

Duke University

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

Thursday, October 8, 2015

Call to Order

Anita Layton (A&S Council Chair): Let's get started. Welcome to our second Council meeting. As you can see we have a very ambitious agenda here. Let's see how much we can get through. We're going to set a record for voting four times in one meeting. First business: let's approve the minutes from last meeting which have been put on the Sakai site. Do I hear any corrections or amendments? If not, motion?

(The question was moved, seconded and passed.)

Bylaw Revision Proposal: Courses Committee membership

Layton: The next item is about the membership change in the Courses Committee. I hope this is simple. Basically it is a lot of work to approve all these new courses, as Inge can tell you, and to determine the appropriate codes. The Courses Committee really needs more manpower. Instead of having one representative from each division they really need two so that they can split into two subcommittees with each subcommittee meeting every other week. As a matter of fact, this expansion has been in place for two years and all we are doing now is to make that official. What I'm proposing here is to say that the Courses Committee does a lot of work for us and for our students, so let's give them the resources that they need to get the job done. This is the revised text, that's it. Any questions, concerns? You guys are so agreeable, what else can I ask of you today? To save time, can we do a voice vote? Is that okay, any objection to that? Motion?

(The question was moved, seconded and passed unanimously.)

Bylaw Revision Proposal: Global Education Committee membership

Layton: Next item is about membership of the Global Ed Committee. Amanda Kelso was here last meeting to introduce and talk to us about a proposed membership change for our Global Ed Committee. We had a good discussion and based on your comments we have this new proposed committee membership change. In terms of regular faculty, we will have two representatives from each of the Arts & Sciences divisions instead of one. This is like what we have just done for the Courses Committee, because we'll have more people power and expertise. On top of that, we will have one representative from the foreign language departments and as for Pratt, their expertise is quite unique, so we will add an alternate. The undergrads, apparently they're busy and don't always show up, so we'll have an alternate as well. This is the revised text in the bylaws for the membership. We discussed this last time and I would like to know are there issues, concerns, new issues, new concerns that you would like to raise?

Randy Matory (Cultural Anthropology): I would raise my concern that I raised last time.

Layton: Which one?

Matory: About the scope of the review of global education. No need to go into it.

Lee Baker (Trinity College): It doesn't impact the bylaws.

Layton: Yes, it definitely does not impact the bylaws. Anybody else? Can I have a motion?

(The question was moved and seconded.)

Layton: Thank you. Anything to discuss? Do you want to vote by voice again or do you want a secret ballot?

Frances Hasso (Women's Studies): Can you summarize what got changed here since the last meeting? I know a bunch of things happened in the middle.

Layton: Exactly. A lot of things happened. One major change is that last time in the proposal we had official representatives from Sanford and Nicholas and this time we don't. That is an issue that I have been struggling with. Sanford and Nicholas are represented as Social Science and Natural Science faculties. In fact our current chair, the wonderful Ken Rogerson, he is a faculty member in Sanford. We want to be inclusive, but basically the idea is whether we want to institutionalize that relationship. So I want to be inclusive, ECASC wants to be inclusive and our first reaction was to put in an official representative. But then it is really what happened afterward that gave us pause. Sanford, Pratt, Nicholas are voting members when it comes to issues that are related to undergraduate education. In that sense, it seems natural to include them officially in Global Ed. Then I'm not sure what happened to other committees, like Courses Committee. We don't have any representative from them there. Curriculum, Program II, Assessment ... do we want their representatives in all these committee? If we do then some of these schools have a very small faculty. Can I find people to serve? It's not clear to me. Because of that uncertainty, ECASC and I decided to stay put. I will say that in the near future perhaps we should have a conversation about Arts & Sciences' relationship to Pratt, to Sanford and to Nicholas. That will be a very important conversation. But right now, Global Ed has an immediate problem of not having enough people power and expertise. I propose that we solve that problem now and have a very important discussion when we have time later on. Anything else you want to discuss? How can we vote, voice or ballot? We're going to do ballot, since Mary so nicely printed all the paper. Let's vote and Mary will collect the ballots. As she is doing that, let's turn to our next item on the agenda.

Bylaw Revision Proposal: A&S Council membership

Layton: The next item is about a bylaw change that concerns the procedure by which an academic unit -- it can be a department, a program, an institute -- becomes a new member of the council. Right now the procedures are not really clearly stated. In particular, a Council vote is not required, which means the Council chair and ECASC can bypass you all and give somebody membership. Council vote is not required under the current bylaw. The question that you want to ask yourself is do I trust Anita? Maybe you do, maybe you don't, I don't know. But ECASC and I feel like the process can be made more democratic and that would be a good thing. What we propose to do is to require a two thirds Council vote for any unit to become a new Council member. The procedure would be like this: a unit needs to satisfy two minimum requirements to be considered for membership. These requirements are that they need to

have regular rank faculty and they need to make substantial contributions to undergraduate education. This part is not new; it is already in the bylaw. If a program, for example, satisfies this requirement, then they can petition for new membership. Then ECASC will look over the application and if it looks reasonable, we'll bring it here for you all to vote. If we have a two thirds vote, then that program can become a new member on the Council. Questions?

