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ARTS & SCIENCES COUNCIL
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Minutes of the Regular Meeting of the Arts & Sciences Council

Thursday, April 23, 2015

Call to Order

Tom Robisheaux (A&S Council Chair): I want to welcome you to the final meeting of the A&S Council. We do appreciate your being here. The extra call meetings in the Arts & Sciences Council have been due to the heavy workload, the agenda that we have before us, and so I really appreciate your taking time to come and attend the two extra meetings here at the end of the semester. First, just a couple of announcements and then we'll get into the body of our work today. A couple of announcements about committee news: next week the Curriculum Committee begins its review of the DKU curriculum proposal. Dave Malone is here, chairs the committee. David's committee will begin discussing that on Monday, of course that's just the beginning of it. I know they are eager to get started.

In other news, all of you received Laurie's update on the Arts & Sciences budget for the end of the year. Some of that's a bit sobering, as you well know. The Budget Committee is ad hoc -- it is not ad hoc any longer after last week. The Budget Committee had discussed all those trends with Laurie, but particularly the challenges with F&A or Facilities Administration expenses and the decline in external revenue that has been funding some of that. Arts & Sciences will be dipping into its reserves and still don't want to be coming up short. So, I know that it's just a reality that we all have to deal with, but the Budget Committee was fully informed about that all along the way and I think we'll continue those discussions.

The voting for representatives from units is just about complete. I think we have three units that are yet to determine their representatives, so I can't announce all of the outcomes just yet. That will be completed next week. I'll have to announce that with an email announcement after that is all complete. Before we do that, I just would like to take a moment to thank those of you who are completing your terms as representatives, those of you who are completing your terms as service as Council's representatives. If you could just stand up, and we can just recognize you and thank you for your service. It's a big chunk of time, and sometimes proposals land in your inbox that are complicated, that require a lot of thinking through and consultations and especially communications with your departments, the network is really important or the Council cannot do its job. At the end of our meeting today, I've got to turn the floor to Linda George, who is on the Executive Committee, and she's been chairing the Executive Committee in its nominating committee function, and I will recuse myself about 10 minutes to time and she will discuss with you elections for Council chair.

Also, we have one member of the Executive Committee who is rotating off, Steffen Bass. Steffen, will you stand up and be recognized? I just say this here publicly and you may not know this about Steffen's work on the Executive Committee. Steffen does really a lion's job on our Executive Committee. Steffen is known to ask hard questions. Steffen is known to dig in and really debate. Steffen is known to stand up for faculty interest over and over and over again. We really are going to miss you Steffen but I know that you have higher callings over at the Physics Department. We'll miss you, but of course part of the future of faculty governance is a new experience on Executive Committee. Thank you very much.

Now for one special announcement, let me turn the floor over to Julie Reynolds who is our faculty chair of the Assessment Committee, and Julie wants to announce a new initiative in assessment that's going to be taking place. Julie.

Julie Reynolds (Biology): Thank you for having me today. Our committee is really trying to think strategically about assessment and how we can reframe the conversation about assessment here. We certainly have the assessment stick which is the accreditation of SACS and we want to be more of the carrot. So we have two carrots, in particular, that I want to make sure you all are aware of. One is through the support of Laurie Patton's office. We are hosting a faculty assessment liaison luncheon. We do that once a semester. Each department has an assessment liaison who then comes and has a community to talk about assessment with, and we can share best practices and assessment tools. This last meeting we had a little different forum where faculty just had an opportunity to talk in small groups about assessment and we found that there were lots of misconceptions and challenges in thinking about how can we do assessment well in our departments. We wanted to move the conversation away from sort of more of a bureaucratic coup and towards a more scholarly activity of how do we know our students are achieving their goals.

The other carrot that we have is our mini-grants. We have assessment mini grants through the support of Lee Baker's office and with that office, we have \$50,000 of mini-grants that we are currently in review. We have 13 proposals that we're reviewing and we have four strategic areas that we're looking at this year. We're looking at assessment at the capstone level, at the intro level, assessment of research and assessment of writing. An idea is to try to be more systematic in the kind of support we can offer departments. So rather than everybody trying to do this on their own, we're going to get the people who are trying to assess their intro courses together so that they can learn from each other and so we can provide support in a more efficient way.

So I just wanted to let you know about those initiatives. If you didn't know that your department has an assessment liaison - I saw some people looking to me when I said that - that is something to know about and find out who that person is. The chairs, of course, are responsible for helping to sign that person, but really we're trying to move it away from just a one-person department effort and more towards a collaborative effort. Are there any questions about any of those initiatives?

Tom Robisheaux: Julie, just a question for you. Is it possible in the fall to have a second (forum) where you have faculty members who have actually been involved in assessment, who are actually changing their whole attitudes and cultures towards assessment? It's always hard for many colleagues to imagine assessment anything other than just, learning through bureaucratic exercise. What you're pointing to is just changing a whole approach, when it really becomes a tool to support pedagogy.

Julie Reynolds: Exactly, and really we're trying to move it to be more scholarly, part of people scholarship. I think that's a great idea for having faculty who have made this scholarship and are publishing on this talk with the faculty. If you all have suggestions of forums in which you think that will be useful, I'd be very open and interested in that. Thank you so much.

Tom Robisheaux: Thank you, Julie.

Civic Engagement and Social Change Certificate Proposal

Tom Robisheaux: Now let's turn for our first item on the agenda for today. Actually all the items are our agenda today return to pick up items that have been under discussion here at Council in the last month and sometimes in this case, longer than that even. The first item that we're going to turn to is a certificate proposal before us in Civic Engagement and Social Change. If I could ask Eric Mlyn ... and David, you're here too. I know Jan Rigsbee sent me a note and Jan is a colleague and chair of the Program in Education who couldn't be here this afternoon. She's here with us in spirit. We're going to continue the discussion of the certificate proposal. You've had the proposal, colleagues, for the last month, I guess, or so. We had two discussions already, but let me summarize a couple of points that have come up about this certificate.

This is a certificate that, if I can put it this way, has responded to really several years of faculty criticism and suggestions regarding integrating of student volunteer and civic engagement experiences more systematically with their academic work. Eric and David and Jan and others have been working on it with that goal in mind. I think that that's something that's been a couple years in the making. The requirements are like many other certificates programs. One thing to bear in mind about certificates is that they aren't like a major, but not like a minor either. They do not do the work of a whole curriculum either, they are almost always representative of the initiative, the work that's possible of a generally of a smaller cluster faculty who are leading it, but they integrate larger numbers of faculty in to it, and like many other certificates proposals, there is a gateway course for this certificate. There are two electives there from three identified themes that students can take and then their two required co-curricular experiences. It's administratively housed -- this is why David and Jan are important here - colleagues, it's administratively housed in the Program in Education, so they will provide support for it. Just one final comment from me before we open the floor back up to a discussion and possible motions: Every new certificate program is slated for automatic review after three years. So no certificate is considered final or permanent. It

really is considered to be on the books and we'll see how it goes, and then it's reviewed by the Curriculum Committee three years from now and fine-tuned, or change is made, or whatever. Let me open the floor back up and see if first Eric or David, would you like to make any comments about the discussions we've been having about the proposal before we hand it over to the representatives?

