggested that we postpone the vote today and have the committee go to the three departments most affected and get them all to agree on the learning objectives.

Dalene Stangl: Statistics is ready to vote today.

Ruth Day: Well at some point, we will call the question and if we're ready to vote, we will and if we're not, we won't.

Ara Wilson (Women's Studies): I'm sort of getting confused about where they're talking about Area of Knowledge and Mode of Inquiry. So this is purely Area of Knowledge, right?

Charlie Becker (Economics): I don't have a dog in this fight since Economics has requirements beyond [what is in the QS proposal] but it seems to me that if we think of our objectives for our student body, then there is a need to have a certain base of less superficial knowledge than they'd likely achieve if they did not have a course in one of the core disciplines. In the example raised about cryptography, it's inconceivable to me that they would be able to understand that without a course in probability and I think we're shortchanging the students by not demanding this of them. They will rise to our expectations.

Randy Matory (Cultural Anthropology): When I'm confused, I like to summarize, so if I'm summarizing this wrong, please let me know. I think we're talking about two different issues here: one, the definition of learning objectives in a quantitative studies course and the other is the principle of whether certain departments do this so much better that one of the courses that students take must be in that department, which implies that we don't trust other people in other departments to be sufficiently knowledgeable about this set of learning objectives to trust them with the thorough education of our students.

Ruth Day: A brief comment for clarification. There are two parts in the proposal, and we can discuss the possibility of voting on the learning objectives separately. Also, I think it's better to talk about the three departments doing something different, not better. There's nothing in the report that says that those departments are "better" able to offer QS.

Randy Matory: So it's sufficiently different that no one else could do it. That sets a precedent for other areas of inquiry.

Emily Klein: The proposal does say that they are "uniquely qualified" to do it.

Randy Matory: It also sets precedents and this is where I have a dog in this fight. It sets precedents for other modes of inquiry at a university that so emphasizes interdisciplinary, multidisciplinary and cutting across

fields of knowledge. It goes against the principle to say that some departments do this so uniquely that we're going to award them a unique capacity in training certain skills for our students and that's what's implied.

Ingeborg Walther (Associate Dean, Trinity College, and Dean's Rep. to the Courses Committee): I would just like to say, from the perspective of the Courses Committee that often has to break their heads trying to figure out, "does this course really satisfy the CZ and the SS requirements." And trying to come up with criteria for Areas of Knowledge has been exceedingly difficult. Everybody now wants to claim that their course is interdisciplinary. We are constantly asking ourselves if students are to satisfy a particular Area of Knowledge only with courses from a single department, are we doing them a service? The other thing is that my understanding of what we used to call Curriculum 2000 with this matrix is trying to manage the tension that we constantly are trying to balance – our desire for interdisciplinary inquiry with disciplinary foundational knowledge. I'm not sure if that was the intent of the curriculum but that was my understanding – that the curriculum intended to give students that disciplinary foundation and then the Modes of Inquiry would explore that or even interdisciplinary courses would explore that across the matrix. I think we really need – in thinking about all Areas of Knowledge – as we continue our review, starting with QS and as we move to ALP, SS and CZ, it might be a good thing to ask ourselves that we have to give our students a disciplinary foundation and that should be the intent of requiring one of the courses of an Area of Knowledge in that department where that is the disciplinary foundation.

David Malone (Program in Education and Chair of the Assessment Committee): I want to make a comment and then ask a procedural question. So the comment is: I really like what Emily suggested about separating these two. From the perspective of the Assessment Committee, one of the things we're working towards is having the identification of what learning outcomes are within majors and I really appreciate the work that the committee has done under Jack's leadership in identifying these learning objectives for QS and the way they're stated as actual skills. I think currently the way we describe codes is much broader and is not focused on what the actual takeaways are within each of the codes. I think there's merit to the argument that for today, we could separate the voting on learning objectives from the voting on whether we think we best meet those learning objectives

by having a QS in [one of] those three different departments. So my procedural question is, Owen said that he would like to make an amendment...

