

Minutes of the Regular Meeting of the Academic Council



Thursday April 19, 2012

Susan Lozier (Chair, Academic Council/Nicholas School of the Environment): Welcome to the April Academic Council meeting. I would like to extend an especially warm welcome to our newly elected members and alternates. To give these colleagues an even warmer welcome, a reception will take place immediately following this meeting. I hope everyone – continuing members, administrators, staff and if there are students here as well – will join me in that reception afterwards.

For the new members, this is your opportunity to tell me if I owe you a latte. And it is also my opportunity to swap the promise of a latte for the reality of a drink (laughter). First, I have a very quick 15-second orientation for new Council members. This is it: be sure and initial the attendance sheet that circulates during the meeting and if you have a comment or question, which those are encouraged, be sure to identify yourself and state your institute, your school, or your division. So that's it. Otherwise you are on your own.

Our first item of business this afternoon is to approve the March 22nd meeting minutes. [Approved by voice vote with no dissent]

As you know from Sandra's email last week, we will elect today four new ECAC members for the coming academic year to replace four current members whose terms will expire on June 30th.

To elect four members, we have a slate of eight candidates. These eight candidates, and currently my favorite eight Duke faculty members (laughter) are, in alphabetical order:

Gary Bennett	Psychology & Neuroscience and Global Health
Dennis Clements	Pediatrics
Katherine Franz	Chemistry
Nan Jokerst	Electrical & Computer Engineering
Fritz Mayer	Public Policy Studies & Political Science
Brenda Nevidjon	School of Nursing
Carlos Rojas	Chinese Cultural Studies and Asian & Middle Eastern Studies
Maurice Wallace	English and African & African-American Studies

I want to thank each of these individuals for their willingness to stand for election. I would be lying to say that I didn't have to twist any arms, but I only had to twist a few and of those I only had to give one long hard twist (laughter). Though I have thanked these colleagues for their willingness to stand, it's really more appropriate to thank them for their eagerness. I know eagerness is not always fashionable, but I do think eagerness is always appreciated, and it certainly is on my part. The bios

for these eight candidates were posted with your agenda. I trust you have had an opportunity to read that material and are prepared to vote.

I will now ask Professors Lori Benneer, from the Nicholas School and Jack Soll, from Fuqua, to distribute the ballots to Council members and collect them and count them -- I will announce the results at the end of the meeting. Just a reminder that only Council members are allowed to vote, so if you are a Council member if you could raise your hand, you'll get a ballot. If you are here in the role as an alternate, unfortunately our bylaws do not allow you to vote. .

The School of Nursing: Faculty Titles

Turning to our next item on the agenda: The School of Nursing has recently conducted a review of their APT criteria. As a result of that review, the School of Nursing is bringing to this Council proposed modifications to their faculty titles. All changes to faculty titles across the University must be approved by this Council and by the Board of Trustees prior to being recorded in the faculty handbook. ECAC has reviewed these changes and discussed them with the School of Nursing leadership. ECAC is supportive of these changes and commends the School of Nursing leadership for their clear articulation of the expectations for each faculty position.

I will now ask Professor Barbara Turner and Dean Catherine Gilliss, from the School of Nursing, to briefly discuss these proposed changes for the benefit of the Council.

Barbara Turner (Nursing): Great, thank you so much... We are asking for your approval for changes to the revised APT criteria that we developed. They have been out on the website for you to review, I am sure everyone has studied them in depth and if you would like



to refer to them, they are still out there.

It has been over a decade since we reviewed our APT criteria and due diligence would be appropriate. So the APT Committee undertook a review of our criteria, looking at appointment promotion and tenure criteria at other schools of nursing, as well as looking at the School of Medicine, and we revised our documents to better reflect the criteria. This was helpful because it helped

our own faculty understand what was required for appointment as well as for promotion.

It was also helpful for the clinical-sciences review that looks at our packets, our dossiers, as well as those from the School of Medicine, to understand what would be acceptable for promotion. Additionally it is helpful for outside evaluators who review our dossiers and what is required for promotion and tenure.

We are seeking approval for three tracks. Track One is a tenure-earning track and if it is approved 46% of our faculty would be on this track. It is no change from what it currently is now.

Track Two is a clinical or a practice-focused track. Currently, 50% of our faculty are on a clinical or practice-focused track that would remain the same if the revised criteria are approved.