Eric Mlyn (Director, DukeEngage): I just want to underscore a couple of things you said, Tom. One is that, in general, the overall experiential certificate that I see is a huge innovation for Duke came out of the proliferation of co-curricular experiences that our undergraduates are having and the question about how they could connect in to the curriculum. I think we have the opportunity with the experiential certificate in general to really break some boundaries that have existed in higher ed and peer institutions. I know lots of peer institutions are looking at our progress with this.

For the Civic Engagement and Social Change certificate, we have both identified an intellectual tradition, a multi-disciplinary intellectual tradition, drawing on theories of democracy and the like, as well as a very circumstruct group of experiences that can count towards this. I'm happy to continue the conversation from last time or have a new conversation that the certificate remains open to broadening to new electives, to other parts of campus who want to be involved in helping our students be educated in civic needs and social change. It fills a really important gap. I think it's placement in the Program in Education is really important, which is the home of service learning, and there's so much of this kind of work. So it's been good to work on this with my colleagues over there. You want add anything to that, David?

David Malone (Program in Education): No.

Eric Mlyn: Okay.

Tom Robisheaux: Colleagues, the floor is now open for further discussion of the certificates.

Lee Baker (Dean of Academic Affairs): I wanted to just help also do a little framing here. Like I said before, this is an opportunity to really rethink the liberal arts in the 21st century. I mean, with our Innovation and Entrepreneurship certificate, having actual classes integrated in to the co-curricular activities our students are doing anyway is just a wonderful way of educating students instead of having this sort of disconnected from the curriculum. Actually having it both tethered and anchored into the courses is so much richer than just having it sort of disconnect.

I think there has also been a lot of conversation amongst many of us about how can we best integrate DukeEngage into the curriculum, many people ... I mean, Eric himself says if he doesn't want a barnacle on the ship of Duke, he said that a couple of times. And this is a real response from people in service learning, from the dean's office, from a lot of us saying this is integral important learning experience, DukeEngage. How can we tether this to their curriculum? This civic engagement certificate is going to do exactly that. To me, those two elements, I think, make this really compelling certificate, experiential certificate. More so I think having one rooted in civic engagement and not just entrepreneurship -- it's also important to have a balance of certificates our students can pursue, is another important thing to consider.

Charlotte Clark (NSOE): I'm interested in how students will find or filter through all the many types of experiences that might count for this. I'm thinking about the fact that some of the ones that will be for Innovation and Entrepreneurship or any other certificate might come along, would also be appropriate for Civic Engagement. Have you all thought at all about some kind of a general holding place or an overall place where students might go to look for experiences?

Eric Mlyn: It makes me think of a couple of things. One is that, with DukeEngage now for example, some students want to use some DukeEngage programs to fulfill their Public Policy internship part. So we have a list, we work with Public Policy, which ones of our programs would count as Public Policy and which do not, and it's 50-50 or 30-70. There is a way of doing that. The other thing is that I think overlap is actually going to be smaller than it would have been when we first made this proposal because we have narrowed the kinds of activities that count towards the Civic Engagement certificate to be those where students are working on civic and political participation. So, if they are teaching in the schools, that doesn't count for this certificate. If they are teaching civics in the schools, it might count towards the certificate because they are working on something having to do with civic participation. But that doesn't answer your overall question, which is how are students going to navigate this? We have commitments both from the Program in Education and the Duke Office of Civic Engagement, which I oversee, to provide the administrative support to help students find those pathways.

Lee Baker: But the Directors of Academic Engagement should be the place where students go to sort out the best experiences, internships -- that sort of co-curricular, curricular activity. That would be the place.

Tom Robisheaux: Lee, can you explain who the Directors of Academic Engagement are? Some of us may not know.

Lee Baker: It's a new program we have in the Academic Advising Center that enables and empowers students to craft coherent pathways through the curriculum and the co-curricular. This is a much more institutionalized way of doing it, but doing it in an informal sort of advising, such that their Trinity requirements actually can connect and empower their co-curricular activities and then vice versa. The example we use is Charlie Piot's Development in Africa class, and then they go to DukeEngage in Togo, and then they come back and they are studying French. Or they've been studying French the whole time, they are speaking French in Togo they are doing ... it's sort of packaging their education in a really coherent way. We do that, and there's a hundred different -- obviously thousands of different -- combinations. There are dedicated advisors that sit down in an iterative way and talk through these different opportunities.

Tom Robisheaux: Any other questions?

Catherine Admay (Sanford): I have to say I'm really grateful to Ara, who raised the issues in our last meeting that made me want to go and read a lot more deeply in to the certificate. Thank you for having done that. I wanted to say, Eric, that some of the letters I saw there, I felt like they really comforted me, that people that are in your package are also objecting in ways that Ara was. Just wanted to repeat some of the ideas that Tom Spragens, for example, put forward, where there is a story about a certificate program really needing to like, having an understanding of the director of you guys. Well it says the administrators will confer a bit more fully and directly with those in departments who offer course relating to different topics covered by the program. This needs to be done carefully in order to maximize the mutual benefit and minimize the duplication of courses. I feel other people have also sort of worried about the way that a certificate program can integrate well or not, with the department from which it draws. Then, the other letter that I was really struck by was Kerry Haynie's letter. I would be quite nervous if I had to put a capstone, or I guess it was a cornerstone, syllabus together and put it forward as, this is the thing from which everything depends. I thought it was really important that Kerry really went over that syllabus of yours and said we need to have some of the critiques of Robert Putnam's work, that students don't just learn one way of thinking about sexual violence or no way of thinking about sexual violence. I don't know if that's something that's you'd welcome more of?