Ruth Day: Let me comment on that. I've been in close contact with the Chair of the Computer Science department and their Council representative, Susan Rodger. They sent a statement last evening and I then inquired whether this was to be offered as an amendment. They said it was not being offered as an amendment, but to show what the department preferred. The Council requires both voting and amendments offered by *Council representatives*. Other faculty are always welcome to attend and speak, but they do not vote or offer amendments. The Computer Science representative (Susan) said it was not being officially proposed as an amendment. Amendments come forward by the members of the Council, or from the department through the representative. So that's the answer to the procedural question.

David Malone: Currently the way we're structuring this is we're voting on both of these [2-course requirement as stated plus the learning objectives].

Ruth Day: We can take them separately. Ordinarily, what we vote on is the report itself and whether we accept the recommendations of the report or not.

Lee Baker (Dean of Academic Affairs, Trinity College): You have to have someone move and then vote on that first.

Ruth Day: So then we could have a motion to separate and then take them one at a time.

Dalene Stangl: But in terms of voting today, I don't want to vote for my department...

Ruth Day: Because you haven't discussed it in that way. But you said you're willing to vote for the proposal. Do we have any other comments before we start deciding?

Lee Baker: I have a question for Susan Rodger. So currently, CS courses do two of the five [learning objectives]. Could they do three of five of those learning objectives without revamping the entire thing?

Susan Rodger: We can adapt some of our courses but not all of our courses.

Lee Baker: Your introductory courses?

Susan Rodger: Well our introductory courses, we'd have to work that out.

Lee Baker: To Jack, my question is that based on our new knowledge [presented to the Council last time] that [only] 5% of our graduating seniors satisfy the QS by somehow coming up with two QS courses without any in Math, CS or Statistics -- do you see that 5% (50-60 students) as a fundamental problem to do a curricular revision? Or could you live within that noise? Is that such a [problem]? If you look at SS and CZ, there's a lot more than 5% that satisfy it outside the traditional departments. I think this is a fact -- that QS is better than most Areas of Knowledge.

[Additional comments]: For those learning objectives -- QS courses would have to have all five [learning objectives]? Because I can see the three bottom ones, my courses in Biology would do that.

[Additional comments]: These are not course-specific learning outcomes. These are QS requirements. Once the requirement is fulfilled, regardless of how many that students are taking, they should be able to do those things.

Jack Bookman: In some ways I think it reflects the intent of what we want. The problem was, we don't want to create a bookkeeping nightmare for advising and the deans and we did talk about this a lot. There's a lot of merit in that idea but just for the sanity of the dean staff, we thought it'd be better to stay in the proposal. I think it [should] be flexible in interpreting those things. Of course, it attempts to do that, I'm all for calling those QS courses. If we start saying that there are five requirements that have to be met, it would be really difficult to actually do that.

Ruth Day: So you and the committee would be willing to have a modification to say, "Meet X number out of these five possible learning objectives."

Jack Bookman: That was our intent.

Stephen Bass (Physics): I'm somewhat ticked off by the statements I hear about -- now for the first time -- we are hearing three departments ahead of other departments. Every pre-med has to take an intro physics course in the physics department. I have colleagues in Engineering and Biology who are physicists. Still the requirement says an intro course in the Physics department. The same I guess is for Biology or Chemistry. This is no different. This is perhaps looser than these requirements which we have on our books. So, I don't see that argument.

Emily Klein: A student doesn't have to be pre-med. I'd go back to the fact that only 4.1 to 4.8% are not already

fulfilling what is said in the proposal.

Clark Bray: There was an earlier comment about how this would affect students getting a broad spectrum of courses from the university. This could be viewed as increasing the breadth of courses students would take. So specifically if a student were to be taking one of these courses from one of these departments anyway, the requirement does not affect the student. If students who would not otherwise have taken those courses [but] do to get that additional point of view, I would view this as somewhat promoting a broad liberal arts education.

Ron Grunwald (Trinity College): I'll respond to the comment that Clark made. So the model here is – who are the students who are not doing these courses. I would say that it's the natural science students who come in with AP credit with Mathematics that they've satisfied. So they're getting their natural science requirements in the physics department.