Track Three is a research track; again it is non-tenure-earning and 4% of our faculty would be eligible for that track and 4% are currently on a research track.

So these revisions to the criteria don't change the percent of faculty that are on a different track, they don't diminish the number of faculty appointed to the tenure-earning track and our distribution to the tracks has really been consistent over the years.

So that's the first part. The second part is dropping the modifiers. In our School of Nursing we have been appointing people to the different tracks – tenure track, clinical track, and research track – and we use that in our titles – so you would be associate-clinical professor, for example. And when we looked at the School of Medicine they do not use those modifiers, they use 'associate professor.' So we would like to be in line with the School of Medicine by dropping the tracks.

These changes have been approved by our seventy faculty, they have been approved by Dean Gilliss, and they have been approved by the Chancellor and the Provost, and as you just heard, by ECAC so we are seeking approval from Academic Council. I am open for any questions and I have colleagues in the audience here who are members of the Academic Council.

Questions

Jane Richardson (Biochemistry): I am just curious as to what the argument is both in the medical school and here for not making distinctions among the different types? I am not against it necessarily, but I would like to know what the argument is.

Turner: Making them the same is certainly an argument and I think that is the major argument is that we wanted to keep consistency because when we are working with our School of Medicine colleagues, they may be an associate professor and we don't know what track they are on and it doesn't make a difference what track they are on. We would like to be the same, whether we are associate or clinical research or on a tenure track. I think it is just keeping us in line.

Catherine Gilliss (Dean, School of Nursing): I would add one point and I think that this revision which was initiated by the faculty, conducted by the faculty, and as you heard it was iteratively reviewed, was an attempt to create tracks that were of equal rigor but providing different evidence in support of the particular track. I think that is also true in the School of Medicine and in that sense our commitment to titles that were equal and modified by track rather than the actual title would convey the same sense of respect for the accomplishments of the person on that track.

Lozier: The vote on these proposed changes will take place at our May meeting. I have one more thing to note, that when you do ask a question, it is easier for those in the front to hear it but I am getting some indications that individuals in the back are having a hard time hearing the questions from the floor. I would like to encourage you to stand, so that everyone in the room can hear you better. I think at this point I will ask Lori and Jack to collect the ballots so please send them to the end of the row and we will collect those. Again I will give the results at the end of the meeting.

At the end of each academic year, this Council hears a number of reports from chairs of university committees considered by ECAC to conduct business that is really closely aligned with the business of this Council. Rather than a summary of committee deliberations, ECAC has asked each committee chair to address the following four questions:

1. What was the main accomplishment for your committee this past year?
2. What was your committee's biggest challenge?
3. What is on the horizon for your committee that the Council should know about?
4. What are your major concerns?

First on our docket is a report from Professor Jeff Vincent, chair of the Global Priorities Committee and a colleague of mine in the Nicholas School. As you may recall, GPC is a relatively new committee, having been formed just in the fall of 2010 by this Council. The work of this committee, however, really began last fall, under Jeff's leadership. As this Council has been discussing the DKU initiative more than once this past year, the GPC has been tackling some of the broader questions about Duke's global programs. As such, I think you will find Jeff's report interesting. Jeff? Now you have to live up to the promise of an interesting report!

Global Priorities Committee – Report

Jeff Vincent (NSOE and chair, GPC): So, Duke has a great eye center, they have a great ophthalmologist there, but I never seem to have the time to get my prescription updated so bear with me while I put on some glasses so I can read what I have written.

Thank you, Susan. I am grateful to you and the members of ECAC for inviting me to address the Council. I would also like to take this opportunity to publicly



thank the members of the GPC for all of the hard work they have done this year and the Office of Global Strategy and programs for the work they have provided to the GPC.

I would like to begin with a reminder as to what the GPC is. It is a committee of approximately a dozen senior faculty members, half coming from schools with undergraduate programs and half from professional schools. It also includes several ex-officio members.

It has a two-part charge: to review and refine Duke's global strategy and to assess university and academic activities and programs operating globally. It's a purely advisory body and it reports to the OGSP¹ and this Council.

The GPC has had eight meetings so far this year. Our agenda items have included a mix of proposals and new global master's programs that this body has considered and discussions with representatives of the existing global programs such as the Duke Global Health Institute and in our meeting tomorrow DukeEngage and Duke-Med Global.

