

Minutes of the Meeting of the Academic Council
Thursday, October 19, 2017

Don Taylor (Chair, Academic Council / Sanford School of Public Policy):

Welcome, everyone. I hope everyone's semester is going well. Thanks for coming today to our Academic Council meeting.

APPROVAL OF THE SEPTEMBER 28 MEETING MINUTES

Taylor: The minutes from our last meeting were posted with today's agenda. Does anybody have any corrections to the minutes that were posted?

(Minutes approved by voice vote without dissent)

The attendance sheets are being circulated so please make sure to let us know that you are here. And please, when you ask to speak, tell us your name and your department. We have a set of minutes that we really desire to be as accurate as possible and I did a bad job last time of trying to get folks to identify themselves. So we are trying to go against anonymous comments in Academic Council.

VOTE ON THE PROPOSED JOINT GRADUATE PROGRAM BETWEEN PRATT AND ARTS & SCIENCES

Taylor: The next item that we have today is to move to a vote after a chance for comments on a proposed joint graduate degree program between the Pratt School of Engineering and several departments in Arts and Sciences. Professor Adrienne Stiff-Roberts from Pratt is here to answer any questions. Stephen Craig from Chemistry is traveling today. The materials were posted with last month's agenda and also this month's agenda. Are there any questions for Adrienne?

Dan Rittschof (Nicholas School of the Environment): I spoke with people after the last meeting about the possibility of adding Nicholas into that group. A lot of us actually work with Engineering and Materials. I don't know what happened with that.

Taylor: The question was, there was a discussion at the reception after the last meeting about the potential to add the Nicholas School, which also has work in Materials and in this area.

Adrienne Stiff-Roberts (Electrical and Computer Engineering): In terms of faculty being affiliated with the program, that's absolutely possible. In fact, Jesko Von Windheim is part of the faculty listed and he's out of Nicholas. So it's really just a matter of faculty interest and if they want to participate and be listed as a faculty member affiliated with the program, that's absolutely possible.

Rittschof: Great, thank you.

Taylor: This discussion can continue, then, in terms of affiliation with the Nicholas School?

Stiff-Roberts: Yes.

Taylor: Are there other questions for Adrienne? If not, can we have a motion to approve the proposed joint program?

(Proposal approved by voice vote without dissent)

Taylor: The proposal is approved. It will go to the Board of Trustees in December for their consideration.

UPDATE ON STATUS OF ACADEMIC COUNCIL STUDENT AFFAIRS COMMITTEE

Taylor: Next, I want to provide an update on essentially why ECAC has not already appointed the Academic Council Student Affairs Committee. This body approved this committee in March 2017 (pulls up slide with charge). I'm just going to give a little bit of a narrative. In April, when we

talked about the Strategic Plan, there was more discussion about student affairs and that discussion has continued. In May, ECAC approached a faculty member to chair this committee. That faculty member declined due to the inability to devote the time to this. There was a list of faculty members, as is very common in ECAC, if someone is unable to do it. Another faculty member was asked to chair this committee. There was some delay and back and forth. That faculty member asked a series of questions that I would call related to the scope of this; about membership, wondering if there should be other people on this committee, and some pretty good questions about how this committee would interact with other bodies and groups on campus. At that point, the changeover had been made and I had become the Chair of the Academic Council and the Chair of ECAC. So I decided that, partly because we didn't have resources that were asked to staff this committee and because there were, at least in my mind, some questions about exactly what the scope of the committee would be, that we would hold it over, and the new ECAC would talk about this. And we have talked about it a couple of times. We've had a discussion with Sally about this, trying to make sure what our efforts in this area would be that would make sense along with the implementation of the Strategic Plan. At the October meeting of the Board of Trustees, the Undergraduate Education Committee also had some fairly detailed discussions, especially focused on undergraduate student life. Claudia Gunsch, who is a member of ECAC, is one of the faculty

members on that committee and she reported that back to us. So we have also now engaged the chair of that committee, Laurene Sperling, who is the Vice Chair of the Trustees as well, and the members of ECAC who are able are going to have dinner with Laurene in early November. So I think ECAC is at the point, still, of collecting information, trying to understand what the trustees are thinking about, also working with Sally trying to understand the implementation of the Strategic Plan, and then deciding what we're planning to do with this committee. So ECAC felt like we owed an explanation for why we have not promulgated the committee so far. That's essentially the answer. We're trying to make sure we provide the appropriate faculty voice into these matters. But we wanted to be slow to create a committee that, because of other things on campus, might not be best in line with how faculty could best speak into these matters. Are there any comments or questions about this?

Lee Baker (Cultural Anthropology): Increasingly, there are a number of athletes who are graduate students and 10% of the undergraduate population are varsity athletes. It's an integral part of the student experience and increasingly an integral part of the graduate and professional school experience. Is that not part of even a bullet point in there? (Refers to slide) To look at athletics as an educational apparatus?

Taylor: It wasn't when this was passed. I had been thinking this was already very

big and that would make it even bigger. It doesn't mean that's an illegitimate question.

Sally Kornbluth (Provost): There is an Athletics Faculty Council, though, that looks at this and deals with this as faculty and considers the student participation in athletics and how it relates to academics and everything else. So there's already a body that deals with that specifically.

Baker: I recognize that. I guess my question is, there's an innate focus on athletics, but that integration between academics and athletics and wellness, I just thought that could be part of that.

Kornbluth: They do deal with that in that body. That said, just to make a comment, I think part of the rationale here is that there are so many different activities going on, it would be useful to have something to integrate and hear from all of the groups that are weighing in rather than having everybody kind of work at cross purposes. So I think that's also part of the thinking.

Taylor: Yes, so ECAC is not saying that we're not ever going to do anything, we're mostly trying to answer why we haven't already done this. (laughter)

Alex Rosenberg (Philosophy): Can you enlighten those of us suffering from amnesia about what the original motivation and focus for this committee was? It's not transparent from the wording of the motion.