Ruth Day: So they're not math-avoiding.

Ron Grunwald: So they're not necessarily math-avoiding people. They're just math whizzes in high school. But it's not necessarily consistent with broadening their education.

Jack Bookman: I got some data which separated out students who were majoring in the sciences, math, and economics and 5% of the students in 2010 and 6% who graduated in 2011, who did not major in one of the math-intensive majors were satisfying the requirements without taking a course in those three departments. But we're really focusing in on this group for whom the general education is the focus. It's really for all the students and we're not really worried about the math majors. Now whether that's a large number or not, it's just a matter of interpretation. The general education requirements should be a standard that we set for all students. If we had 5-6% of students getting around the Foreign Language requirement, we would not be happy with that.

Ruth Day: So the current Council Resolution to look at all codes would be useful. Anyone else?

Shai Ginsburg (Asian & Middle Eastern Studies): I think the philosophical question around this question is multidisciplinary or interdisciplinarity – whether the disciplines do reflect specific areas of knowledge or not. This seems to have relevance to any thought about reviewing the areas of knowledge and codes and further in the curriculum. So I would move to make that one of the topics we discuss next semester in preparation for

thinking about the curriculum.

Ruth Day: Thanks for this suggestion. For now, I'd like to have just formal motions concerning the QS report in front of us.. We will come back to your more general suggestion in the future.

Susan Rodger: So it was my impression that we had to meet all five of those [learning objectives]. And if it's not all five of those, it's not clear if it's one, two, three, or four. We need to clarify that. Our courses [in Computer Science] don't meet all five of those and we can't.

Ruth Day: Matt Serra said it wasn't on a course-by-course basis that they have those capabilities, but based on the entire QS requirement.

David Malone: I have a question that I would offer in good faith. One of the arguments being made is this notion of disciplinary knowledge and this disciplinary knowledge is going to come from these three departments. I really don't understand that as it might apply to say the Natural Science requirement. So natural science students could come in and take two courses in Biology but does the disciplinary objective of Biology overlap so greatly with Physics that we would say they have met our expectations for learning outcomes? I'm not fully understanding – they are both natural science outcomes – but are the learning outcomes in Biology sufficiently overlapping with Physics that we feel students have gained that disciplinary perspective? Is that disciplinary perspective just accomplished by those three departments?

Ruth Day: All right. But just to review, we've had some informal, semi-motions. One possibility is to break the proposal up into two parts. Another option is to go back and see if the QS Committee can clarify for us things such as how many out of the learning objectives should be met. We will have to call some question [for voting] at some point. I want to keep these options in our “working memory” as we go forward.

Susan Rodger: It's difficult [for Computer Science] to do this at the next meeting. We may not have a faculty meeting until next semester.

Randy Matory: A quick analogy related to the point brought up by my colleague about foreign language requirements having to be fulfilled by a foreign language department. I'd like to submit that that's not so. Woloff was taught in African and African American studies and would presumably fulfill a foreign language requirement. So a precedent would be set that if we

designate only a certain number of departments as being able to fulfill half of the students' QS requirements, someone might say no, you who are foreign language students, who are more interested in taking Woloff, have to take half of your foreign language requirement in a foreign language department. To me that would be an analogous situation.

Ingeborg Walther: I think what we're aiming for here is to ensure... okay Woloff happens to have a home in your department [AAAS] but we want to make sure that all of the courses that are taught to satisfy the foreign language requirement are taught by faculty who have a disciplinary background in that language and culture. In the case of Woloff, we've made sure that the faculty member has that kind of background. Maybe we should think of it not necessarily in terms of department home but rather in terms of disciplinary expertise of the faculty.

Emily Klein: I agree completely but I would argue that we have statisticians in the Nicholas School, math people who apply it to environmental problems. I think you've raised a very good point. I think, Ruth, you've hit the nail on the head and I'm hearing from what discussion has happened, I'm hearing that there's a desire to separate into two parts and I'm also hearing a good deal of confusion – at least the way the proposal is written – on what this was supposed to do. My understanding was that every course would meet this and I think there needs to be an iteration of the proposal.