Hasso: One thing that's deleted is delivering a major. Isn't it deleted or are we missing that?

Layton: That is not a requirement, it hasn't been a requirement and it is not intended to be a requirement. So the requirement here is to make a substantial contribution to undergraduate education. It could be offering a major, it could be a co-major, it could be something that the unit can argue to be considered a substantial contribution.

Hasso: Undergraduate majors in Arts & Sciences departments? I'm a little confused.

Chantal Reid: It says for each undergraduate major. It's there. Not only undergraduate majors, but also staff that are participating substantially to the undergraduate program. The Writing Program is an example of this... they don't have a major.

Layton: Or the Program in Education. That doesn't have a major, they have a minor.

Hasso: No. I guess I'm actually more thinking of the certificates, what this means for the ...

Layton: Perhaps. We will look at it on a case-by-case basis. ECASC will look at it and assess whether their contributions should be considered substantial enough. If we think that it is, then we'll bring it over here and we can talk it over.

Baker: Certificates by themselves don't appoint regular rank faculty.

Hasso: So therefore they wouldn't right now...

Baker: They wouldn't right now, under the other, not the contribution part of the criteria.

Hasso: I just want to know stuff that's added and stuff that's deleted, so I just wanted to be sure...

Baker: And the highlight is added or deleted?

Layton: The highlight is changes. It could be added or also deleted.

Jesse Hunt (Military Science): What do you mean by elected?

Layton: The chair is elected by all the Arts & Sciences faculty. The representatives are elected by the regular rank faculty in their own department or program or institute.

Hunt: The three military departments get together and we elect the representative to Council. Is that what you mean? That's what we did and I just want to make sure we're doing right now.

Layton: Good for you.

José María Rodríguez-García (Romance Studies): There has been a lot of flexibility in terms of how individual departments or units go about appointing the representatives to the Arts & Sciences Council. There are small units where the options are limited, so one-on-one conversation (between chair and faculty) at some point is the way to go.

Layton: Any other questions? Yes.

Baker: Do you ever see a scenario where they meet both of those criteria, but there's not a presumption or that it wouldn't get the two thirds vote?

Layton: I guess I can imagine a program viewing their contributions to undergraduate education as being substantial. ECASC thinks they are great and we bring them here to vote and they don't get the support.

Baker: Will ECASC bring every application without prejudice or would you make a recommendation, like "we support this addition" or how does that ... What will you do with the recommendation?

Layton: I can talk to ECASC, but I can imagine us bringing proposals of representation that are reasonable. So look at us as triage.

Karin Shapiro (AAAS): What's the definition of substantial?

Layton: I hate to define it here. I would say a major is substantial; a minor, possibly; a certificate, possibly; or the Writing Program since they teach every single undergrad, maybe. That's up to discussion and it is up to you to vote. If I spell out "substantially," it would be very restrictive. Besides, these requirements are not new, they have been in the bylaws. What you're voting on today is your right to vote on this new membership. I'm not changing other things here.

Shapiro: Is it a historical precedent where the chair of Council has given people the vote that they didn't otherwise have? Is there something that we should have had concerns about?

Michael Munger (Political Science): If I may answer that. The procedure to date has been ad hoc and irregular and it lacked transparency. This (change) would be both democratic and transparent. The question in part is whether this body trusts its own judgment.

Layton: Yes. Do you want the process to be more transparent? That's all I'm asking you. Should we vote on this?

(A motion to vote on the question was seconded and approved.)

Layton: All right. How about you vote and Mary, can you collect them afterwards? Thank you.

Committee on Faculty Teaching Development and Support

Layton: This next item is purely informational and you don't need to vote on this. There are still a couple of certificate proposals in the pipeline. We are looking at a new curriculum. We have DKU coming down. We have a number of bylaw changes that need to be approved. All of these will take Council time. I am mindful that one of the charges for the Council is to promote faculty development. I've had coffee and lunch with some of you, and many of you have indicated that teaching, which is dear to many of our hearts, seems to be an underrepresented mandate of the Duke faculty. There are various

efforts like CIT, a STEM teaching and learning collaborator, and LAMP for Languages, Arts and Media. If you look at the Council itself, we have a standing committee on faculty research but we don't have anything on faculty teaching. ECASC looked at this and we formed an ad-hoc Committee on Faculty Teaching Development and Support. This is a committee that has a few charges that are intentionally short term and limited. What I want to do with this committee is to look around and see what our peer institutions are doing in terms of support for faculty teaching. We're going to decide and send out a survey to all of you, and actually hopefully all Arts & Sciences faculty to see what the greatest needs are for teaching support at Duke. Then we'll make recommendations as to whether we need a standing committee and if we do, what should the charges be. We're going to focus on pedagogy instead of technology. Mike Munger has very nicely agreed to chair this committee and, in fact, he came up with these charges. And Carol Apollonio in Slavics and Owen Astrachan, an ECASC member, and Andrea Noviki from CIT have all agreed to serve. As you can see, you are in very good hands.