Emily Klein (Nicholas School of the Environment / former member of ECAC): On ECAC for the previous two years, we would get, quite regularly, requests from students to work with them on a variety of different things, some small and some big. ECAC just didn't have the bandwidth to properly vet, engage, and work on these issues. So at the time, we really felt that we didn't want to ignore their reaching out to us to engage with us, but we just didn't have the bandwidth to do it. So with some research we discovered that ECAC has struggled with this in the past and had periodically had such a committee. So it could be as proactive or as reactive as we wanted it. My own view was that at the minimum it needed to be a reactive body, logically, chaired by somebody on Academic Council, but also could draw in others who, as these requests came in and say, we could turn it over to them and say, what do you think? How do you recommend we follow up on this, et cetera? Does somebody else on ECAC have something to add to this?

Josh Sosin (Classical Studies / former member of ECAC): That was pretty excellent. That was the nature of the discussion.

Nan Jokerst (Electrical and Computer Engineering / former Chair, Academic Council): Emily had it exactly right. We were approached by students a number of times on a variety of issues, some of which we heard last year with relation to the Strategic Plan. So I think the big challenge here is integrating all the

different people who were interested in addressing these questions: the trustees, the administration, the faculty, and the students themselves. Two years in a row we were approached by the head of the Duke Student Government with some specific concerns that they had and wanted us to work on them. This was the formulation of our response.

Harvey Cohen (Clinical Sciences): Can you give us an idea of what kinds of requests you're talking about? I don't mean specific topics, but in what domains?

Jokerst: Alcohol consumption on campus, sexual misconduct on campus, and then there were some smaller things that honestly I don't remember precisely what they were. Really, some of the requests revolved around the social lives of students on campus. They really wanted to engage the faculty in conversations and some of this also came out of some of the ECAC members who had had the Duke Conversation events at their home and heard from undergrads in that manner as well. So they weren't what I would call minor concerns on the part of the students. They were kind of like global issues that they wanted faculty input on. Thanks for asking, Harvey.

Peter Feaver (Political Science): Doesn't the question get raised, if we are serious about faculty governance, shouldn't that extend to the student life as well? It strikes me that this is a pretty fundamental question of faculty governance and of course we should be

contributing to the oversight of student affairs since it's such a large part of the student experience, as we would all of the other things that enjoy the benefit of faculty governance?

Taylor: I think, in my mind, a key distinction is how much this committee receives input and waits for the conversation to be initiated with students, versus how much this group would try to drive a conversation. At least some of the questions from one of the faculty members who was approached about chairing this seemed to be more of a proactive driving of the conversation. So we may just need to get the scope correct.

Josh Socolar (Physics / former Chair, Academic Council): I might add also that the students are not the only source of information that we have about student affairs. ECAC regularly has Larry Moneta (Vice President, Student Affairs) come in to talk and issues get raised that he's concerned about. The Board of Trustees has a Student Affairs Committee and faculty go there but they're not particularly well-prepared. It would be nice to have people who have experience with a committee like this as representatives of the discussions that the Board of Trustees have. I think there are very good reasons for having such a thing. I would like to hear a little bit more about what the questions of scope are. What are the factors that ECAC is struggling with?

Taylor: The questions were raised by a faculty member who was approached to

be the chair. They were saying, do we wait for students to come or are we trying to proactively drive a conversation about student affairs? This is constituted as an Academic Council committee, so it's only faculty. They were asking about the joining of members of the administration onto the committee, so more of a joint committee of sorts. They asked about resources, like staff support, which we don't have those resources to provide and don't typically provide to other committees. That's what I mean by scope. This conversation is actually helping me a lot to get a better sense. But those are the basic questions about scope.

Ruth Day (Psychology and Neuroscience): Most of our undergraduates are in Arts and Sciences and there is a faculty governance body there, the Arts and Sciences Council, where some of these things can be addressed, say, before they might come here. You might say, but then there's all the Pratt students. Well, Pratt does have representation on the Arts and Sciences Council, both in terms of membership and in committee structure. So I think some thought to the distribution of responsibility from the faculty point of view within Arts and Sciences combined with Pratt, versus coming to the Academic Council.

Taylor: And what we approved last March also adds to that the graduate and professional students. So they're all very legitimate issues but as everyone here knows, they're not the same issues, which is another sort of a scope question that

we have. Okay, this is helpful. ECAC will continue talking about this. We're going to have dinner with Laurene Sperling of the Board of Trustees. We'll continue talking with Sally and we will come back with at least our attempt at some clarity later. Thank you.

UPDATE ON DUKE KUNSHAN UNIVERSITY

Taylor: Next on the agenda, Provost Sally Kornbluth and Vice Provost for Academic Affairs Jennifer Francis are going to provide an update on DKU. I think they've got a short presentation. We have a very uncrowded agenda today, so we'll have time for questions, comments, and discussions, including, if we get through this topic, we have open topics of interest. Maybe everybody will be ready to go home. No committee ever got in trouble for giving people time back so we can also end early if we need to do that.

Kornbluth: Thanks, Don. I'm just going to say a few words and then I'm going to turn it over to Jennifer because possibly the greatest amount of time Academic Council has spent since I became Provost is listening to me talk about DKU. (laughter) So I'll just say a few words here just to kind of remind folks. Because I think we do have members from last year but obviously there's been a turnover as well. This is just to remind you. Duke Kunshan University was actually, it's probably almost a decade ago is when this whole enterprise was started. We've split this, in terms of framing, into what we call phase I and phase II. Phase I is really all