Eric Mlyn: Absolutely, and my consultations with Kerry which were over numerous coffees and emails, resulted in adding readings to the capstone course that were much more critiques of Putnam. The issues that Ara raised and others have raised are important issues, legitimate issues. I think the original proposal for the certificate in Civic Engagement and Social Change addresses some of those. We are open to other courses. I just wanted to say a couple of things. I went back and looked at the proposal and thought, how well have we done addressing these issues? I think we've done well and I think there's more that we can do. But the planning committee, the certificate cannot do everything, the planning committee for the certificate is from four departments. The people who have endorsed the certificate are from 10 or 11 different departments than you. The stated goal of the certificate is to problematize civic engagement, to critically analyze the way unexamined service in community engagement can perpetuate existing inequalities. That's in the proposal. We've been motivated by that from the very beginning. This has never been intended to be an ad for certain theories of liberal democracy or certain theories of civic engagement. We want students to critically examine the intellectual discourse. This comes from the proposal -- from de Tocqueville to works on Black Nationalism that are part of the Gateway.

Ara Wilson (Women's Studies): Sorry, where is that in the proposal, the Black Nationalism?

Eric Mlyn: It's the reading by Eddie Glaude, I think it's in the Gateway course or Capstone course, and that was something that Kerry had recommended that we include. Pretty sure it's in ... I can find it for you, Ara. Let me just go through some others and then find that and come back. Andy Furco, for example who is one of the service learning experts in the field, says, and we quoted him in the proposal, "If this work is done poorly or taught poorly, we can reinforce stereotypes, decrease participants' motivation to engage in future service activities, and exacerbate powers of grandeur." We come in to this fully aware of those critiques and sharing those critiques as part of the proposal. We have elected -- it's listed in the proposal on everything from theories of contemporary democracy to courses on gender, sex, and citizenship, and cultural anthropology, to social activism coming out of the Cultural Anthropology Department of course by Barbra Lau and Pauli Murray and comparative race and ethnic studies. So we have tried to include a broad range of different perspectives and courses, and I'm confident that we can include even more. Those are just some of the examples of ways that the proposal has originally attempted to do this.

Frances Hasso (Women's Studies): I was in this room about two weeks ago and two days ago. It was actually full to the gills of students of color and staff and lots of people talking about race and community and social change, and civic engagement, and they raised so many issues. A huge piece was about the curriculum and civic engagement and social change. Though I am definitely a late comer to this discussion, but I think it would be important to, I don't know, maybe think more deeply about the nature of this project and include more stakeholders, especially departments and programs where the entire ... where the intellectual project, is centered on these varied questions. That would be my current flush. I don't know; question?

Tom Robisheaux: Did you want to respond or ...?

Eric Mlyn: Well other than to say that I think, in particular, our colleagues in Cultural Anthropology have been really helpful in contributing to this. I think that Public Policy, which is where my academic appointment is, is centrally concerned with issues of civic and political participation. At one point, we even thought about grounding this in Public Policy rather than the Program in Ed but the Program in Ed made more sense because of the service learning program. I think we have a lot of departments represented in this. The Human Rights certificate, Robin Kirk's work. Robin has been a supporter of this from the beginning. I think we've consulted very, very widely and probably not as widely as we could in the ... and as we move toward the three-year review of this we are continually open to broadening this as much as we can. If you can tell me -- and I don't ask this because I don't think there are but I don't know -- if there are Women's Studies courses that you think make appropriate electives for a Civic Engagement and Social Change certificate, I would love to have that in.

Ara Wilson (Women's Studies): Did you say that you didn't think that there would be Women's Studies classes?

Eric Mlyn: No, no, not at all. I just said, I wanted to share them with you. No. Of course I imagine there would be.

Ara Wilson: Eric, I sort of feel like we're talking to a wall here. I'm struck in a way by ... I mean, what they are saying is, "yes, yes, our proposal did that" and "yes, yes, after it's passed, we can broaden it." That isn't the message that we were sending to you. David, I have to say you sent me an email that sounds totally different. Your email says, "yes, you were right and here are changes we can make," which I assume to be meaning kind of like, now. You keep bringing us the same proposal and you just keep saying, "we can broaden it after the fact," and "yes, whatever you're saying, we already do." You are one Carole Pateman from -- which it's spelled wrong by the way -- from 1970. She's published a ton since then. There's a ton of other feminist theorists who work on this. Kathi Weeks is the political theorist in our department who, some of her work is more in economics, but some of it is absolutely relevant to this. Then there is a couple of scattered, honestly tokenistic, readings on racial, ethnic inequality. So, I'm a little struck by the fact that you just didn't go and tweak a little, especially given, David, what you wrote.

David Malone (Education): Yeah. I don't know what the best way to handle this procedurally is, but if there is an amendment as to how we can specifically enhance this proposal and that could be that some statement as that we will go back and try to incorporate these issues more systematically and structurally into the proposal. My e-mail to you was about I think there are things that we can do ... when you have a Gateway and a Capstone and two electives, you kind of ... your degrees of freedom are limited in terms of making a certain course a requirement, particularly when you're trying to make this a pathway that's possible for most, for as many students as are interested in this.

Ara Wilson: I understand that; I ran a certificate for six years, so I actually really do know that.

David Malone: My idea would be the Gateway -- thinking about this structurally in terms of certificate -- the Gateway, the Capstone and then maybe something ... all of these are version 2 experiential programs require an e-portfolio in which students have to -- as a part of the self partnership and ownership that students are supposed to have in these version two certificates -- where they articulate their reasons for being in this, so that we can build into there, some sense of reflection on issues of difference and diversity.

Ara Wilson: Great and looking back, I said all that was great, but it's not in here.

David Malone: Right, but we're willing to put that in here. There's not a point in the procedure other than an amendment that we can-

Ara Wilson: Right. So we haven't voted on it yet?

David Malone: Right and we would have to rewrite this proposal.

Ara Wilson: Correct. That's exactly what I ... but we started these weeks ago. I'm just baffled by the resistance and particularly for people committed to pedagogy. I'm really baffled by why you just ... you didn't say, that's right, look at Duke, we have a new ... whatever. Let's go and change this and really write in the fact that by we don't just mean generic criticism of, like, Putman and (inaudible) and whatever. We actually also specifically mean that we don't want students to finish their certificate without having thought about various axes of diversity as a major mode of thinking about civic engagement in the settler colonial society of the United States

Tom Robisheaux: Colleagues, if I can just say I think the Council, as I see it, has three ways forward at this point. It doesn't ... since this is a proposal that has not been seconded, it still belongs, if you will, to the Curriculum Committee and to the faculty who were proposing it. There can be a friendly amendment which would be recommended by members of the Council and then accepted by the writers of the proposal, that's one way to go. A second way to go is that there be a motion to approve and second. At that point, the document becomes the property of Arts & Sciences Council. We have a further discussion and you vote it up or you vote it down. Within that, there is still the possibility for a specific amendment if colleagues would like to propose an amendment to a particular part of the proposal. At that point, with all due respect, the document becomes property of the Council as a whole and the Council can amend as it wishes. Those are the three options as I see it at this point and representatives, what would you like to do?