Munger: This is the listening committee. That membership is the minimal number. Anyone who wants to send me an email or have coffee or meet with the other members of the committee, we're happy to do that. This isn't closed. We wanted to include everyone, but we didn't want to have such a large membership that it was burdensome.

Layton: I encourage you to think about how you and your faculty would be best served at Duke. If you have any ideas here's the guy, or Carol or Owen over there, talk to them. Definitely when they send out a survey, participate and even tell your colleagues.

Sustainability Engagement Certificate Program Proposal

Layton: So, Sustainability; the certificate proposal. It was introduced here by Charlotte Clark last time and we had a good discussion. To refresh your memory, this is a type 2 experiential certificate from the Nicholas School. We had a really good discussion and here are some of the urgent questions that were asked and my memory of how they were addressed. I think David and Sherryl asked whether the gateway course should be mandatory. I'm happy to report to you that Charlotte actually took that to heart and now it is mandatory. Then there was a question about assessment using e-portfolio. Assessment criteria like learning objectives and evaluation are discussed in the proposal. The precise implementation, Charlotte and company will work out. This certificate, being an experiential certificate, there is this question about experiences versus classroom learning. For that, there is absolutely no question about the value of traditional learning. An experiential certificate will provide an option for students who might be better served or benefited by practicing what they learn, so it is an option. So, let's have a motion to approve the certificate program, put it on the floor and then we can see if we want to discuss it. Motion?

(A motion was made and seconded.)

Layton: Good. Now we can discuss. Does anybody have additional questions or concerns?

Hasso: Yes. I raised issues in email about this sort of credentialism. This is part of the credentialism we're trying to discourage. Also I raised issues about the increasing number of courses that are experiential. The student who came up (to talk to Council) last time, they were very smart and very interesting. I wasn't convinced that they needed a certificate to actually do what they were saying they would do. That's the issue of credentialism. I'm just putting that on the table, which is something we are trying to discourage, supposedly, for students.

Matory: Would you be kind enough to elaborate on your concerns about experiential work?

Hasso: Yeah. I mean there is ...

Inge Walther (Germanic Languages & Literature): They are not courses.

Hasso: Right, but are they credits?

Walther: No.

Hasso: No. So they're not credits? So we're essentially giving a certificate for six things, I gather, two of which are neither courses nor credits.

Baker: It was probably a couple of years ago where we as a Council approved the structure of this, that's why it's a certificate type 2, or the experiential certificate. Several certificates, Innovation & Entrepreneurship for one, Civic Engagement for another, has come up within this new rubric. So that's been approved. In a sense we're not giving credit. Those two experiences do not advance students towards graduation. They don't count towards their 34. But we shrunk the number of classes to achieve the learning outcomes of the certificate, to complete the certificate. Then we have the experiences which are not on the transcripts, but the certificate is. So the thought that, and then coming back to the credentialism business, which is something that we already dialed into, we are focused on in many different ways. That's why I tried to explain last time and it's a philosophical approach, an explicit trade-off. The students do want credentials, they're going after things like Sustainability, Innovation & Entrepreneurship, Civic Engagement – our classic Duke learning pattern. However, students could do it on their own, but we see students patchwork together those courses, and not in a sequential thoughtful, deliberate reflective manner. So in a sense we traded, well, we'll give you the credentials if you have good advising, stage your courses in a deliberate manner, interweave these experiences such that the classroom work and the experience complement each other and then have a capstone experience to tie it all together, and wrapping it up in the e-portfolio so that they can really see their progress as they continue. To me that's a tradeoff that's working. So we are playing into the desire to have more credentials. At the same time, we're structuring a learning pathway that is impactful and beneficial. That was the philosophy behind the certificate 2.0 in the first place. Based on our certificates that have been doing this so far, it's kind of beneficial and it definitely enables our students to think both deliberately and strategically about this particular pathway. In a sense, the credential is structuring an impactful approach towards these particular subjects.

Matory: Do I recall correctly that we've reduced the number of certificates that any student can receive, but with this we're broadening the options available to them?

Baker: We haven't reduced; it's always been the combination of three of anything -- major, minor certificate -- except you can't do three majors.

Matory: In Trinity?

Baker: In Trinity.

Linda Franzoni (Pratt): We just voted to abide by that rule, so all undergrads are now under the same act.

Shapiro: Which is what? Can you just repeat that?

Walther: We can't have any more than three things in our credentials. It can be a combination of major and a minor and a certificate, or two majors and a minor, or a double major, It can be any combination, but no more than three things and you can only have two majors in that combination.

Chris Walter (Physics): I'm the one who asked about assessment last time and your comment says you'll work on implementation. Actually I think maybe people didn't understand my question. The answer to my question was, "Oh we're figuring out how to do this with computer" or something. My question wasn't how are you going to implement that. My question was, what is the assessment? I don't understand. There's various ways you can do it. You can say that first I certified this person into training with these classes or you could give them a grade. Sometimes students come in, they do a research, independent study with me and I'll give them a grade, you can do that even though it's not class work. There's a lot of different ways that you can do that. I don't feel like I understand what the assessment really means and what it means when you get a certificate.