the activities that you're familiar with that have been going on at DKU for a number of years now, including graduate programs. We have an MMS through the Business School, a Medical Physics program, Global Health, and a newer one that this body approved in Environmental Policy last year. These programs have been ongoing and we recently did a three-year academic review of these programs and they all came out very well in terms of the academic evaluation and truthfully a financial evaluation is still ongoing. We've also had other activities there. We've had a global learning semester, which is sort of study abroad. There have been some students from Duke, some students from other universities. Predominantly it has been students from all over China, which has served us well in a lot of ways now that we're preparing for an undergraduate curriculum at DKU because we've now had experience working with undergraduates from China. And they've also gone back to their hometowns, home villages, and have really turned into nice ambassadors for the upcoming programming. Obviously you've seen pictures. There are buildings there that were built by the Kunshan government and that was the phase I construction and Jennifer will be talking a little bit about the next phase of construction. Without revisiting all the reasons why we're doing this, because I think we've all heard a ton about it, we've been very interested now in thinking about the phase II, which really has to do with the building of an undergraduate liberal arts college. Or we say, a research-inflected undergraduate liberal arts

college. As you know, there was a faculty committee that has been actively involved, led by Noah Pickus, in creating a very interesting interdisciplinary curriculum. The notion is that it will be a dual degree. The students in the undergraduate body will receive a Duke degree and a DKU degree. You will recall that our intention at this point is to have the Duke degree to say something like "Duke University, as conferred at Duke Kunshan." So, just like "Duke University, as conferred by Pratt," or "by Trinity," but, as I said many times last year, that doesn't make Duke Kunshan a college of Duke University. Students at Duke Kunshan are not going to be able to wake up one morning and say, I'd rather be a Pratt student. It's just a signifier that it is a brand of the Duke University degree. This was approved 57 to 18, I think, by Academic Council, in November 2016. The idea now is for the first class to enter in the fall of 2018. So, as you can imagine, the folks at DKU and the team at Duke have been furiously at work trying to do everything that you need to make a university. So, anything you can think of: staff, systems, buildings, curricula, student life, et cetera, are really charging forward, and Jennifer is going to tell you quite a bit about that. And then the other thing I should say is that, although we are ultimately targeting a liberal arts college the size of about 2,000 with about 500 per class, in the first year, we are aiming for 225. We're being a little bit more modest as we get things off the ground. About 170 from China, 50 international, and again, as I said, our steady state would be 500 total each year by year four.

We would like, ultimately, to reach 40 international and I would say again that this is international, truly global, not just North America. People tend to say, well, how many American students are going to go there? We have had quite a lot of interest, some in North America, but honestly greater Asia has also been very interested, Korea, Vietnam, Thailand, et cetera. So we're hoping to attract students from all of the region. Some from Europe, some from Australia, et cetera. There have been teams of people furiously working on this and I think that Jennifer has taken this on as part of her portfolio and she can tell you where we are in terms of moving ahead: the curriculum, the majors, et cetera.

Jennifer Francis (Vice Provost, Academic Affairs): One thing I'll just note, for those of you familiar with the Global Learning Semester, we'll be transitioning out of the Global Learning Semester and starting up what I'll call a Duke Study Abroad at DKU at the same time that we open up the program here. I want to just give you an update. Primarily I'm going to be talking about areas that our Duke faculty have had significant involvement up to this point and will continue to have involvement in the future. I'll also talk about a few other pieces. One thing that one needs to do is, in China you need to develop and have approval of a major. The development occurs here, primarily, where we get groups of faculty together to think about new majors and develop those. The approval process is that they have to be submitted to the Ministry of Education in

China. Those typically must be submitted by June and then we hear back from the MOE around March. We are very fortunate in our first year. Normally you only get about two or three of these approved. We actually got all of our first eight majors approved. We put in seven this past June and we are hoping that all seven will be approved in March. The fifteen of them together actually represent a reasonably good spread across what we might think of as the Natural Sciences, the Social Sciences, and Arts and Humanities. So that's a little bit about the majors. If I can, I'll finish up and then feel free to ask questions. I wanted to talk a little bit, too, about faculty recruiting. A number of faculty at Duke, a great deal, were involved in this this past year. We received over 1,300 applications for a very broad set of positions. A small handful of us reviewed and reduced the set to about 125 candidates. Going through a lot of Skype interviews, et cetera, we reduced the set further to about 64 who were all brought to campus. The three search committees that we formed with Duke faculty recommended 25 of these candidates. And those candidates were brought over to DKU, really, this point, largely as a recruiting visit. We made 23 offers as a result of those trips and 22 were accepted. When I say "we" I mean DKU. These are all DKU appointments. Just to give you a little bit of the flavor of those 22 faculty: six of them are tenured, 16 are untenured, eight are women, and the 22 represent a pretty diverse citizenship. I would say roughly a third are from PRC, a third are from the US and Canada, and a third from the rest

of the world. The rest of the world ranges from Europe to Australia. So there's really quite a nice mix. About ten of these people will be starting at DKU effective January and they are going to be joining us here at Duke for about six to eight weeks between about mid-January through March to really start developing and working with some of the faculty here who have been helping to put together some of the foundational and integrated courses. We'll get a chance to work with them and I'll come back to this a little bit later, something I would ask of everyone here. Going forward, we have just recently posted job ads that are trying to target a little bit more advanced hires and in certain areas where we were not quite as successful in identifying faculty last year and those have been posted on Academic Jobs Online. We'll see what we can get in terms of that but our plan at this point is in spring and summer of 2018 we'll be considering, once again, a broader set of probably a little bit more of a junior candidate because that's typically the time of year that they come out. Again, I'll come back to mentioning something about your help in this process as well. I also want to just give a shout out, Sally mentioned Noah Pickus, Noah was really the architect of designing a cohort system for interviewing and searching for faculty that just made a tremendous help in this process and I think it's clearly what's associated with getting 22 out of 23 offers accepted. They really felt that they were already part of a community when they went to DKU so it was very successful. Student recruiting: our common application is now open. As Sally