Catherine Admay: Now can I ask a stupid questions, maybe. Sorry, I'm also brand new.

Tom Robisheaux: Yes, Catherine.

Catherine Admay: Public Policy is one of the sponsoring departments. Is it possible -- somebody asked it last time which was very resonate which is -- we don't know how to amend this, in the little detailed way that it would require amendment to make it make sense among the lines that we're talking about. Is it possible to reproduce this and have a special meeting in which-

Tom Robisheaux: That's a possibility, so table it as well and then it'll have to be picked up in the fall.

Catherine Admay: So the thing is done and we're not asking for it to happen afterwards but-

Tom Robisheaux: It's possible. Council sometimes tables motions and picks them up again at a later date, that's entirely possible. I would suggest, though, that what would be most helpful for the framers of this proposal is for Council to be very explicit and precise as to what they would want to see. Just the sort of thing that you're saying that you don't know quite how to write out. Otherwise, it doesn't become I think particularly constructive or helpful to the writers. But that's certainly an option of the Council, to table it.

Eric Mlyn: I would also say as Ara articulated just moments ago, you would want students to come out of this with this understanding, I would see that as a friendly amendment that's perfectly consistent with what we want to do with this and we would ask for your help in doing that. The language you use which I don't know, I don't recall specifically, I heard you say Ara, and I don't feel defensive about it, I feel open to it and welcome your friendly amendment that would include that in there and then help us deliver that because I also don't want to-

Ara Wilson: David wrote a lovely paragraph to me that I just assume that meant that it was being incorporated into the ...

David Malone: Eric and I spoke about that and that is our intention, but I didn't think that we would put that exact language in the proposal because at that point we have to ... it would be a different proposal going back to the Curriculum Committee. My thought was that that would happen at this meeting, that we would amend this proposal in some friendly way to include that the language that you just articulated.

Ara Wilson: You mean you're not allowed to amend it? They're not allowed to amend anymore because it's been through Curriculum?

Tom Robisheaux: Yes they may. This is not the property of the Council. They may amend it, yes.

David Malone: And we may amend it right now.

Ara Wilson: Then we need to go back to Curriculum Committee.

Tom Robisheaux: They may have to ... well yes there has to be some further discussion because you have another level of people and it seems like what's being suggested might be a substantial change, I don't really know the details.

David Malone: Well, it seems to me that if it's a substantial change, then if we can't do it today. But if there is some language that we can all agree on that we can put in this proposal as a friendly amendment, then we might be able to vote on it today.

Tom Robisheaux: I haven't heard that language yet so. Let's continue the discussion here with Margaret Humphreys in History.

Margaret Humphreys (History): I'm probably about to put my foot in it, but I wasn't here last time so I didn't hear it, at the beginning of this. But I have never heard such precise discussion on what's assigned next Tuesday in a course that was part of a certificate program. We approved the fact that the course is on general topics, not which reading is assigned. The specific teacher of the Gateway course decides their slant on the topic and what perhaps foci they want to emphasize. It seems I'm almost reminded of, you know, we've got a biblical text that has to be exactly transmitted and what if something new is published next year and it's not on the syllabus? It seems wrong to me that things are important, topics are important and I can see getting that in there. But specific reading, specific approaches does not seem to be the way that we describe certificates and work that we want students to do. I just throw that out there and I could be totally wrong but I never heard this discussion on certificates.

Catherine Admay: Margaret, I heard that discussion around the Decision Sciences certificate, right. There was some real interest in what should be part of the Decision Science certificate, that there needed to be more ethics in it and a lot of people really pushed for that as a topic.

Margaret Humphreys: Can I answer that? As she just said, that's a topic. It's not saying, oh, you need to read this book by X, it was published in 1977 but not the one published in ...

Ara Wilson: But has anyone said that here? Have you heard anybody say that?

Margaret Humphreys: Well this comment ... given that we're arguing over specific readings.

Ara Wilson: Fortunately not, particularly, but if the syllabus was offered, we can point to if that's a representative syllabus. I didn't say anything about, you have to do this at all. I think you're hearing wrong. Instead what I'm saying is very thematic, but it's not reflected in the sample syllabus and so I can say that the sample syllabus is not reflecting a thematic commitment. It's more than a thematic commitment. It's a pedagogical and ethical commitment that is central to what Duke wants to be and says that it is.

Chantal Reid (Biology): Is it possible so we can move ahead with this to do ... for me to present a friendly amendment that would specifically incorporate the requirement for student understanding of diversity...

Tom Robisheaux: That's a good idea. Do you have something that you'd like to present.

Chantal Reid: I would like to propose a friendly amendment that would specifically incorporate the requirements for the student understanding of the diversity in the certificate. Will that work?

Tom Robisheaux: Where would you... where would... well... okay...

Chantal Reid: Somewhere in the certificate.

David Malone: I've kind of been working on one, with the languages. I just wrote it. "The specific focus and desired learning outcome of this certificate program will be to critically exam issues of difference and diversity in the Gateway course, the Capstone course, and the student constructed e-portfolio." It puts us under an obligation in those three points in time in the students' work within the certificate to be intentional and explicit about the ways in which that is done.

Tom Robisheaux: Eric, would you... Jan isn't here. But you're wearing two hats today, David, because you are Curriculum Committee chair and part of this is that an amendment, a friendly amendment that you would incorporate into the document.

David Malone: Yes, absolutely. I mean if you think it meets the needs of that are being raised right here.

Wahneema Lubiano (Literature): I have a bad cold, so excuse me if I'm really slow. But I'm trying to keep in my head both the language that David already wrote in the paragraph that Ara was referencing. And the language that you just spoke. Is there a way then, if we table discussion, for us to see that language reproduced in the proposal so that then we can vote on that?

Eric Mlyn: Wouldn't a friendly amendment allow us to do that?

Tom Robisheaux: Yes, it does.

Wahneema Lubiano: So we would vote on...

Tom Robisheaux: It would be the document as amended, but what you're saying, see it, in the sense that it's actually in the document, which couldn't be done right now. It would have to be, we would have to vote it as it has been amended with the stipulation, of course, that it has been amended. That's the way it's been done, commonly with friendly amendments. If that's acceptable to you.

Eric Mlyn: Well what you wrote to Ara was...

David Malone: So, Ara, what I wrote to you is, I am committed to ensuring the examination of and reflection on issues of diversity and difference are built into this certificate...

Ara Wilson: In one way, one way would be build it into the Gateway course.