Lee Willard (Trinity College): We've really been working on assessment of majors, but we're going to move into the assessment of certificates as well. We do actually propose that any new certificate must have learning outcomes. We believe that every department and every certificate will choose at least two things they're looking at and measure that by both direct measures and indirect measures, things that you're going to have, whatever is appropriate in that certificate. So Charlotte has specific learning outcomes in the proposal. What that means is they're going to implement a plan that proves those learning outcomes.

Owen Astrachan (Computer Science): Friendly interruption ... I'm sure even if there are learning objectives, it's not going to address the question about whether I've done the experience. How do I know that I've completed satisfactory levels?

Charlotte Clark (NSOE): One of the things I've done is to reach out to the folks in Pratt, the folks in Civic Engagement, and I'm going to reach out to the folks in ethics, because they also have experientials to find out what they're doing. I&E shared with me a stack of papers which shows the specific kinds of things that must be filled out by the person with whom they are doing the experience, being filled out by students who applied and have that approved. They've worked with CIT and SISS to come up with ways that students can document and track what they're trying to do and what they've done. I'm not being very specific but to say that we recognize that there will need to be very clear ways where we accept what students are propose to do for experience and where we determine whether or not in fact that has happened and has happened in a way that we are ...

Willard: So the programs have a portfolio, there's normally a rubric that a group of faculty will look at and evaluate the portfolios of the students getting the certificate.

Clark: Sorry to interrupt. There's one more thing. We have a team of three faculty and staff that will be with the student. One of those will be the primary faculty thematic advisor who will be evaluating the portfolio and interim points throughout. Then at an interim point again Charlie Thomson, one of the co-directors, and I will gather with that thematic advisor for every student and hopefully provide some [inaudible].

Walter: In the past, have these certificates been approved without a specific assessment being offered? It's hard for me to evaluate this, I understand you're working on it and what you want to do, but I don't have a specific assessment in front of me where I can evaluate yes or no.

Walther: There is a requirement for these certificate 2.0's that there be a portfolio and that that portfolio is turned in at the end and evaluated by a group of faculty who have been advising on that student's committee. They're not only asking approval of faculty, that faculty committee has to approve the experience before the students do it and evaluate it again after the students do it. There is an assessment. How they choose to evaluate that experience is up to them. It's their responsibility, the responsibility of that faculty committee and of that program to make sure that all those experiences are reflected in the portfolio and that they evaluate that portfolio at the end.

Willard: The Arts & Sciences Assessment Committee is currently in the process of looking at all the submissions from all the departments and going through them, and seeing what suggestions they can have for improvement or congratulations you've done a great job, or this isn't quite ... you know, helping everyone to move along. So we are currently in the process of looking over 40 different submissions from all the departments in the committee.

Shapiro: I have a similar sort of question. I've been on Council for a couple of years and had four certificates come before us, or a number of them. I was wondering whether we know, because I don't know, how many certificates Duke offers? How many students take certificates? How many faculty actually teach in certificates? What resources go to certificates? Do we have a way of beginning to understand the certificate world? I think that would be really helpful in us being able to evaluate any individual one to have some sort of global framework for beginning to fathom this out.

Walther: Your standing committee, the Curriculum Committee, is looking at those very issues and they plan to so they're in the process of getting a certificate on this program. You might want to ask her before [inaudible]. I hope I'm not speaking...

Shapiro: How many certificates are there?

Baker: Essentially there's 20 certificates. You could add all the participants up and they don't equal Markets and Management with 630 students. That's the biggest certificate, with almost a third of the senior class taking it. The other ones -- the medium-sized ones, like policy journalism and ethics. Then there's a bunch of really tiny ones. They're niche, the faculty are engaged and PPD is how large, Mike?

Munger: 25.

Baker: That's a medium-sized one. So they vary, Marxism in society, one of the smaller ones.

Shapiro: Is there a way of getting some sort of overarching sense of the certificate worlds, of who's teaching them, how the students actually are taking that ...

Layton: Perhaps in a future meeting we can have an information session of it.

Shapiro: It would be great because I'm very curious.

Carol Apollonio . (Slavic and Eurasian Studies): I wanted to ask about some details here. I see you have some samples of sequencing [inaudible] Then there's for example cultural anthropology [inaudible] what is your capstone?.

Clark: Let me speak to some of that.

Apollonio: Specifically what kind of reflection?

Clark: The capstone is the class that does not exist yet. We will be creating it specifically in time for our first cohort to get there. In preparation for that I actually am working right now, having the staff person that's been working with undergrad program -- and maybe reaching out to some of you -- But she's collecting information on all the capstones on campus, whether they are graduation with distinction type capstones or honor thesis or major. Just so that we can begin to see how they are. Because they take many different forms on campus. I think we've put some ideas in there. It might be where there's theme-based projects. It might be that there are readings and reflections that they do have a cohort, there also might be readings that stitch together whatever their thematic emphasis has been. Perhaps there will be groups of them that have a similar themes so there the sub-teams around that. We don't yet have a syllabus put together or specifics.