Sharon Holland (English; African & African American Studies): I also have been picking up a lot of language on interdisciplinary here and I think we need to have a discussion as a Council on what that means, so we have more open discussion so we can think about – the fact that there are so many new technologies that have been created and used since the curriculum was proposed – the interdisciplinary usage of technological advancements might be really interesting. Some kind of statement on interdisciplinary might clarify who's involved, who's central, and how we might think creatively.

Ruth Day: As you know (as announced at the Council), we are launching a faculty poll to study alternative Interdisciplinary Models -- different ways of working in more than one discipline. The Dean is also planning various interdisciplinary initiatives. So this is very much at the core of what a lot of people are working on now. Do any Deans or other administrators wish to comment?

Laurie Patton (Dean of Arts & Sciences): Well just a comment that I think that the key thing here is that we have a procedural question before us in terms of whether we bring this to a vote today or not. And as I hear it, there are three different issues at stake: one is the question of the learning outcomes, the second is the question of separating, and the third is an open forum on interdisciplinarity. But I think we should entertain amendments around those issues and that might be timely today.

Ruth Day: All right. So the possible amendments are: 1) whether we want to break the proposal into two parts and 2) whether we want the QS Committee to come back with clarification concerning whether all of these five learning objectives must be met per course or something else.

Dan Scheirer (Associate Dean, Trinity College; Director, Health Professions): With the confusion about all of the five learning objectives being met by each QS course, I wanted to ask if Matt and some others had views that only some of the objectives had to be met by each QS course. How is a student going to measure, be guaranteed, that they get all five if they take two QS courses and in one they only go through [learning objectives] #1 and #2 and in another course, they go through #2-4. What was the mechanism of measuring or assessing that?

Matt Serra (Office of Assessment): To give a little background on all of this, right now, our general education requirements are just that, requirements. There is no set of associated student learning outcomes with any of our GenEd requirements. They're all inputs. Students will do this, will do this, will do this. But there's nothing to say what they would have gained by having done that. So this was a first blush at doing that for the QS requirement. If the students complete the QS requirement, they should be able to do these five things. Now we've not yet established a way to assess these five things because we haven't even agreed on what five things to assess. So I can't answer your question. If we can come up with a set of learning outcomes for each of those inputs, then we can start assessing whether or not students are meeting them, feed that back into our system and say, "do we have to adjust the requirement?" We're not there yet.

Ruth Day: I'd like to suggest we suspend normal procedures and vote on whether to break the proposal into the two parts. So the two-course requirement with stipulations would be one part and the learning

objectives would be the other part. Would anybody like to so move? Second? All in favor of considering the two parts separately – and the voters now are only the department representatives or their alternates. All in favor, please raise your hands. All opposed. There's one hand. Any abstentions? ***The results are: all in favor, one no, one abstention.*** So now we have broken the proposal into two parts. We haven't decided on the **order** in which we'll discuss these two parts but it might be that we want start with the learning objectives and see whether we want to ask for clarification from the committee. Does that sound good? So would someone like to so move that we request that the committee clarify this? So it's a very limited question – do all courses have to satisfy those five learning objectives? [Committee Chair] Jack has a comment.

Jack Bookman: We considered that, for mainly administrative reasons, we decided that and the proposal is very clear. So a course, to be considered a QS, should meet all five of those requirements. So we can go back and reconsider it but we're not going to come back with a proposal that says every QS course can have five subcodes that students are going to have to figure out.

Ruth Day: It could just be something small that is needed – a subset of learning objectives from the entire set that students would do, such as two out of the five, or one in particular plus any other two. It also has to be clarified whether the objectives are for the whole QS requirement versus individual courses. Do you think the Committee would be able to draft something to do that? You're shaking your head “no.”

Jack Bookman: This is as clear as we're going to get. It is all five [learning objectives].

Ruth Day: I'm not sure it's the sentiment of the faculty to have all five.

Jack Bookman: That could be something we vote on but I don't think we should go back to the Committee for meetings in January, February and March to come back in April and start this all over again.