Through our meetings I believe we have created a group of faculty and administrators who share and have a deep knowledge of Duke's global activities and I judge this to be our main accomplishment this year. Susan, I will address the questions although it may not seem that I was going to in point by point fashion. This is not an inconsiderable achievement because as we have found, Duke has an impressively wide range of global activities and most members of the committee, myself included, came into the committee with firsthand knowledge of only a few.

For example, I had no idea that the Humanities at Duke have such a global reach – which is epitomized by the Franklin Humanities Institute serving as the administrative base of the international consortium of humanities centers and institutes. I am deeply grateful to OGSP for helping make the GPC aware of the many global activities that are scattered across the Duke campus.

Developing a common understanding of Duke's global activities means a work in progress for the committee. For example, the committee has yet to meet with representatives of some important programs, such as the Global Education Office for Undergraduates. The common understanding we're developing however is essential to the Committee's success, as it provides the context

¹ Office of Global Strategy and Programs

that we need for evaluating new programs and also for providing sound advice on strategic decisions that could have effects across the University.

Given that Duke already has many global activities and that faculty and student interests span the globe, our greatest challenge has been to ensure that GPC does not become viewed as a transliteration of DKU (laughter). GPC has not ignored DKU. DKU has been on the agenda of every GPC meeting, but on matters related to DKU it has played a secondary role to the Academic Council.

I think this has been appropriate given that the issues surrounding DKU predate the creation of the GPC and that the Council has devoted so much attention to it this year under Susan's leadership.

The Council's careful consideration of DKU has given the GPC space to develop a broader perspective on global opportunities and challenges. As I mentioned earlier, part of the GPC's charge is to review and refine Duke's global strategy. That strategy has been articulated in speeches by the Provost and the President and also in a 2010 memo by Greg Jones. In the GPC meeting in December I suggested that the GPC could prepare a document of some sort – a white paper, a memo, a resolution perhaps – on Duke's global strategy either this year or next. It is not clear that this will occur next year after we have had more time to digest all that we have learned this year.

As a step toward understanding Duke's global strategy, the GPC has been asking the question, "are there features of Duke's global programs that distinguish these programs from programs at our peer institutions?" and we have identified several. One is a serious commitment to interdisciplinarity. A second is an effort to integrate educational programs at all levels into research activities. A third is an interest in putting knowledge to the service of society. And a fourth is globalizing the home campus, not just doing things abroad.

I think that DKU illustrates these features well. We see a core involvement by the Duke Global Health Institute, which is extremely interdisciplinary. We see the linkage of Master's degree programs and undergraduate modules to the proposed research centers at DKU. We see the Master's programs, one of which will be considered today contributing toward addressing professional training needs in China and neighboring countries, and we see the DKU-MMS degree being designed to encourage commingling of students involved in the DKU program with students in the Durham-based program – and also opportunities for mixing of students in the two MSC in Global Health programs.

Although the features of our global strategy are becoming clear, the GPC has not yet considered, in a systematic way, what is probably the biggest strategic issue: when is investment in a physical presence justified, and what form should it take? Investment in a new school, as with the Duke-NUS Medical School in Singapore, or a new university, as in Kunshan, is one option, but options that involve fewer bricks might suffice in other circumstances. I hope that the document that the GPC will work on next year will contain a set of principles that are useful for guiding such decisions.

I'll close by highlighting three challenges that will be important next year and beyond. The first pertains to DKU, and it is the issue of how to turn an initially small set of Master's programs and undergraduate certificate programs into a comprehensive university. The Vice Chancellor of DKU will be the key person in meeting this challenge, but he or she will not succeed without the support of the Duke faculty. Ensuring that the VC is integrated into the Duke community will be critically important next year.

The second challenge is determining how to proceed in other parts of the world where there is strong interest across campus. At the moment, the strongest interest appears to be related to India and Africa. Since the fall, the Africa Initiative has identified more than 100 – I think the number is around 160 or so – faculty members who have a core interest in Africa. Even more recently, Arts & Sciences and several professional schools have begun a dialogue about potential partnerships with local universities in India. The GPC and this Council need to be well-informed as these nascent initiatives evolve.

The final challenge is to ensure that students, and not just faculty and administrators, are engaged in the discussion of Duke's global programs. After all, enriching students' experiences is a main reason for investing in these programs. Frankly, I'm not sure of the best way to engage students. The GPC currently does not have student representatives – should it? Should I or others regularly address the undergraduate and graduate student councils, as I am addressing this Council today? I'm not sure, but I would welcome your suggestions on this matter. With that I will close. Thank you for your attention.