Apollonio: You don't know yet what form your capstone will take?

Clark: No, we will be designing that.

Apollonio: There's been a lot of attention paid recently to the importance of encouraging reflection in our students as an integral part of learning. Do you have some ideas of how do you will incorporate reflection into the capstone? ,[inaudible] In other words, what opportunities will students have not just to do projects but to reflect after creating those projects....

Clark: There will definitely be mandatory components of the portfolio that will be written reflections that will again, talk about how the coursework works together with the experience to address all three areas of sustainability. I hope there will also be interesting and critical discussions in the capstone class with the primary faculty or the perhaps inviting faculty to not only talk about what has happened, but to maybe trouble that hasn't happened and has it been discussed. I don't know if I'm giving you as much specifics as you would like.

Apollonio: Do you have a rubric for the e-portfolio?

Clark: No, we do not have a rubric for the e-portfolio yet.

Willard: Matt Serra's office has done a lot of work with this and has an array of portfolios, how much they could have rubrics, how much to use. A lot of departments have a required, right here, network. Classics has a portfolio for your majors.

Clark: I would welcome any thoughts that people have that are creative ideas for us to use. I would welcome them.

Chantal Reid (Biology): For the assessment of student performance, there is actually a template or a rubric that is included in the proposal.

Apollonio: I'm talking about ways to incorporate in the selection.

Munger: Perhaps to allay some concerns. I'm the director of the PVE certificate and I just last year went through the evaluation process where Lee and Inge and the Curriculum Committee looked. There's a pretty in-depth evaluation with some presumption that programs that are not attracting sufficient faculty interest or student interest will be closed. So this is not irrevocable. There is already in place a very good,

I was impressed with, but it took a lot more work that I wanted to do, frankly. It means that we already have a committee in place that does enforce corrections on this. We're not just buying a pig in the poke. It may be an experiment, but it's not irrevocable.

Clark: I will add that if we're to get the certificate out of the Nicholas School, this was brought back as a primary consideration and concern of the faculty and the Nicholas School. That's why I did a "look at every single certificate that I could find" and I emailed all the certificate administrators and got all of the sun-setting languages. The language in our certificate actually is stronger than any of those in terms of being very clear that we will go through that process.

Shapiro: Thanks very much. I was wondering that when we get something in a global sense on the certificate world, could we also have information on how many have been retired? That will be really helpful to have a more global understanding of this new role.

Layton: We will do it next time.

Walther: I just want to have a rough idea right now. I don't have the exact figure, but we currently have about 23 certificates that are active and about maybe 10 that have been retired.

Baker: Some by asking, some by self-retirement.

Shapiro: Do we know how many faculty are teaching? The opportunity cost to have a certificate or something.

Walther: That's hard maybe, because all of the certificates are by nature interdepartmental and interdisciplinary. So probably a number of you may be teaching courses that account for any given number of certificates and you might not even know it. Basically these are courses that already exist in areas, they are not new courses. They've got the courses that already exist in departments or programs. It's hard to say how many faculty have ... I would say 700 faculty are teaching courses that account for various certificates. They're not going to be logistics.

Hasso: Just a question. Is the certificate not allowed to be sponsored by an institute or a center?

Baker: No, most of them are.

Hasso: Okay. Do we still have Islamic Studies certificate or did that get ...?

Walther: That got cut.

Hasso: I don't think that people wanted it, some say. It's just interesting to think about what gets sunsetted and what doesn't.

Walther: They asked for it.

Omid Safi (AMES): It basically came down to a staff member didn't want to deal with processing the certificate. But there's actually a pedagogical reason that our faculty and students really want that program. I think in a case like that you will love to have the flexibility of being able to bring it back to life. I think that as a general rule I'm very much scared and concerned that I've heard some our colleagues saying about resisting the tide of using the depth and breadth of an education with the number of boxes

that people can put under certificate. I also want to always [inaudible] with a sense that as the curriculum continues to become more and more global, and as it continues to grow in areas that may be discouraging and always have great strength, how do we remain nimble enough and flexible enough to counter the fact that we might be going in areas and providing interest in areas that we haven't always had a presence in.

Susan Thorne (History): I thought this particular application, this particular certificate, not modelled but in the way it's described, is very substantive, very concrete. It displays Duke's strength in ways the departmental structure doesn't. I don't know if you've all read it, but I learned so much and I think there is broad faculty involvement and support unlike some certificates that seem to be little more than not very far outside a major, but this one is interesting as well as interdisciplinary. I can't think of a more important certification for a human being to have right now.

Layton: How about we end on that good note?

Micaela Janan (Classical Studies): The certificates were originally conceived as something so interdisciplinary that no one department could handle it as either a major or a minor. In this summary of requirements, is there any way to ensure that students do not do work within one department to make choices that immure the certificate within that department?

Clark: Is that a general question or a question about ours specific?

Janan: Yours specifically.

Clark: Absolutely. I think that by mandate the courses must be in multiple departments. I don't think that that's possible for someone to get the certificate by taking everything in the Nicholas School, not even everything in the Natural Sciences. I think that would be impossible in this particular ...