mentioned before, there's a lot of activity going on with building various things at DKU and one of the most complicated of these is the underlying information systems for the students. One of the reasons that's especially complicated is that the DKU system, we want very much for it to be able to talk to the Duke system. That's really critical that we get all the pieces in place. So we've actually had a couple people from Duke spending time at DKU to really make sure that infrastructure is there. Several pieces of that system have already been put in place. We're right on track. The common application opened about two weeks ago or so. International recruiting, by the way, has been going on since June. China recruiting is a little bit more complicated. Actually, that's an incredible understatement. (laughter) It is incredibly complicated. The recruiting process in China. The basic idea is that you must put together a recruiting plan and an admissions plan and you must have it approved by the Ministry of Education. This includes things such as, which provinces will you go to to recruit for students and how many will you try to recruit? You really shouldn't be much higher or much lower than the number you put in. So we had to be very thoughtful about which provinces we wanted to go to. We also had to put in a plan for the criteria that we wanted to use to select our applicants and also which of the different stages that we could be involved in. What we've tried to do is get the premium times, the premium options about when we want to select students, which is very early in the process, and

we've also tried to get as much of a holistic set of criteria for selecting applicants as we can. We recently received formal approval on those pieces and so everything now is going ahead full force for both PRC and international. Just a quick update: these are some data that were available as of last night. (refers to slide) There were 15 submitted applications, the breakdown being two PRC, four US, and the rest from the rest of the world. Also 383 prospects in there. A prospect means that a student somewhere has identified that they want their scores, whatever their test scores may be, to go to DKU. So all these data are being collected and the process is going forward. This is not at all surprising for applications at this point because it's not running at the same kind of schedule that a US school would run on.

Kornbluth: I think it's June, actually, next June...

Francis: Yeah, we won't know the PRC formally until next June because that's when the Gaokao scores are released and the Gaokao is part of this, but there's a lot of sort of informal, if you will, contracting back and forth with the student of, you know, assuming your Gaokao score is above this, are you going to want to come here? But there is nothing that is the same as what we have at Duke and many other schools with early admission. We don't have anything that's that sort of formalized and concrete in China. A few other things I mentioned to you: the student information systems have a number of phases to them. Academic

structure, which is a key one, has already been completed. The admissions structure has been completed. We're in the process now of working out student records and next spring we'll work on the marketing and kind of like a CRN system for them. The master plan for phase II, the phase II campus, was recently approved and let me show you what this would look like. For those of you who have been to DKU before, that is the current campus that we have. (refers to slide) So the white area up there is what we call the phase I campus, the big building that goes across here is the academic center. This building right up there in the corner, that's the Innovation building, that's currently under construction. That's where a lot of the labs will be held. Everything else you see is the plan for phase II. All of that has been recently approved. The city of Kunshan is paying for everything that is going to be there and hopefully it will look very nice. There's also some extra land over this way and up that way that will be planned. If you don't see any parking here, it's because all of the parking is underground. For that purpose, this is a giant lake over here, if you've never been. So it's actually a very pretty area there. Another thing that's been going on is a lot of staff hiring. A lot of hiring of people who we're going to need in order to open up the doors, if you will, in the fall. And as well we're involved in a lot of detailed course scheduling. That's certainly pertinent to a number of you because we're trying to figure out to what extent we will need Duke faculty to be teaching at DKU in year one or year two or year three and in what

areas. One other thing that we are working on is, as you'll recall from the curriculum, in their junior year, so three years from now, if you will, we will have our first cohort of the DKU students who will be coming to the Duke campus. As Sally pointed out earlier, the first cohort will have about 225 students in it and our plan is to roughly split that in half so that half of the students would be here in fall and half of the students would be here in spring, with the contiguous summer also potentially attached to that. So we're working through with Arts and Sciences what that experience would be like. We're working with Larry Moneta on the student services piece, the advising piece, all of that, to make sure we're prepared when those extra students come here to Duke. And if you're thinking, where are you going to put those extra students in terms of classes, that's one of the discussions that we're having about, will we need more classes? Will we need extra sections of them? How will we assign those? Et cetera. So we're working on all of that with, primarily, Valerie Ashby (Dean, Trinity College of Arts & Sciences) and Arlie Petters (Dean, Academic Affairs / Associate Vice Provost, Undergraduate Education). But we'll work with others as well, as needed. I mentioned a little bit earlier that we'd love to get your input on a number of things. First of all, we have sent out some emails to people. If you are interested in doing some teaching at DKU, please feel free to reach out to Noah or me. I will say, we have worked out a process with this with Arts and Sciences and throughout the university so that we can make sure that anyone coming to

DKU, that we've actually made sure that teaching is still happening here at Duke. So we have a process to make sure that that is fully informed during the time. The other thing I mentioned is, there will be DKU faculty here on campus, particularly in that period in January and February and early March and we really want to be able to connect those DKU faculty with someone in their areas and scholars over here. So we'll be reaching out to you to start those connections so that they can feel that they do have some colleagues over here that they could talk to. Lastly, we have been engaging with a number of faculty in a number of committees, including faculty searches, the development of majors, course development, course approval, and a number of people have been extraordinarily helpful with their time. If anybody wants to be involved and doesn't feel like we've hit you yet or we've tagged you and you want to be tagged, let me know. Because we have lots of things that we could tag you with. I think that's it in terms of the major updates that we had there.

Trina Jones (Law School): Thank you for that excellent presentation. I have some questions. One, could you tell us a bit more about the caliber of the faculty that you hired, these 22 people, and what "advanced hires" means? It was included in the slide that you had about faculty. The second question is, can you give us an update on the status of the buildings? On the map it looks like there's a lot of construction to be done, so will that be done before student arrival on campus?

Francis: Can we do the last one first? No, this will not be done before the students arrive on campus.

Jones: Will the essential buildings be done?