David Malone: Build it into the Gateway course and the Capstone course so the readings and assignments focus on social inequity and differences. We would need to strengthen those. And bringing into these classes faculty members and scholarship in this area will be helpful. Another idea would be incorporated in the student constructed culminating senior e-portfolio an expectation that reflection on diversity would be an integral aspect of the following product. After I wrote this, I was thinking, well you know, I should have been thinking, let's go put this in the proposal, but I was actually thinking that here in this body we would discuss this and come up with something. But Eric and I met after this and already had begun discussions about, well, how can we do this and build this in? But we are going to need to rely on our colleagues to help with that, in terms of these areas of expertise.

Ara Wilson: Sure, and I don't want to write into an amendment that you have to bring faculty members to class. In fact, I don't dictate anything particularly, except to say that the course readings -- I would like to see more substance reflected in the sample syllabus, in the vision of the sample syllabus. And then there is the thing about integrating ... I don't even say that it has to be integral. The question may not be integral, it may be abstract and theoretical enough. That's okay, but at least that there is some reflection on it. I guess the third thing I'm going to want is ... I know we hate laundry lists and things like that, but somewhere not just leaving diversity and inequality abstract. But somewhere as such as at least that names some of the P1s may be useful without pinning it down to only meaning that.

Eric Mlyn: Some of the key diversities, you mean?

Ara Wilson: Yeah, I mean you know, race, ethnicity, and however you want to phrase economic or however you want to phrase that, gender, sexuality, or (inaudible). But nationality ... I mean if you could ... again I know the laundry list as a pain but ...

Tom Robisheaux: David, do you have your language?

David Malone: The certificate program will build into the Gateway course and the Capstone course reading and assignments intentionally focused on social inequities and differences such as ... then we have a list, right?

Eric Mlyn: I am totally open to this but the current description of the Gateway course reads, "students in this gateway course will be exposed to a variety of critical perspectives on civic engagement as well as issues of race, class and gender which are essential to our understanding both of the viability of civic opportunities and the impact civic participation has on social justice and change with the recognition that civic engagement is controversial, unequal in terms of its access and potentially deeply flawed." If we want to underscore that, I'm welcome to underscoring it but I... what I'm trying to say is I'm reading that to you to say that we are truly committed to that. It's in the original proposal and if it needs to come out more in the original ...

Ara Wilson: What did you say, is it the Gateway or the Capstone?

David Malone: That's the Gateway.

Ara Wilson: Okay, I think that's great and what syllabus would that be, Gateway or Capstone?

Eric Mlyn: There are samples of both. In the appendix, there's both.

Ara Wilson: Yeah, so one of the ones I was looking at I would say that it doesn't achieve any. All I'm saying, in a sense then, is that being reflected in the certificate as a whole not just... which I think great it's in the course objectives. As I said, I think this is a really intellectually based certificate, which I'm happy to see. I think that it takes a critical perspective. I'm happy to see theory mixed with engagement and that's all good. And so yeah it's a pretty simple matter... and hey something like that at the level of the certificate as a whole and the level of... however you want to phrase it. The subtext is we do not want a student graduating having primarily just whatever they are primarily paying attention to you know pretty sort of a specific delimited sense of theorizing about civic engagement and specific populations that that refers to and have them exposed to some of the range of those things. That's what I mean. You have your criticism of civic but I just am naming a specific axis of it. Just to have that just, state it as a commitment, a commitment and an investment of the certificate would be great.

Eric Mlyn: There's probably relatively a simple friendly amendment that in the beginning refers to the elective courses that we've chosen, which I think does have the diversity that you are concerned with certificate has. You can have more and we are open to that, but we have a lot of that. The Gateway which already includes that, the experiences will certainly be as diverse as the experiences our students have. So it's perhaps a matter of taking that language in the Gateway that we have and putting it in the entire certificate.

Ara Wilson: Yes, but I like the idea then of in terms of how you spell out the Gateway that, as this extra assurance, like we want to ensure that the Gateway and Capstone will be included in the scholarship, the reading and the assignments with the scholarship ... whatever you want to phrase it ... the assignments. And also that the portfolio doesn't have to be integral; I don't think it has to be. I'm fine with theoretical (inaudible). But that it will at least touch upon it, that will touch upon it and recognize it in some fashion.

Tom Robisheaux: We have a friendly amendment to the proposal and the language, David, you have there.

David Malone: I have the language here: "The certificate will be built into the Gateway course and the Capstone course reading and assignments focused on social inequities and differences, such as race, gender, sexual orientation, economic inequality."

Linda George: We don't need the whole one.

David Malone: "and incorporate within the student constructed culminating single or e-portfolio an expectation of reflection on diversity will be an aspect of this final product."

Ara Wilson: Just don't use product.

David Malone: All right.

Tom Robisheaux: The certificate proposal we had before us has amended language as just explained. It's been accepted, it's friendly because it's not on the floor. If there is a motion to approve this certificate proposal as amended, this would be the time to make that motion and have it seconded. Then we can discuss the amended certificate proposal.

Wahneema Lubiano: I so move.

Karin Shapiro (AAAS): I've had my hand up about another issue. I know that when you mention the compliment as in civic engagement, that included in that, is that the (inaudible) of those who students who engage with it. So that becomes also [inaudible] more significantly in the proposal. So we have the views of ... we know there are big people on this campus working on that on this, mainly African orphanages and so on who get help from "our civic engagement." If those kind of perspectives come back (inaudible).

Eric Mlyn: Any conversation that I teach about civic engagement starts with what Ivan Illich said, 'To hell with your good intentions,' and why are you coming to Mexico to do this work. By the end of my course in the Focus Program right now, students say to me, how do you do this kind of work? Professor Linger is so critical on the impact it's going on the community and the problems with this kind of work. So I think it's absolutely reflected in both the elective courses and

some of the readings already. The very extensive literature not only for critiquing service from like the Stanley Fish critique of service, but from the communities themselves: “no, thank you, we don’t need you.” Or, “no thank you, we can pack” is not particularly good and it always starts with the Illich conversation.

Tom Robisheaux: We have a motion to approve.

Chantal Reid: Second.

Tom Robisheaux: And a second. The motion on the floor and seconded is to approve the certificate proposal as amended by a friendly amendment. Further discussion?

Marjorie McElroy (Economics): I have been frantically searching the web for the proposal and I stumbled across a Chronicle article that says, “Okay we want 20 to 21 certificates,” and really explains quite strongly that students are ... it says for freshmen facing 54 majors, 52 minors, 21 certificates -- they actually did the calculation -- they came out with 435,000 unique degree combinations. My question is, how does ... how do these certificates fit together in the overall picture? How does this one fit in? Where are we heading in terms of a certificate in a year (inaudible)?

Tom Robisheaux: Marjorie, you are asking questions on my mind as well. Can I ask Lee Baker to speak to this, or Inge, because you two are the ones who will be overseeing this once ... if it’s approved. We do have a lot of certificate programs and a lot of ways students can make their way through the curriculum.