Walther: Just to remind you all that the policies regarding the certificates are that no more than 50% of the courses could be in a single department, originate in a single department or program. For the 2.0 certificates there are only one course that can be taken that also counts for another major. There's only 1 course overlap.

Layton: I'm mindful of time here. Do we have one last question? Good. So you have a ballot to vote on this. Please do. As you're doing that we have results for our two other votes. So you have all voted to approve the change in membership for Global Ed as well as to make the process of electing new members more transparent.

Human Rights Certificate Program Proposal

Layton: Our final item is a certificate for Human Rights as proposed by the Duke Human Rights Center at FHI. We have Robin Kirk and Bob Korstad here to tell us a little bit about that certificate.

Robin Kirk (DHRC@FHI): Thanks for electing the best-dressed chair. Thanks to you, Anita, and the Executive Committee for all the work that you've done on this certificate and providing us an opportunity to present today. I also want to give a special shout out to David (Malone) and Inge (Walther) for all the work that you and the Curriculum Committee did on this. We really appreciate it.

My name is Robin Kirk. I'm the co-chair with Bill Chafe of the Duke Human Rights Center at the Franklin Humanities Institute, which is the sponsor of this certificate, and hopefully the home, eventually,

of the certificate. The Human Rights Certificate is interdisciplinary. It's a coherent curricular pathway that will be available to any undergraduate at Duke. We believe that students from across Trinity College and including Pratt will want to complete this certificate which will give them a deep and nuanced understanding of human rights theory, history and practice. We designed this proposal with the help of our 20-member faculty advisory board, among them representatives from Arts & Sciences departments, Pratt, Global Health, Law, Divinity and Sanford. Also part of our team are the human rights archives at Duke Library, which is now one of the leading archives of human rights papers in the United States, as well as the Pauli Murray Project, which is an initiative of our center that puts human rights thinking and practice into our work in Durham.

I'd like to highlight a few aspects of this proposal. We're asking my colleague Bob Korstad to talk about student engagement. We've also invited senior Eliza Meredith to comment on what this certificate means to students like herself who are interested in studying human rights. We want to leave plenty of time for questions. We designed this curricular pathway to include an in-depth introduction to the theory and history of human rights specifically through a new gateway called Introduction to Human Rights. In that course, we expose students to a critique of human rights including from scholars and nonwestern perspectives. Another point of the gateway would be pairing these concepts to a case-based approach that examines how ideas work in the real world. To give you an example, we might test article 14 of the Universal Declaration of Human Rights, which guarantees the right to asylum, the US refugee policy and how refugees are treated when they're resettled in Durham. We have assembled a list of over 30 courses that's in the proposal that would satisfy the certificate offering students a diverse menu of existing courses to choose from. Students could adopt a regional or thematic focus, whichever serves their interest best.

The certificate includes a capstone research class. Bob and I have actually taught a class that we're basing the capstone idea on, called Research and Human Rights. I also teach the capstone in International Comparative Studies and it's also a rich source of inspiration for the Human Rights capstone. Students will revisit key points at the gateway and integrate their previous course work and co-curricular experiences like DukeEngage or Duke Immerse, Bass Connections, et cetera, into an in-depth exploration of a specific research question. The Human Rights Center that I'm a part of also awards summer research grants to students who have compelling projects allowing us to help students build a research or thesis project over several semesters. Now I'm going to turn it over to Bob.

Bob Korstad (History and Public Policy): I just want to say a couple of things about why I think this is important for students and why I think students would be attracted to it. I'm not going to say much because Eliza can say more and say it better than I can. As I've taught in the Humanitarian Challenges Focus Program on and off for probably 20 years, or at least as long as we've been teaching about it. One of the questions that we get freely is, is there a minor in human rights at Duke if there's already a certificate program? Something that can help guide me as I process through the university that would help give me some structure to studying and learning more about human rights and also doing it? So I've been hearing this for a long time. The other thing is I've also guided a number of Program II's over the years, including this young lady's here this year. I've also turned probably a great many more students away from Program II for good reasons too. Virtually all of those had been in social justice/human rights. I think that a certificate program like this would have been, maybe not for Eliza, but for a lot of the students would have been the better alternative to Program II. They would have found structure or some coherence, some guidance in the way that they're going about doing this. I think for that reason too. Finally I think that a really rigorous Human Rights Certificate will continue to help us attract more and more serious students to Duke. If you look at the number of students who are saying they're coming for things like DukeEngage, Duke Immerse, the Focus Program ... these collaborative learning experiences that put together things from around the university. I think the certificate program will do a good job and

really become a smaller part of the signature that Duke is developing around these set of conditions. I want Eliza to speak to what something like this would have meant to her three years ago.

Eliza Meredith (student): I can't believe I'm in my fourth and final year at Duke. As a student, I cannot be more excited about the certificate and I really wish that it was an option when I started at Duke. When I came to Duke, I quickly realized that I was interested in learning about the formal interdisciplinary questions that I didn't think I was going to be able to fully answer and work within a typical major or a major that would not let me design my own program to explore different paths in terms of social justice. In this course of study, I've had the support of Bob, (inaudible), people who have been instrumental in the creation of this certificate. If I had had the opportunity to do the certificate, I think I would have. One of the biggest challenges for me in Program II has been the lack of community when it comes to being with peers and people who are thinking the same way about things. I think that being in a class with people with similar interests, maybe different topics -- that's something that I have always longed for at Duke in my course of study.