Ruth Day: So it is your sentiment to leave all five objectives here. That will affect how people vote. Any comments?

David Malone: Susan had said that the computer science courses don't meet all five. That's not a good start.

Ruth Day: She's saying that none of the computer science courses meet all five right now.

Emily Klein: I think my sense is that there is concern about this and if a vote is taken, then Computer Science is going to vote against it. I wonder since we're sort of affecting learning outcomes and what Susan put forth as an example of what a course should do. I'm looking at David and thinking these are student learning outcomes and David's committee is in charge of assessment, so this comes under the assessment rubric. So I'm wondering if we've got this in the right place.

David Malone: I follow what you're saying. I like the idea of the resolution that all of our Areas of Knowledge and our Modes of Inquiry need to move closer towards defining learning outcomes, as Matt was saying, as inputs in courses in certain departments. But that would require an enormous commitment.

Matt Serra: It could be separated out like that. Here are the QS requirements, let a course cover these areas, this amount, as it's basically written. On top of that would be to order to fulfill these five outcomes and if we find that it isn't fulfilling these five outcomes, then you go back and revisit what you're doing in the requirement. We're confabulating the outcomes with the requirement, which is probably not a good thing.

Ruth Day: Now that we've separated the proposal into two parts, we can vote on just one of them. Would anybody so move? By the way, the Dean has graciously agreed to hold back on the next agenda item today (A&S Budget) so we can continue. Hopefully we can resolve the QS issue. Otherwise, she's locking us in the room until we decide (!). We also have the Romance Studies major proposal on the agenda, but we do have some more time to continue on QS.

Matt Serra: If it were to move forward as it is, voting on those five, is it not of the purview of this body to say well we vote for three out of the five. That doesn't have to go back to a committee.

Ruth Day: We could have an amendment right now that says in this part of the report that students should be able to do three out of five of those. And we can say per course or for the whole QS. We can have any number of amendments, by way of example.

Charles Becker: I was going to so move that we require three of those five to meet the QS requirement. Per course.

Ruth Day: It has been proposed that the proposal be amended to say that each course should fulfill three out of five of these. I haven't heard a second yet. Okay, any discussion?

Jack Bookman: I like that idea but I don't know that we could reword it in such a way that says #2 has to be included.

Ruth Day: Whatever you want.

Jack Bookman: I think to do [the requirement] without demonstrating a little skill, is hollow. I would say three out of five as long as #2 is one of them. I don't want to make it too wordy, but #2 is kind of key.

Ruth Day: [*Voting on the proposed amendment*] We can get the wording so that it's simple and understandable, that would basically say "each course must fulfill #2 and two of the others." All right, the proposer has modified it to be, "each course must meet #2 and any two of the others so listed." Are you ready to call the question? All in favor? Opposed?. Abstentions? The motion carries but it isn't pleasant. *Let the record show that that the motion to amend just carried – 8 in favor, 5 opposed and 5 abstentions.*

Randy Matory: I don't know if it's consistent with Robert's Rules but I mean those of us who've disagreed with each other, obviously respect each others' opinions. I wonder if the QS Committee would be asked to talk among people and come up with a better solution on which there would be a better consensus.

Ruth Day: The committee has not been eager to reconvene.

Jack Bookman: In some administrative sense, the process would be to refer back to the Executive Committee of the Arts & Sciences Council (ECASC) and then you can poll – something like that.

Ruth Day: This actually happened with the Pass/Fail proposal a couple of years ago. So that's the other option. I was not going to personally suggest it but I think ECASC would be willing to do it. Good idea?

Dean Patton: This is moving in a slightly different direction.

Ruth Day: Do you like the idea of getting ECASC to clarify the proposal, based on today's discussion? *May I see an informal show of hands? So it's a lot of hands. Opposed? None. Abstentions? None.* That's good to know.

Dean Patton: Just a big picture comment and maybe this is something that ECASC could take up. Just building on what David so helpfully contributed. I'm not sure that it's clear what we want the relationship between different codes and the learning objectives to be. And whether we want learning objectives in each of

the codes or not. So I'm a little concerned that the tail is wagging the dog here around that bigger question, so I do think we need to have a bigger discussion about that very issue.