Francis: The essential buildings are completed now. The only essential building for the undergraduates that will not be built will be the residence dorms. We have two options at this point. At the very top up there, in sort of the L-shaped thing, that's the conference center. There are basically the equivalent of hotel rooms there. There is also, you can't quite see it, but over there on the top on the far right is some graduate student housing. So one option is we have undergraduates stay on campus in the conference center. Another option that has been looked at is a hotel very close by that could be converted for use there. So that's the primary piece of it. The rest of this, what I pointed to, is the new campus, will take about three years before it's in place. You asked me about the faculty that have been recruited. As you can see, it was a pretty high selectivity to get there. There may be some folks in the room who were on some of these committees. I think these faculty are extraordinarily qualified candidates. We were looking for people who had a passion, not just for research, but for liberal arts teaching emphasis. All of them demonstrated that. They come from a variety of places. Some of them are newly out of PhD programs. Some have been tenured, chaired professors at other schools at this point. So I think overall

they were very high quality candidates in terms of that. I think you were asking me about the advanced hires. What we were looking at there are faculty who have had maybe three, four, or five years of experience, or more. What we're trying to do here is, we like the fact that we were able to identify six tenured senior faculty to serve here and we would like to keep that sort of senior and junior balance, if we can, going forward, so that we have the mentorship that we need, we have the sort of leadership that we need. So when we say "advanced" here, I think we're thinking three or four years, plus.

Kornbluth: What's interesting is, the kind of senior people like a chairperson, et cetera, there's someone from a Canadian university, these are people who want a sort of last adventure. They might be in their late 50s and want to do something for five or ten years. It may be someone who's always wanted to do something in China and hasn't had the opportunity, et cetera. So people with a little bit of an adventurous spirit who have tenure at an established place in the US and go to China.

Francis: I would also say, too, and it's quite possible this is true of the first group that we hired, many of these candidates are extraordinarily good and will do some comparative research on China versus other areas. So they are very strong candidates in certain areas where that is a research goal.

Joe Izatt (Biomedical Engineering): I know you told us this last year, but what

are they faculty of, and then is there a tenure process at DKU and how is that set up and do they have faculty governance? Are they part of us? What's the relationship there?

Kornbluth: First of all, they have their own faculty governance developing. They're not part of this body. They will have a tenure process at DKU. Tenure at DKU does not mean anything in terms of tenure at Duke. It doesn't confer tenure at Duke in any way. Ultimately they've developed tenure criteria which will be passed by the board at DKU. They are sort of sitting on the line. They're not really Duke tenure criteria, it's more like a Williams kind of tenure criteria, where teaching has a heavier footprint. In the early stages there are Duke faculty members that will be part of that tenure process because they don't have enough senior faculty, particularly for the first people who are coming through. Ultimately, it will evolve to them handling their own tenure process. And then we hope this university is successful for a long time to come, but we do have provisions built in, what happens if it's not successful and compensating folks if they're tenured for a short period of time. I think Haiyan Gao (Vice Chancellor, Academic Affairs, DKU) has really been thinking very carefully through all of the criteria, working through it, and it will be a slightly different process than at Duke but is certainly informed from the kinds of actions we take at Duke.

Francis: Right now, some of the main committees, like the equivalent of the

AP&T and the equivalent of the committees for, say, these six people, we have formed with Duke faculty until that blossoms and grows a little bit.

Jokerst: What if a DKU faculty member requests a secondary appointment with a Duke department?

Francis: Nothing precludes anyone from requesting something. (laughter) But Duke made it very clear that that is not an expectation or should not be an expectation. If somebody did ask us and said that it was very important to them, we would have reached out to you or your department at this time to say, do you have such an interest? Do you see a relationship here? And if you did, we would work through that. But we've made it very clear that we are looking for DKU faculty. That's what we're interested in. If something becomes more organic after this point, great. Let us know how that works out.

Kornbluth: I have concerns about this and I think, where you're coming from, Nan, I would suspect, we are not looking for DKU to be a back door or entrée onto the Duke faculty. I think there are plenty of collaborative opportunities and affiliations that will not require formal appointments. I think in very rare cases there will be some. During recruiting we've seen some superstar recruits that will be in that setting. But I don't think that this will generally be on the table. It would have to be a very exceptional case where the Duke school really wanted this for some reason. As Jennifer said, it would

have to have grown organically, but I don't think this is going to be the norm in any way.

Philip Rosoff (Clinical Sciences): As this process is moving forward and developing and academic issues are coming more to the fore, I was wondering if there had been any updates about internet or IT security and access?

Francis: I will say that probably the single thing that is watched most closely in terms of anything is the VPN and the internet to see if there is any sort of perturbations. We have not seen anything in terms of that. It's both sturdy and doesn't seem that anyone is moving in there.

Kornbluth: You probably saw the news that the Chinese government was looking to shut down VPN and those are on networks that are different from the network we've been operating off. But also, as Jennifer said, this is a core value for us and it was very clear in our agreements to start with that we would be VPNing the Duke system.

Tina Williams (Psychology and Neuroscience): I'm just curious about the 15 new majors that have either been approved or are in the process of being approved. Are they traditional majors or are they very interdisciplinary? Could you tell us a bit more about what they are?

Francis: Sure, that's a very good question. The question was about the majors and if they are traditional majors or if they are

looking more interdisciplinary. The short answer is, they don't look like traditional majors, and yes, they are more interdisciplinary. So all of the majors have what I would say is a very interdisciplinary focus. And then, through that interdisciplinary, there are paths that you could move. So, for example, I'm trying to think of some of them. There's a path...

Lisa Keister (Sociology): Isn't there one in political economy? And cultural anthropology...

Francis: Lisa, could you talk about this?

Keister: Yeah, so I've been on two of the major development committees and they're both very much interdisciplinary. The one was in political economy, I think we came up with a different name for it, but that was the gist. Because it drew on majors across the Social Sciences in a traditional university. So, political science, economics, sociology, and there were people from those very disciplines on the committee and we put together what I thought was a very interdisciplinary major. The other one was culture and movement. So that doesn't sound like something you've heard of but it was also interdisciplinary. So it was, again, in the Social Sciences, but it drew more on anthropology, sociology, and it went more into the Humanities as well, which I enjoyed. We had to bring in ideas that were unfamiliar to me but it really meant that we were crossing those sort of traditional divisional boundaries as well.