I really appreciate how the Human Rights Certificate would foster types of learning experiences that really already kind of exist at Duke, capitalizing off things like Duke Immerse. I did the Duke Immerse program, Freedom Struggles in the 20th Century. I did a DukeEngage independent program. Through all these experiences I've had classmates who those experiences have completely rocked their world and they've become interested in topics. I think that if options like the Humans Rights Certificate had existed they would have started to pursue that and they would have had the opportunity to do that. So I really think that the certificate would add a lot of value and strength to majors that already exist at Duke, but would give something that students otherwise cannot get right now. I was reading over the proposal and I saw the word vet. One of the main things from this certificate is self-awareness. I think that's very true of the past four years, my education, and you're looking at human rights, I really feel like, now I see my whole life and the world in a different way. I think that the certificate really involved with that.

Kirk: I'm happy to answer questions or observations.

Catherine Admay (Sanford): I'm really interested in this idea of a structured reflection piece where you've got the students to think about they've done before they graduate. I'm just wondering if that is structured into (inaudible).

Kirk: We did have, in terms of when the students will declare the certificate, we would have a meeting with an advisor who is a member of our faculty advisory board and really talk through what the plan is for usually for the next 2 years, if they are a freshman or sophomore. We would really want to be very deliberate with students while at the same time having that flexibility versus the [inaudible] or experience doesn't work out. We definitely see this as Eliza suggested. It's a way of giving students a clear path of grounding in some of the foundational ideas and history that a very coherent path that allows them, as Eliza did, with Program II. I think it's hard for other students to really build a body of knowledge that results then in either a great capstone paper or potentially a really great honors thesis. They really have the tools, both the historical tools and the methodological tools to be able to do some great research and to work with great faculty.

Apollonio: Just to add to that, I think reflection as I was perceiving it, it's not something you do before, it's something that comes at the end with experience, will represent thoughts of what you've been through. Again, not a production of some new product, some new research project. At least that's what I had in mind about that.

Korstad: I think this isn't an experiential certificate. My guess and our guess is that students are going to have done a lot of different experiential programs of one sort or another that they will bring into the classroom. One thing we thought about when putting the classes together and the professors we've tried to include in here are people who have reflection as a normal and an important part of their classes and just like a regular act in their classes. So if you're teaching about the theory of human rights, if you had somebody's work in a refugee camp somewhere in the world or work on prisoner issues in North Carolina, they're going to bring a set of experiences into that classroom setting. They're going to be reflecting and they're going to be thinking about in terms of the methodologies that you're using, the theories that you're trying to study. While there's not a specific reflection process in this other than the capstone course, it's very much that. I do like this idea, though, about reflection before you start something, because I think that's a big problem. I would actually criticize the Markets and Management a lot for this, the students, they don't think. Because I have them in Public Policy. We probably have as many majors in Markets and Management as anything. They have no idea why they're doing it. If you sit down and ask them why they're doing it, "Well, my friends are doing. My parents told me since I'm going to have a business degree here would be..." None of that is valuable as a part of the decision-making process or spending that much time and energy on something. Have you thought a little bit more about it, how it fits into your life, your career, your studies and stuff? So I'm not disagreeing with you, but I think actually making the students sit down and think and reflect on why they want to be part of the certificate program is going to be really key. The fact that we've got our advisory board willing to do that I think has been a really good buy in for us.

Baker: My question is how capricious are you thinking about human rights? While we have a lot of students interested in human rights, we also have as many students really interested in tackling the rampant sexual assault or civil rights or a lot of black rights matter. Are you thinking big tent or more narrow Article 21 of the Universal Declaration.

Kirk: I think we're thinking big tent, probably more, and ground a lot of the teaching and a lot of the questions in ideas of rights. Probably more also question rights, so I think that's where the big tent can work. Because we want to say, "Look, civil rights is out there but let's really take a deep look at civil rights history." Human rights and civil rights are growing up effectively at the same time and cross pollinating. You've got Martin Luther King actually excising human rights from his rhetoric for political reasons in the United States; where you have somebody like Ralph Bunche founding the whole idea of UN peacekeepers, someone who also grew up in the civil rights movement but taking this idea of rights into the international sphere. I think we do want to see it, I mean, Bob has used the word social justice, we do want to look at that, but we also want to bring it back and ask students, what do you really mean by that? Why human rights as opposed to social justice? Or why social justice as opposed to human rights? Why don't we use the word equality and let's look at some of the thinking and some of the history of these ideas. It doesn't have to be ... we're not proselytizing for human rights but we're saying, let's really ... I think that's where the certificate can bring the students. Let's think deep about what these terms mean. Let's also really question what it gets us. We just had an event the other day that Emily Stewart, our wonderful program administrator, helped us pull together on gentrification in Durham and we put a human rights lens on it. Is this a human rights issue? We used human rights language around that, taking a page from Malcolm X and that context. Does it help us, does it hurt us? Does it make us see this in a different way? Does it create more opportunities for engagement or does it actually block them off? But we want to think of it in this sort of, really questioning these ideas but at the same time giving students who want to test out what human rights might mean in practice, we also want to give them the opportunity to do it. I think one of the things that we feel deeply about as a group of colleagues is that we want to teach students to question, but we also want to leave them with a sense of hope about their agency in the world. I think the combination of careful thought, historical thought and deep thought but also putting it into practice can be a really powerful model.