Ruth Day: All right, the proposal goes back to ECASC and returns to the Council thereafter.

Jack Bookman: Can we get an idea of what the faculty think of the second part?

Ruth Day: To be technical, our parliamentarian says that we have already passed a motion and we would have to rescind it. *All in favor of rescinding it? Opposed? Abstain? It's rescinded. All in favor of ECASC taking this under advisement? Opposed? Abstain? That's what we're going to do.* Thank you very much.

So now let's take a straw vote – it's not binding. *How many of you are at least leaning today at this moment to supporting the QS report? All in favor – 7 hands. How many are opposing it as of today – 5. And how many abstaining – 5.* So that's a good thing not to have the official vote today.

I thank you for your diversity of opinion and well-considered thoughts about this issue. We will continue to work it out.

[Romance Studies Proposal](#)



Ingeborg Walther
Associate Dean, Trinity College
Ex Officio, Curriculum Committee

Currently the department of Romance Studies has three distinct majors – in French Studies, Italian Studies and Spanish Studies. In addition to that, they have three combined majors – a combined major in French and Italian, French and Spanish, and Spanish and Italian. The department also offers courses in Portuguese and in a most recent development, they've also started a program in Creole and a program in the study of Creole. So because the combined majors in practice have had very little takers and because the department would like to seek better ways to integrate studies of Portuguese and Creole into their curriculum, the current proposal is to do away with the combined majors and to replace it a new major in Romance Studies. So the proposal is as follows. This new major would allow for the study of two languages within a single major, with a comparative

approach that also encourages interdisciplinary links with other field and programs such as Global Health, Latino Studies, Latin American and Caribbean Studies, and so on. It also explicitly requires a minimum of experiences in cultural immersion, experiential or service learning and research environments. And this is in order to foster a thoughtful integration of curricular and co-curricular activities as well as the many innovative programs and opportunities that Duke has to offer such as DukeEngage and the Humanities Labs, problem-focused interdisciplinary leadership teams, and so on. As I see it the particular strengths of this new major are that it fosters an advanced proficiency in two languages, how cool is that? In a world in which not only bilingualism but plurilingualism is the norm. It also requires that all ten courses be taught in the foreign language. The other strength I see is that it offers opportunities to integrate studies across boundaries of formerly colonized and colonizing geospatial pairs such as Spanish and Portuguese, and French and Creole.

So I would also like to just append for those of you who have read the proposal, we required them to provide an assessment plan and in the proposal it's very brief but I just want you to know that this department has been working very hard with the A&S Council Faculty Committee on Assessment to really flesh out these learning outcomes and the assessment plan. It's in progress and it's looking to be a very good plan. So in short the Curriculum Committee heartily endorses this major.

I now leave the floor to Deborah Jenson, who will be able to answer any questions. Deborah Jenson is the Director of Undergraduate Studies in Romance Studies.

Q&A

Ruth Day: It has been moved that we approve this new major. Do I hear a second? OK.

Lee Baker: Do you have a quorum? Just to be your parliamentarian.

Ruth Day: We will get the actual count. We can take the vote and add it up and see if we have the quorum.

Randy Matory: I know it's common sense that Romance Studies means the study of Romance Language related culture and literature but I wanted to wonder for the benefit of students who will have that on their diploma, that whether that's an easily understood name of major.

Ruth Day: As opposed to “**Romantic**” Studies??

Randy Matory: I mean, that's what it will sound like to much of the general public.

Deborah Jenson (Romance Studies): That is a real problem. We were not sure what to do about that but it's definitely under discussion – that publicly, it's not very transparent.

Ruth Day: And you will work on that. All right, Should we call the question? *All in favor of this proposal – 17. All opposed – none. Abstentions – none. 17 is more than the 50% quorum. So it passes.* Thank you so much..

Close of Meeting

Professor Day invited everyone to the reception in the Council room and the meeting was adjourned.

Respectfully submitted,

Donald J. Fluke
Executive Secretary