Lee Baker: Thanks for the question; Duke really tries to distinguish itself through sort of undergraduate research, civic and global engagement and interdisciplinary learning. Our certificates are our mechanism to sort of embrace and organize the vast majority, the vast array of interdisciplinary topics. Again, Markets and Management is the largest one, but Marxism in Society is another one that’s a really important one; we just have a wide array. So that’s a way of having both faculty interest and student interest come together in their disciplinary way and we usually have the certificate. The challenge is, they never get sunsetted...

Inge Walther (Associate Dean of Curriculum and Course Development): Yes they do.

Lee Baker: Well, they do sometimes and what we do sometimes is tough because people’s identities are invested in them and even though there are very few students involved there, it’s hard. We put a moratorium on them now because we have a new curriculum that is going to be coming on. Nevertheless, they are unique to Duke and they embrace our commitment to interdisciplinarity. A lot of the certificates at Princeton and other places, you get a certificate in more like a skill or a language, translation or something, something very sort of specific, but these interdisciplinary certificates really are distinctive to Duke. It’s our way of organizing. We have a lot, but we also have some great advising and you can’t take more than two.

Marjorie McElroy: But is there an overall, sort of new ... what would be the ideal variety, the ideal number (inaudible). I don’t know how this fits in with the overall curriculum.

Inge Walther: I just wanted to say that certificate programs are not like majors or minors, they are not meant to be permanent structures. They are meant to come and go as faculty interests and also as our knowledge changes about certain areas. We have indeed ... some certificate programs have been sunset. Those that don’t draw a lot of students have been sunset. Other times the faculty members themselves decided that this pathway is no longer interesting or relevant so they requested to withdraw the certificate. These were always meant to be flexible and come and go, so they are not like majors and minors. As far as ideal numbers, that’s a tough question. I know the IDC Committee; the Imaging the Duke Curriculum Committee, is struggling with precisely these types of questions, so stand by for more discussion.

Lee Baker: The other strategy though, too, is we want our institutes and centers that are not attached to Trinity College to contribute to the undergraduate mission, and so the Vice Provost for Interdisciplinary Studies has sort of ... I don’t know, directed their institutes to develop certificates so that the Kenan Institute and the Global Health Institute offer certificates so they can participate. If it’s not pigeon holed, it’s definitely directed from university, and particularly our centers and institutes that participate in undergraduate education. If there is any sort of overarching strategy, that’s it.

Marjorie McElroy: It just seems to puzzle me that we have the humongous Markets and Management program, which is quite old now. It seems like a whole different animal than this little program that is proposed. It’s hard for me to conceive of what the overarching goal is.

Linda George: I would think that if each certificate program needs a need, I don't know if there is a problem with one's huge and one's little as long as they aren't too little.

Marjorie McElroy: There isn't, it's just hard for me to see what the overall structure is ...

Ara Wilson: at the macro level, at the meta level of the university?

Marjorie McElroy: Yeah, or I'm thinking in terms of being undergraduate here and trying to make some sense of all these choices is just ... there happened to be these faculty and students and they got a certificate and now it's there, but there's not one that I'm interested in. Do I need to go find faculty? ... (inaudible)

Inge Walther: We do have something called Program II. So for our students who are interested in developing their own pathways, there are certainly structures for them to do that. I think certificate programs are highly like a, you know, a program to run under or something like that. Because they are ... instead of being put together by students, they are put together by groups of faculty and also make students aware that there are these kinds of topics, interdisciplinary questions that they can engage through, and the certificate is just kind of a pathway that helps students find courses, identify courses, if they are interested in these kinds of areas.

Lee Baker: The IDC, we are taking a hard look at certificates and having a strategy. It is also because people get excited about something, they want a certificate. Sometimes that is hard to sustain.

Tom Robisheaux: We have a motion on the floor to approve the certificate proposal as amended, further discussion of the amended proposal? Does anyone want to call the question there?

Lee Baker: I do think it's important, particularly for new members of Arts & Sciences Council, we should remind people about the process, which is: it goes through the Curriculum Committee multiple iterations, it goes through ECASC multiple iterations, and while it's great to have this debate, I think we have to respect the process itself a little bit in terms of ... and maybe what happens is we need more critical voices in the earlier part of the process from Curriculum committee and ECASC. That's just a plug to have great participation in faculty governance, but I just think that it's important ... it wasn't just that they came in to Arts & Sciences Council and we're debating; it's gone through multiple iterations of faculty vetting

Charlotte Clark (NSOE): I think, too, it's important to remember that students speak with their feet, although I appreciate that sometimes we don't know what's happening at the department level. So the Innovation & Entrepreneurship Certificate, I'm sorry that Linda is not here, but it seems to me that 60 some students who've signed up for it. So they don't necessarily start small, sometimes they emerge with a bang.

Eric Mlyn: I don't think this would be that big.

Tom Robisheaux: Question has been called. No further discussion? Mary, do you have ballots for representatives or alternates? We'll pass them around. Pass your ballots forward and Mary will count. While Mary counts, David, thank you; Eric, thank you very much; colleagues, thank you for the robust discussion. This certificate proposal is exactly what faculty governance is all about.

Plagiarism Sanctions Report and Recommendations

Tom Robisheaux: While we're waiting to hear the results on this particular vote, let me move on, if I can, to our second item. I can already tell you that it's one of the items that I care a lot about. It's an item we've working on for three years, but it will have to be postponed. We won't get to the bylaws today. We wanted to return to the plagiarism report and its recommendations. Sherryl Broverman was unable to be here, she chaired the committee which included Karin Shapiro, Karin is here. Steve Vaisey is here, too. If you two want to come up here, we can continue our discussion.

While you do so let me just to summarize a couple of things about the plagiarism report if you happen to be catching up on some of the findings and the recommendations. If I can summarize some of the findings of the plagiarism report, it would be something like this, that the Office of Student Conduct applies the sanction for suspension appropriately, thoughtfully. The weak link in the system involves us: faculty and departments. Faculty and departments have inconsistent policy regarding the grade sanction for infractions for plagiarism issue and faculty tend to be unevenly informed about university policies and obligations in the Faculty Handbook and procedures. Involving students, the committee found that there are a

variety of reasons that students cheat. I'm surprised there, in some ways. I think one of the interesting thing is that the discussion other than the cultural factors that come into play that they discover. Second of all, there is a discussion of plagiarism or academic integrity in the orientation in first year, but there is not systematic education about plagiarism in all four years, so it may forgotten, well not forgotten, but left into the past very quickly after the first year. Another finding there was that cheating and suspension based upon it, infractions of academic integrity are invisible in the culture at Duke, so these students don't even know when or if students are sanctioned for violation.