Layton: Do we have additional questions?

Hasso: I noticed that in the proposal it says ... I'm basically wondering what's the relationship between this and the Kenan ... I could have this weird situation in the student setting that could use human rights experience as in courses. I noticed in the proposal it says, "with the Kenan Institute of Ethics we have developed an innovative partnership," so is there something new?

Kirk: The Kenan Institute has had ethics certificate for a number of years.

Baker: A track, yeah.

Kirk: And then added recently a 2.0 certificate, an experiential certificate, I think, which has been too big. Within both of those ethics certificates are tracks. To tell you the truth, I'm not going to be able to repeat them for you. I know one of them is international law on human rights. The Curriculum Committee has asked us the question, "Are you guys overlapping? Is this already been done effectively?" So we initiated conversation with Kenan about that and came up with this relationship and partnership where they will continue to offer the 2.0 certificate with a human rights track inside of it, but they will no longer be offering an ethics certificate that's course based like ours with a human rights track. That's mainly to avoid an overlap so that we would capture the students that really want the course-based option and they would be capturing the students that really wanted to use the 2.0 structure and use DukeEngage, Duke Immerse or whatever as part of their experiential ...

Korstad: If they could use some of the courses that we've helped identify, even some of the courses that we'll teach will be useful for their experiential certificate program too.

Reid: This is a clarification question. I see that at the core we have faculty in environmental science. I looked at the attendees with the courses that we're offering, none of them are environmental science. I'm just a little bit curious about that.

Kirk: We encourage faculty of all sorts to think about human rights as a potential target for new courses. What's happened over the past 10 years at Duke is that really 10 years ago there was no there-there in terms of human rights. There has been actually quite an astonishing proliferation of courses that have human rights components. When we were paring the certificates, we had a conversation with Tolly Boatwright about what is the classics? What do classics bring to the discussion of human rights? Her idea was that we have something to offer. This is the course where students might be able to get a classical idea of what was right and wrong under Greek and Roman time. We're very open to faculty proposing the courses and some of the faculty could do ... I would say Erika Weinthal was one example. She's on our executive board and she has taught the Humanitarian Challenges Focus. She's doing a Bass Connections around power and water and rights in the Middle East. We're hoping that faculty in Biology ... it will be interesting to see what possibilities there were for ... But I'm working with David Banks in Statistics. He was actually one of the first faculty I worked with here at Duke, because we did a big conference on war on mathematics, on the use of statistics in human rights work, and particularly in context with the Truth Commission in Peru where statistics was used to make an estimate of the amount of people who've been killed in the civil war in Peru, and also to calculate refugee flows. So statistics is an incredibly powerful tool that the human rights people are talking about a lot and how it can give a quantitative side to human rights work. So we'd be very interested in helping faculty develop new courses. I think there are faculty who have an interest outside of whatever courses they might currently teach.

Reid: So for example the list in appendix B of courses related to human rights that doesn't include the whole list of courses that a student may take?

Kirk: That was just a snapshot in time. Every semester for the last several years we've gone through ACES and we've pulled out courses that have fit a certain criteria. We will continue to do that and also welcome new courses.

Shapiro: How are you measuring those criteria? It's just because of courses that meet your criteria will be part of the human rights certificate.

Kirk: The criteria is in the proposal. We have a block that essentially describes what would qualify a course for. When I counted, we had over 30 courses that would qualify for the center part of the certificate. We have a gateway then the courses in the middle and then the capstone. We have over 30 courses that can satisfy that middle section.

Korstad: We'd look at them, look at the syllabus, look at the themes that are being taught, probably meet with a professor who was teaching the course before we put it on the list. We'll do that every semester; the Executive Committee will sit down and look at new courses because students – and I have this problem in Public Policy all the time because they have to take a required history course now that I usually sign off on. If they come over and take a course with you, that's fine with me, because I know you, I know what you teach. I know the things that are going to be included in your course. To be quite honest, that's probably the criteria we'll use for the most part, as opposed to just something that's on paper. I want to know what's going on in the classroom, what the professor thinks about the kind of work they've done, whether it fits under this umbrella. Adding courses, giving credit for these courses, it would be one of the more important things we do. Just take some due diligence in doing that.

Layton: All right. I have results on your vote for the Sustainability Certificate proposal. 21 in favor, 6 opposed and 2 abstain. That proposal has passed. Congratulations. That's it I think. We can all go home. Thank you for coming and I will see you all November. Thank you.