Kornbluth: I think the important point here, Tina, is that they don't map neatly onto any of Duke's majors, number one, and number two, it gives us the opportunity to experiment a bit, but also to do some things that support experimentation. For instance, in the sciences, we've been very interested in interdisciplinary science education, where you can combine physics, chemistry, and biology to really address novel questions. These areas are being constructed from the ground up in a very integrated way. From there, you may do a major that's more physics-heavy, more chemistry-heavy, more biology-heavy, but you'd enter through the integrated program and if you chose to concentrate, for instance, if you wanted to go to graduate school in any particular area, that's definitely possible, but it also could cater to someone who wanted to have a more broad introduction to all of those topics.

Williams: Just a quick follow up: I guess one of my concerns, which is something that I think I've expressed previously either in this committee or another one, I just wonder about these juniors, when they come to campus, whether they're going to have the appropriate introductory courses to take our upper-level courses. How difficult is that going to be for them? I'm sure that the committees have thought about this, but it's an interesting problem when you're trying to fit a non-traditional discipline in with more traditional ones.

Kornbluth: I think that's really a good point and I think that's a lot of the serious work that's going to be going on over the next year or two with the curricular constructors here and at DKU to figure out how they map on. The other thing is, as Jennifer said, we really have to think about class sizes and sections, et cetera. If 100 or 200 more kids come each year and want to take a particular econ course, for instance, we're not going to be able to accommodate that as is. So thinking how it plugs in and how we allow their time at Duke to be used productively to meet their major requirements at DKU but also give them other opportunities. I suspect one thing we're going to see a lot here is students who want to do research projects, for instance, with Duke faculty. Whether it be during their semester here or the summer before or the summer after, because they're not going to have as comprehensive an opportunity to do that at DKU.

Julie Edell (Fuqua School of Business): You talked a little bit about the residential constraints but there's one academic classroom building, one cafeteria, so how do you see this impacting the other programs that are currently in residence there? Is there a plan for how we're going to accommodate 225 students in the fall next year, and how that all is going to work?

Francis: I don't think it will be an issue for the following reason: there aren't really very many students in residence on the campus right now. So if you look at the other graduate programs that are

there, the MMS is probably the biggest one, and they come only in spring. So that's adding about 60 or 65 students. Again, we haven't worked out all of the details, but the likelihood is we would figure out where the graduate students would be for that period of time. I don't know how recently people were there. There's a very large cafeteria that's open now. There's another little café. There's definitely more than enough classroom space that's existing right now to handle this first year class without any issues. And even the second year class will not be an issue. On those pieces, we're not worried about the physical space.

Charles Becker (Economics): Having had experience with universities and the Kyiv School of Economics and Nazarbayev University in Kazakhstan, one of the things that I think could be a key weakness in faculty hiring in these places has been lack of senior mentoring. If you're going to bring people over here, then my guess is they'll be looking to departments and schools here to provide some of that mentoring. Is this going to be just an add-on or is this planned at all?

Francis: I don't think we have an expectation that the senior faculty here in their areas would serve as their mentors in the same way. We think it's very important to find senior faculty at DKU to be serving that function. That's why we're happy with the tenured folks we saw and that's why we have that now. What I think we would love to see happen is that the DKU faculty who find a research connection with faculty here at Duke, probably in their area, but not limited to, would have that kind of research support,

if you will, that research collegiality there. But I don't think there's any intention to say, and now you must mentor these folks. If that arises organically because you find you have a connection with a person, you have a research interest, I think that's great. But that's not intended as the outcome here.

Jim Zhang (Nicholas School of the Environment): Added to that, I chair the DKU Faculty Council and we actually spent the last three Council meetings talking about the mentoring track. That was heavily relying on DKU's existing faculty resources. We're still on the discussion about sort of a cluster mentoring, that sort of thing. Thinking about, we hope, by the end of the semester, there will be a formal mentoring plan presented to the board. The good news is that there are some senior faculty and we think we're clever to mobilize resources in non-traditional ways. We can find a way to cover everybody that are junior faculty who are finding a way to climb up to the academic ladder, given all the challenges. We do realize lots of people have additional challenges being in a foreign setting and with the Chinese system, thinking about all those things.

Rittschof: When Hong Kong University of Science and Technology was setting up their university, they hired people that were really close to retirement on five-year contracts to fit that kind of model for mentoring.

Francis: There is at least one individual who is probably in that category that we've identified. That's a potential piece.

Rittschof: And it worked really well. They came from all over the world to do that little adventure.

Linda Franzoni (Mechanical Engineering and Materials Science): Can you remind us what was the commitment that we made in terms of Duke faculty? And how are we doing in that respect for the fall opening?

Francis: It's not necessarily by a fall/spring measure. It's complicated and I'll try to give you the simple idea. For SACS accreditation purposes, the number of classes that a DKU student takes in order to have a dual degree with us must have 25% "Duke faculty." How we measure the notion of Duke faculty is a separate issue. Twenty-five percent from the SACS accreditation, the MOE has a separate standard for this and they're additive, they're not like this. What we are doing is laying out the majors and the various classes and working through how the students will get to reach the 25%, which is probably the more constraining factor that we have. Now, bear in mind, that when they come here to Duke for that period of time, they're going to very quickly pick up quite a number of classes that would meet that goal. So as a result, we are not particularly stressed about identifying Duke faculty to be going over to DKU, particularly in the first year. That will not be a huge issue. As the program grows and we add another year and

another year, having more classes is naturally going to be going on at DKU and that's probably a better time to be starting to pick that up. We have identified, a number of faculty have reached out to us and said, hey, we're interested. What we're going to be trying to do is map those in as needed. And as I said, we have a very good process in place to be talking to department chairs, DGs and DUSs, divisional deans, et cetera, to make sure that everyone is on board with what their faculty want to be doing and are planning to be doing.