The recommendations follow in the same four lines. One, to help units better educate their faculty about their obligations and responsibility in the Faculty Handbook and procedures and so and so forth. Second of all, to urge faculty members individually and departments in particular to develop a policy involving the grade sanctions so for students who wander into the bewildering maze of policies or practices involving the grade sanction, this is clear from the get-go with the student. Often it is not clear, faculty members don't make that clear, departments don't make that clear, there are some recommendations there. With the university, the Office of Student Conduct, the recommendation is just re-invigorate the Academic Integrity Council into a... also, have the Office of Student Conduct be better educated in the cultural factors involved in cheating. Involving students, the fourth point the recommendations involves building into student undergraduate education all four years. Some type of re-education or reminders to build into their education about academic integrity and plagiarism, and to make this an integral part of the undergraduate culture and also, in some kind of way, make this visible in the university culture.

Those are the recommendations; you can see them individually if you wish. Steve has worked hard on it, Karin has worked hard on it. We've talked about it in general, and this is a chance, colleagues, to come back to this. Let me just explain what would happen if the Council were to choose to vote and approve this report. The Council has no executive powers, okay. What we would be doing, we would be exercising our right of advising various administrative parts of the university to adopt these recommendations. So they would go to a bundle of places. First and foremost, they would go to the academic deans and the Dean of Arts & Sciences of Trinity College. They would go to the Office of Student Conduct. It would go to Provost Office, by the way. The Provost Office is the office responsible for revising the Faculty Handbook if that's needed, for example. That's where it would go, and I know that Laurie made a statement before the Council that that the academic administration of Trinity will be full behind it if the Council decides to vote in favor of adopting recommendations and working with all the units responsible for making sure that it happens.

Let me see if Karin or Steve want to add anything to our discussions. It's been a couple of meetings since we had this item before us, colleagues and then we'll see if there's some further discussion and perhaps consider a motion and amendments, if that's possible. Karin, you have something?

Karin Shapiro: Yeah, I think there were just two points that I'd like to pick up on what Tom said. When you said that it was not failing grades, it's really students primarily who are getting B's, who often cheat, not students who are failing. In terms of cultural factors, our point was really to urge the Office of Student Conduct, it should be sensitive to students who come in without much cultural capital, that in fact they often have, that in these sort of instances when we take demeanor and capacity of the students into account and we would like them to be really aware of the range of cultural capital that students come into the process with.

Micaela Janan (Classical Studies): By unfortunate with this, I happen now to be involved in a plagiarism case, and I'm wondering -- I read carefully through that report, you can believe me -- and I'm wondering how you envision the impact of this report. My specific fear is that this will become something as blunt as three strikes and you're out. In other words, it will remove adjudication and the possibility of a range of responses to offenses. Is that what you want or is that what you envision happening?

Steve Vaisey (Sociology): If we are doing anything, it's really about two things. It's about making people aware of the policies that currently exist. I mean, that's the primary issue. There's the grade sanction which is at the discretion of the faculty member, so that is already in your discretion at the present time so...

Micaela Janan: But it sounds like that is something you don't want. You don't want faculty taking matters to their own hands.

Steve Vaisey: No, that's actually one of the things that's a common misconception about the whole process. There really are two elements to this: there is the core sanction, there is the university sanction. For example if you ... you could have policy in your class if somebody is found responsible for cheating or copying something in your class, you can say that there is an F just for that assignment. You could say you could give the person an F for your course, that's entirely up to you. When you suspect academic dishonesty, that is ... we're obligated to report that to OSC because the student is not just

a student in your class, they are a student at Duke. So there is a coordination effort that has to take place across all units. That process is a separate process. So issues of suspension, for example, are things that are handled by the Office of Student Conduct. They are not handled by individual faculty members. The grade is entirely in your discretion; nobody is asking to take that away. But the problem is, when faculty members don't report to the OSC and treat it as if the student is only a student in their class and not a student at Duke as a whole. That's a thing we are trying to remove.

Micaela Janan: I'm not making myself clear. If I did refer this to OSC and from what I'm reading in the document, I can't quite tell whether we are thinking suspension can be the only response.

Steve Vaisey: No. I think the question was whether suspension is ever or as it is currently applied is the right response. I think there are a few things. Number one, a lot of cases don't result in suspension. Many cases don't result in suspension. I think it's like 80%. I can't remember ... Sherryl sent out some numbers.

Karin Shapiro: 16%.

Lee Baker: Not for plagiarism. 20% was for plagiarism.

Steve Vaisey: Yeah and that seems I think that's seems a little low, but it's obviously a case-by-case basis. The other thing to remember is that from OSC the reports are needed for this and go to many faculty members. The suspension's generally a positive experience in the sense that students often turn things around after suspension in a major way. It's a big wakeup call for them. It's not like they are expelled, it's not like they are you know, cast out under the street or something, you know, in some permanent way, so it's temporary. For 50% of the students, the suspension is over the summer and so it's effectively no suspension at all.

Micaela Janan: If they are on a scholarship, that's going to become more consequential.

Karin Shapiro: I think this speaks directly to your point that this ... we are not at all suggesting that the faculty-student resolution piece be done away with. That in fact the Office of Student Conduct can come back and say, "This seems to me to be a case where there should be a faculty-student resolution." Then it's up to you and the student, well you, really, to figure out what happens.

Micaela Janan: That would seem to say that the dichotomy is either the faculty-student resolution which the OSC can recommend, or if it goes to OSC, it's going to result in suspension.

ALL: No.

Steve Vaisey: There's probation as well.

Carol Apollonio (Slavic and Eurasian Studies): I'm very active on the conduct board and we just heard a case this week. I love this report because I think what you are doing is refocusing in on where there is ambiguity, in that ambiguity really is what the faculty decide before it comes to OSC. When it comes to the board, there is a kind of set of guidelines to consider. How egregious was the violation? How much material was involved? Lots of other factors are vetted and there are usually associated with the types of sanctions that are generally imposed in these types of cases. My sense is that, just based on that experience with the board, that that's ... that is a good sort of reliable systematic process. Then what this report is pointing out is the fact there is a lot of variability with individual capacity on resolutions. Personally as a faculty member I had no idea about this process whatsoever. I would not know what to do if a student cheated in my class. I think that's the problem that needs to be resolved.

Tom Robisheaux: This is one of recommendations that faculty be better educated about procedures.

Karin Shapiro: I think that's an important piece of this. We are also saying that students need to be consistently reminded what plagiarism is about. At the moment it happens during I think the week between they come to campus or something. Even amongst 101 boxes, they give you a kind of online plagiarism piece and that's it. Well they just tick it and so and so on. We are asking for something more to happen more consistently.