Lozier: Questions for Jeff about the report or his committee's work this year or in the next year?

Questions

Mike Merson (Director of Duke's Global Health Institute and interim Vice President and Vice Provost for Duke's Office of Global Strategy & Programs): I just want to say to everyone that Jeff has done a magnificent job as you can tell from his presentation. In one year, an enormous amount has been done and I want to thank you for your effort and that of the committee. The amount of information that's been absorbed and the thought-process that's gone into what we should do next is most welcome, and we certainly appreciate again this effort.

Vincent: Thanks, Mike.

Berndt Mueller (Physics): The one question that I have is, as you told us, you and your committee have had a tremendous learning experience about what is going on on that global scale. Have you thought about what is a good way of actually communicating that to the faculty at large so that we can all benefit?

Vincent: I haven't given concerted thought to that. We have members who are drawn from across the campus, and so as individuals they can act as ambassadors, but of course that's going to be more a matter of happenstance. Perhaps having an open meeting at some point



where faculty more broadly are invited and we present particular issues – that might be a possibility. I'm open to suggestions on how best to do that.

Lozier: Jeff mentioned that his committee wants to put together a white paper and it might be that when you put that together that is presented to this Council. So clearly, you can't have all of the information that's at the GPC meeting duplicated here, but it seems appropriate that we may have pulled this together and that percentage of which it comes to regardless of whether it falls at the end of the year in time for another annual report. Any other questions?

Thank you, Jeff. I would also like to reiterate what Mike said about Jeff's leadership. I've been an ex-officio member of this committee for the past year and I have often come with confidence to the Council meeting about the DKU initiative and global programs in general knowing that Jeff and his committee were really doing their work and looking in more detail at these programs in a broader issue of Duke's global initiatives.

Master of Science in Global Health

For our next item, we are continuing along the theme of global programs. As I mentioned at last month's meeting as we prepared to vote on the resolution for the consideration of Duke degrees at DKU, a proposal for a Master of Science in Global Health was in the wings. So today, stepping out from the wings, I'm going to ask Dr. Mike Merson, Director of Duke's Global Health Institute and interim Vice President and Vice Provost for Duke's Office of Global Strategy & Programs – I think you must have the longest title at Duke (laughter) – and also Professor Randy Kramer, my colleague from the Nicholas School and Deputy-Director for DGHI, to present this proposal. The supporting material was posted with the agenda. They will present this degree proposal now. As with the other degree proposals, we will vote at the meeting in May.

Mike Merson (Director of Duke's Global Health Institute and interim-Vice President and Vice Provost for Duke's Office of Global Strategy & Programs): Thank you; what I'm going to be presenting here is our existing Duke degree, the master's of science in global health, which is offered by the Graduate School and administered by our Institute and what we are proposing here is to offer the same degree at a new location which is DKU. It's part of a larger strategy of the Institute's engagement



in China and closely tied to our Institute's mission.

I am just going to say a few words about the mission and the context and then Randy will present the details of the program.

Chinese importance in global health is perhaps unequaled in the world today. I can give at least three reasons for that. One is its population of 1.3 billion is going through a rapid transition now, facing health problems similar to our own – including a booming over-60 cohort, escalating rates of obesity, diabetes, cardiovascular disease, stroke, and cancer and an emerging set of environmental health problems.

Second, in the midst of these rapid changes there are rising socio-economic differentials in health and well-being, including very large and growing rural/urban disparities, manifested by great differences in infant and maternal mortality between Eastern and Western China. This is a topic of great interest and priority for our institute.

And third, this may surprise some of you: China is now the largest bilateral donor government in Africa. It is thus facing the health challenges present in sub-Saharan countries and its universities are looking for university collaborators in the United States with whom to undertake research and education programs with African universities.

During the past several years since the institute started about five years ago, at least fifteen Duke faculty members, many of them our institute faculty, have successfully built research and education collaborations with the support of our institute in a number of important areas with faculty at four Chinese Universities, namely Peking University obviously in Beijing, Fudan University and Shanghai Jiao Tong University in Shanghai, and Wuhan University. All of these are top-ten universities in China.

This is a list of some of these collaborations at these universities. At PKU a diploma program which is a two-week diploma program, global semester abroad, undergraduate research on hypertension, stroke, obesity, and ethics, at Fudan pharmaceutical policies and HIV and AIDS research, Shanghai Jiao Tong hospital management training, and Wuhan University student exchanges and aging research in the nursing school.