Kornbluth: The other thing is that, Jennifer and others have designed this DKU fellows program, which is essentially like a post-doc program or even late PhD program where some of our graduate students who want to spend some time teaching at DKU can do that, or some of our PhD graduates will be able to do that. That's why faculty is sort of in quotes, because these will count as Duke faculty that are going to teach and I think that will be a win-win.

Francis: And, in fact, can I just make a plug for that? Because that fellowship is posted up on Sally's website and we would love to see people apply. We're looking for either advanced graduate students or immediate post-docs. We would love to have you.

Roxanne Springer (Physics): Are the faculty you hired, are their demographic distribution what you expected? Did you have a goal or an expectation for the demographics of the faculty you're hiring?

Francis: It's hard to say, because when we go from the 1,300 down, it changes a bit. I would say we got a distribution that was more diverse than I was initially expecting. I thought we were going to see a lot more faculty coming from the PRC region applying, and we did have a good number of those, but I was surprised at the number we saw from basically North America and even Europe in that category, quite a large number.

Springer: So it sounds like you were not making any intentional goal about the demographics.

Francis: We were making intentional goals about trying to get diversity.

Cohen: I noticed on your site plan, you had a very nice, what looked like a US football stadium. (laughter) Is athletics part of the plan here or what's that thing going to be used for?

Francis: It's a soccer field. That's going to be a soccer field and a running track. This is actually like an indoor, it's like a gym, except the roof will be done into tennis courts on top of it. So it's all being designed to be as economically and ergonomically correct and friendly as you could possibly be. Some of these, although it's not shown, will have grass-like roofs and sort of areas there. But this is sort of a weight area, inside here I believe are racquetball courts and basketball courts and things like that.

Keister: Are the rest of those dorms? What else is on there?

Francis: The student dorms are over there at the top, this will be the faculty residences right here, this will be the new graduate student residences. That way we have a little bit of flexibility. This is the new administration building that most of the faculty will have offices in. That one, I believe, is the library. This will be an institute, the Duke Wuhan Institute. Those are the facilities there. And that's just service buildings, those two right there.

Kornbluth: They had a team called "Varsity," the Global Learning students, that was every sport. So we will probably differentiate from there. (laughter)

Francis: Right here is the student center.

Cohen: Make sure they don't contract with the wrong athletic apparel. (laughter)

Jones: Can we talk for a moment about finances for this? One of the concerns that the Council raised last year repeatedly was the use of financial resources from Duke as well as in-kind resources. We all know that phase I quickly went over budget. So are we on budget with the expectations at this point with regards to phase II? And also with regard to the use of in-kind resources, sending faculty members from Duke to teach there, to plan the programs, and so on and so forth?

Kornbluth: The \$5 million subsidy doesn't kick in until next year. I can say completely honestly, we have stuck to the

letter of the plan that we described to the Academic Council and received the passage and we have really stuck to our guns when they tried to push. I think that we're adhering very closely to what we articulated and again, I think the faculty we're compensating on the search committees as we had said, faculty time here is being compensated for, et cetera. So I don't think there's been any deviation that I know of from the articulated plan.

Francis: I will say, we've felt pretty strongly that if we're asking faculty to do things that are really for the benefit of DKU and the development of it, we have been offering compensation for the various activities, whether it's searches, development of majors, course development, et cetera.

Kornbluth: And I'll also say that our Kunshan colleagues have stuck to their commitments as well. I think everything was laid out very clearly.

Pat Wolf (Biomedical Engineering): I just wanted to clarify something you had said earlier. Is it true that each student at DKU has to have one year of classes that's taught to them by a Duke faculty member, either there or here?

Francis: That is correct. Twenty-five percent of their courses would need to be taught by a Duke faculty member. What counts as a Duke faculty member under SACS, there's a number of things besides folks in this room that would be considered as a Duke faculty member. It

might be an adjunct professor, it might be something else. Short answer: yes.

Andrew Janiak (Philosophy / member of ECAC): So you have very interesting majors, very creative. Is there an analogous creative structure for faculty? Are they in departments or one big school or how is that going to work?

Francis: So the question was, how are we organizing the faculty? Right now, they're in one big area because there are only 22 of them. It would be pretty hard otherwise.

Kornbluth: Everyone can be a chair! (laughter)

Francis: We actually have a couple of the senior faculty coming in who actually have a very strong interest in thinking about the faculty governance issue. So they're going to be part of helping us think through what that should look like. Because this is an opportunity to do something new and not very "siloeed," if you will. I think now is the time to do that, before you reach a scale of having 120 DKU faculty, where it would be very difficult to do.

Janiak: One thing we hear from colleagues at small colleges, you sometimes have departments with three people that are barely workable. It would be really nice to avoid that from the get-go, as you say, as opposed to inheriting it.

Edell: The plan is to have these be semester-long courses, is that right? Or

we're thinking shorter? Because that does impact people's ability to go and teach there.

Francis: Each of our Duke semesters is basically split into two seven-week terms. I think we call them sessions there. And in each of those seven-week terms, a student will take two classes. So the vast majority of the classes will be seven weeks. There are a few classes where, particularly the Duke faculty who have been developing it have said, you know, this is not going to work particularly well. Can we do this over a semester system? And that's fine. Thank you.

OPEN DISCUSSION ON TOPICS OF INTEREST

Taylor: Thank you. So we do not have any more items on the formal agenda. This doesn't usually happen, usually we're jammed to the end. So ECAC thought we would open up the floor for any topics that faculty want to bring up, things that you would like for ECAC to investigate. So the floor is open.

Sosin: Clearly we need more master's programs. (laughter)

Taylor: There are some coming, believe me. (laughter)

Springer: A few days ago, there was an advertisement for an event on campus and the language used was something that I wanted to discuss a little bit. So I want to ask a broader question. The title was "Grantsmanship." That generated a

discussion about, there was some thought that on campus, the word “freshmen” and “freshman” was being replaced by “first year.” Is there actually a movement afoot? Do we want one? What’s going on? That kind of language.