Frances Hasso: I came from a place where there is a very strong honor code. So at Duke, I always wrap in every syllabus the language and the student honor -- is it called an honor code at Duke?

Steve Vaisey: It's the Community Standard.

Frances Hasso: It's the Community Standard on every syllabus and I sort of check in and I update the URL in the syllabus to just be sure. I just put that language in there about cheating, plagiarism, duh duh duh, then I add you can come see me if you don't know what it is. Now I like this idea of actually there is a rule that we have to report it to this office. Is somebody considering adding that into the Duke Community Standard because that would be nice if it were added into the language about cheating, plagiarism and ... I don't remember the language exactly. Then when I bring it in it's actually ... I have that language there. David: The standards generally doesn't include procedures to support.

Tom Robisheaux: The Standard generally doesn't include procedures. Procedures come and go, but the procedure's outline the Faculty Handbook and that's the Provost's responsibility to update that with the advice of her committee.

Frances Hasso: I just think if this is about educating students, then the syllabus is like I use as the contract.

Steve Vaisey: What I would recommend in a case like that is ... and this is what I have done is ... I articulate exactly if I suspect any misconduct, this would be the grade consequence and I will refer you to the Office of Student Conduct. I say that's my policy in class. I put that in my syllabus because I want them to know I take this seriously. For me, I've always ... I've had two incidences of plagiarism and I always am really glad that there is this procedure, because then it's not so emotional with the student. It's like, look, I just noticed some similarities with the thing you turned in something here. It's my obligation to refer this. Maybe it's nothing. It looks like you may have done this, but that's not ... it just makes it way more than like a one-on-one negotiation with the student, because obviously he's going to come in and tell you some kind of story, you know what I mean? It just is way less emotional because there is a process. This is the process you're going to go through, you didn't do anything wrong, you've nothing to worry about. I've been very happy with that element of it. Then once it gets to the OSC part of it, that's where there is consistency. There is sort of an initial concern that we were thinking about was; is this suspension consistently applied, is it proportionate? I think pretty quickly we gained the conclusion that it was consistently applied, it was proportionate and the place where we really saw the problem is with is with the faculty link to make sure this process is consistent because if people are negotiating on sort of separate things ... we do have a situation where we brought people in, undergraduates to talk with us, and they know tons of people who've had these situations and nobody knows about any having consequences, so that's why we talk about the cultural element. Also they have these people who do these independent workouts with faculty and then basically they can sort of hide under the radar and do the same things over and over again. That's why we have to remember that they're not just students in our class, they are Duke students and there has to be some understanding of that process as a whole rather than just a student in the class.

Tom Robisheaux: Colleagues, we are going to have to move on to the last time of business tonight. I wonder if this is the right time whether colleagues want to just table this and continue in the fall of semester or whether you are ready to entertain a motion to approve with amendments. The call is yours we're going to have to have one more item on the business.

Linda George: I think this was a fabulous report and made great sense to me. The committee worked very hard, the committee touched base, listened to all the various stakeholders in this. I would be proud to see this go forward with the endorsement in Arts & Sciences Council. I make a motion for approval.

Tom Robisheaux: I see a second from Carol Apollonio. Is there any discussion or shall we start passing out ballots.

Ara Wilson: What is this ... like well it's a report and then it has recommendations?

Tom Robisheaux: Yes. You are approving the report and recommendations and it would then go on to the administration of Trinity, it would go on to the Provost's Office, particularly Steve Nowicki's Office for Undergraduate Education. It would also be shared with the schools by the way, Sanford and Nicholas and Pratt. It would also go the Office of Student Conduct and so on.

Ara Wilson: It would be transformed then ... like this is not the transformation of the policy?

Tom Robisheaux: Oh no, no, these are just recommendations. We would be exercising our rights as faculty members to advise the administration in this.

Lee Baker: I would also say it will also be nice for me then to promulgate policy and send out those many memos I know most people will just delete. They say, you know, on part of recommendation of you, the faculty, this is the policy. That's good leverage that's good buy-in, that's good faculty providence.

Tom Robisheaux: Okay so we're voting. In the meantime I have the results of the vote on the certificate proposals and there was a quorum present and the vote is 21 in favor, one opposed and one abstention, so the certificate proposal is through and at this moment I'm going to let ... Mary, you count the votes and make the announcement, and then Linda let me turn the meeting over to you. Colleagues and just thank you for really a very productive spring and I know you've all worked very hard and I appreciate your service.

Linda George: Okay, I will be brief. The issue that I'm here to lead the discussion on, or and give you some information about, is the election. Now there are three elections going on. One is the departmental election of representatives. Most departments have done that and others are in the process. I have nothing else to say about that.

One member of ECASC is rotating off... Steffen, as we acknowledged him earlier. We will need to elect another representative to the Executive Committee from the Natural Sciences. So far, we have one candidate but no others have come forward. I was asked to please ask all of you to feel free to please nominate somebody from the Natural Sciences that you think will be a good candidate for that committee. All of us, regardless of our own departments and or divisions, will be asked to vote on that particular election. It does need to be somebody from the Natural Sciences. The two people from Social Sciences are continuing and two people from Humanities are continuing and Chantal is continuing from Natural Sciences. You can write to any of the Executive Committee. Write to me if you have recommendations; please do so.

The third election that we have coming up is the elections for chair of this particular Council and that is a big job that involves a lot of work. Tom has you know ... I didn't want to guess the amount of work that he puts in. Just in general, that person's responsibilities are to obviously chair these meetings, to also chair and set the agenda for and provide the materials for the Executive Committee meetings -- and let me tell you, we meet twice as much as you all do. In addition, the chair of the Council is in regular contact with many administrators, meeting with them ... sitting in on curriculum meetings so that this person is aware of what's coming down the line. Sitting in on various committee meetings, meeting with the Provost, meeting with Lee Baker, meeting with the Dean, meeting with Steve Nowicki and bringing back information or prevailing upon those people to come to Executive Committee and make their own reports. It's an important job.

This time this year for the first time ever, every single faculty member in Arts & Science got an email soliciting nominations for this important position. I've been told that in the past, ECASC sat around the table and nominated just a couple of people they thought would be good at the job, ascertained their willingness to serve and that's who went on the ballot. We thought, maybe this time we could do it differently... to be able to get more to democratic. We got approximately 17 nominations; that's a lot. That was really good. Now, there is a natural winnowing process. We sent out an email to each of these 17 people saying that we really needed their assurance that they were willing to stand for election and would serve if elected. That process has brought us down to this point to just three people who will be on the ballot.