This gives you a sense of the involvement of our institute and many faculty who are working in China.

Now we plan to launch a global health research center at DKU in mid 2013 with a research focus on chronic disease, environmental health, and health systems research.

This research center will form a hub for our ongoing research activities in China and the larger region and will be a great complement to our proposed master's program. Our planned research center along with our master's program and our one-semester global health undergraduate module, which we will not be discussing here, would provide a strong focal point for evolving research and education collaboration with several Chinese universities, and that's an opportunity to be even more embedded and connected in China.

Our ongoing research collaborations will also provide opportunities for our master-of-science-in-global-health students at DKU to undertake original research that would serve as the basis for their field work and thesis requirements. These relationships are important for ensuring the success of our master's program at DKU. So, in a word, for us then at the Institute, the proposed master's program is well-integrated into our global health efforts in China. And now Randy will present the program.

Randy Kramer (NSOE and Deputy-Director for DGHI): Many of you may know that the Global Health Institute started a master's of science in global health program in 2009 under the auspices of the Graduate



School. We admitted our third class of 29 students last August here in Durham. The number of applications has risen every year of the program. This year we received applications from 13 different countries, 28% of the applications were from China.

What we are presenting today is a proposal for the same degree to be offered at a different location. This proposal was prepared by DGHI faculty and staff, it was voted on by DGHI faculty back in November. Since that time, we've benefited from comments from five different faculty committees (laughter) and have very much appreciated the suggestions for further strengthening of the proposal.

So briefly, the structure of the degree program is the five core courses as you see here on the slide; four elective courses, a field-work requirement, same as for our students here which is ten weeks of field work focused on underserved populations and then a thesis.

Most students would complete the degree program in 18 to 24 months as is true on campus here. And because it is a research-based program and there is a thesis requirement, we're starting with a very small number of students, 20 students in the first year, and then the program would grow to 35 students by the third year of the program. We expect that the program will attract primarily learners from China and other Asian countries in the region.

I just wanted to say a word about the type of faculty that will be teaching in the program. There are three types of Duke faculty: first of all, there will be Duke faculty hired to be in residence at DKU. We have a job candidate visiting campus today for one of these research faculty positions.

There will also be Durham-based Duke faculty who would go to DKU for either a seven week concentrated course or a fourteen week course. We had an information session earlier this week where we had 7 or 8 faculty come to learn more about the opportunity to go to DKU to teach.

We also expect to have a few courses taught by adjunct faculty from universities in China and elsewhere, most of whom we currently collaborate with and know well, and this could include a few faculty from Duke-NUS. We would expect most of the thesis advising to be provided by the faculty who are based full-time in Kunshan, but we would envision that Durham-based faculty would also be sitting on the three-member thesis committee.

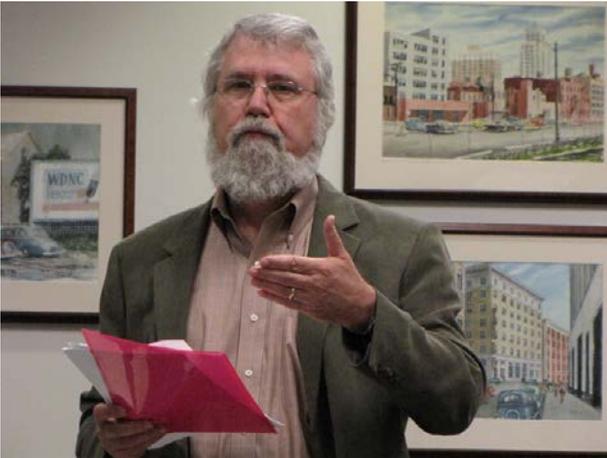
In conclusion, this is a three year, pilot-degree program. It is an existing Duke degree. We will provide ongoing academic quality oversight. The program will be reviewed early in the third year to see how it might be improved and decide if it's meeting the desired quality standards for continuation. We think that launching a second offering of our MS degree in China provides an exceptional opportunity to continue to build the Institute's reputation in global health, expand our research collaborations with leading Chinese universities as Mike described, and teach the next generation of global health researchers and policy advisors. We welcome any questions you have.

Questions

Jim Cox (Law School): What are the resources to fund this?

Lozier: We haven't actually thought about funding these! (laughter) I'm kidding, I'm kidding!