Taylor: Okay, I don’t have a pithy answer to that. Does anybody?

Edna Andrews (Director, FOCUS Program / chair, Linguistics): As the director of the FOCUS program, it is a first-year program for first year students. We do not use those terms and we haven’t for a long time. I assumed that this was general university policy.

Taylor: You’re talking about the word “freshman” is not used.

Andrews: Yeah, we’ve been calling it “first year.” And we have first year seminars. So I think that there has been a codified shift in the structure of the university to avoid those terms.

Springer: So if it’s codified, where is that code? Because certainly the people putting this on, this was an NSF Grantsmanship writing workshop. So they don’t know about it. Maybe it should be codified somewhere.

Andrews: Well, this is titles of programs. So the first year seminar series, that’s what it’s actually called. And the FOCUS program is a first year, first semester program. So those are the official names that Duke gives these programs.

Springer: When you do a web search and you look at the terminology used, it’s about equal between “freshman” and “first year,” particularly when athletics are involved. They’re referred to as “freshmen.”

Klein: If I’m not mistaken, the person who is putting it on is new to Duke. I think we’re all trying to gender-neutralize our language in this way. When I see the person I’ll point it out to them.

Taylor: Emily, are you talking about the NSF...

Klein: Yes, “grantsmanship.”

Rittschof: Also, the pre-major advising center trains its pre-major advisors that it’s “first year,” not “freshman” for everybody. I was trained and that was done 17 years ago.

Springer: If you’ll notice that Appendix N, the phrase “Ombudsman” was only changed, I guess, last year? So we have some catching up to do. Maybe I’ll just request that that sort of language gets some attention.

Taylor: Okay.

Day: With the rise of so many interdisciplinary programs on campus and interdisciplinary work within departments, the pathways of faculty through AP&T and so forth get a little more complicated. On two occasions in this Council, Sally, you mentioned that the criteria for evaluating faculty doing

adventuresome interdisciplinary work would need to be looked at and considered in a careful way. I was wondering if there was any body looking into that or if there was any progress? If you could give us an update.

Kornbluth: The committee actually just began its work. It's being chaired by Anne Allison and Bruce Jentleson. It has groups from across all the schools and they are looking, not only at interdisciplinarity, but also new forms of scholarship, public scholarship, how rigorous standards are described in, for instance, composition, and maybe performing-heavy disciplines, et cetera. It's really going to look fully over the year at the scope. They're also doing a lot of research into what our peers do, how different areas of scholarship, for instance, policy scholarship, how you measure broad impact, et cetera. So I expect that we will have a report from them by the end of this academic year. They will be talking to lots of people. You will be seeing sort of advertisements for people who want to sign up to do lunch or dinner or open conversations on it. So I would anticipate that report would come to this body, ultimately, for further discussion.

Day: That's wonderful. I just want to comment that the Arts & Sciences Council did conduct a study of different forms of interdisciplinarity on campus a few years ago and found a small number of models, but some of which are never discussed or talked about, so we'd be glad to share that report.

Kornbluth: That would be great. I will send Bruce and Anne your way.

Taylor: I think it's a broad field problem. I wrote a tenure letter for another university last year, someone who was extremely broad, and I had a very close overlap with maybe a third of what they did. So I commented at length on that, and there was a piece of what they did that I said, I really have trouble commenting here, and the chair of the department wrote back and asked why I had provided a muddled, confused letter. (laughter) What I said was, I thought I provided feedback where I could provide it and told you where I could not. So I think, especially in health policy, the junior faculty, I think, intuitively, they have gone towards this very interdisciplinary perspective and it makes good sense, but I think our letter-writing system can be slow to catch up. When I say that, I don't mean Duke, per se, I mean the entire field. So I think it's an important topic.

Cohen: Just to follow on that. Will that review include looking at things like what journals people publish in that are considered acceptable and high quality? This is a real problem of some of the interdisciplinary sciences where publishing in a journal that is more interdisciplinary but not specifically the ones that that home discipline might think of as the best journal.

Kornbluth: That's going to be really important and we have actually seen this come up in AP&T time and again. I think what we don't want to do is generate lists

of this, that and the other. But, we do need for departments who are going to be putting up folks for tenure to be able to articulate in a clear way why particular journals are important. And also having one for people who participate in institutes and centers to make sure that the leadership of the institutes and centers get to weigh in on those evaluations so that they can articulate the importance of those interdisciplinary journals. I think this is a problem we have seen is when a package comes to AP&T, there isn't that clarity. People don't explain why these journals are important or interesting. Nobody has heard of the journal. Then it becomes sort of free for all, well, it's a really low impact, et cetera. That's one thing. The second thing is, I think it's really important that we think about the rubric and the criteria upfront. I think the most difficult thing is when an individual comes up and the AP&T committee gets the sense that the criteria are being defined on the fly to fit that candidate. I think we have to think how we're going to put more standard criteria in place. And it could be that, well, for interdisciplinary scholars, so and so groups have to weigh in, we ask for, in the dossier, a clear explanation of x, y, and z. So I think formalizing it as much as we can without so tightly constraining it. But if you're doing something new and different, you're again falling off the edge, is, I think, really what the committee is going to grapple with.

Jones: With the new administration in Washington, a number of things are changing. Of specific relevance to Duke

would be our obligations under things like the Clery Act and the Safe Campus Act, which regulate how universities respond to sexual assault and other things on campus. Can we get an update at some point during the year of Duke's position with regards to existing legislation and what to do in a period of uncertainty?

Taylor: So you mean focus on Title IX? The Clery Act I think is where you have to report violent crime on campus?

Jones: Right.

Taylor: So a report to Academic Council?

Jones: The university's position in a time of uncertainty with regards to what we're going to do to make sure that our campus is as safe as possible.

Taylor: Yes, we will figure out the best person or set of people to come respond.

Anything else? If not, we will adjourn. Have a good evening. The next Academic Council meeting is November 16.