Jim Roberts (Executive Vice Provost, Finance & Administration): The resources are part of that whole package we talked about in here before. There will be



tuition charged, and so this program is part of that bundle of courses, revenues and expenses that are part of the discussions we've had in here which bottom line is the shared subsidy support in the first phase of the programs and this is part of that program. This program on its own looks to more or less break even in the fifth year, but other costs of the program, like facilities, etc. – that's not in that number.

Lozier: For the benefit of new Council members, at the February meeting we had a very extensive review of the finances that would be required for the DKU programming. Jim presented it, so if you want more information you can contact me, I'm sure you can contact Jim, but also the February minutes detail that information. Unlike other individual programs that come before the Council, for these DKU programs, the finances were presented as a whole – like what would it cost to put on these academic programs at DKU for these Duke degrees. Again, I am happy to answer questions but we are not looking at the individual finances for each individual program.

Preyas Desai (Fuqua): The proposal is really well-thought out and explained in detail, but there was one part that was not really clear to me. On the one hand it says this is a Duke degree to be offered at a different location, but it also mentions something about MOE approval. So, I was not really clear as to what's the role of the Chinese Minister of Education in a Duke degree that is going to be offered there?

Peter Lange (Provost): This is déjà-vu all over again (laughter). So, the MOE is approving the campus, the joint academic venture. The degree itself does not require MOE approval as a Duke degree – if and when we offer DKU degrees, it will require MOE approval, but we don't foresee that during the first phase.

Emily Klein (NSOE): I realize that this is an MS degree by the graduate school and not a professional master's degree. But what are the things that those of us with professional master's degrees is staff in a career center of some kind for placement. I'm wondering if you are doing that presently for current Duke students and what you would envision for DKU?

Kramer: Yes, we do have a staff member that provides assistance for career-seeking for the students here and we budgeted that for DKU as well. We are starting to build a database for potential employers in China and

other parts of Asia and we know that is going to be very important.

Kathy Nightingale (Biomedical Engineering): I was wondering, you said there were going to be three kinds of Duke faculty, but I don't think you submitted which percentage will be faculty from Duke versus hired there and if there is a vision or a limit on how you distribute that?

Kramer: In terms of adjunct faculty? There is a table in the attachment that actually lists the different categories of faculty and how many courses each would be teaching. As I recall from the adjunct faculty, we are only looking at – I think at the end of the three years – two courses out of whole set being taught by adjunct faculty. So the vast majority are taught by regular rank faculty both Durham-based and Kunshan-based regular rank Duke faculty.

Nightingale: Is there a distribution in the Durham-based verses the Kunshan-based?

Kramer: Again, I think the numbers were seven Kunshan-based, two Durham-based, and two adjunct – if I remember the numbers correctly.

Pat Wolf (Biomedical Engineering): I just wanted to clarify what I thought I just heard, and that was that the MOU which is promising academic freedom and internet freedom and everything the Council was very concerned about is not going to be signed before these programs start. Is that what I just heard?

Lange: No, you did not hear that. How could you have heard that?

Wolf: That's what I just heard.

Lange: No programs will, nor could they, begin prior to MOE approval, and MOE approval will have to include those fundamental principles that we have always talked about.

Wolf: I brought this up last time and was wondering why we didn't already have the approval and why we were approving a consideration of programs prior to that approval and you said that it would be to overlap these things so I am wondering, does the Council really have to approve these before there is an MOE?

Lange: We have felt on a consistent basis, and I think I said this last time as well, we have felt on a consistent basis that in order to build these programs properly, we need to ramp them up and we should not be out there thinking about recruiting students and faculty for a program prior to having Academic Council approval, so therefore, in order to get the timing right, we need to get approval for the program now so that we can begin to process the recruiting faculty and think about recruiting students.

But we will not initiate any program, nor could we, without MOE approval under the rules and the visions we have specified for the Council which we anticipate will be well before the programs start, but not sufficiently before the program start to assure that we can do all the preparation we need which I don't think is appropriate to do without Council approval.

Wolf: It's sort of a catch-22 because the things we are most concerned about won't be guaranteed until after we have approved programs.

Lange: There won't be any program done without MOE approval, and there won't be any MOE approval accepted except under the conditions specified by the Council previously, so therefore I don't think it's really a dilemma because basically this allows us to ramp up but the Council does not have to have any anxiety that a program would begin without MOE approval or without that MOE approval including the conditions that we have multiply shown and discussed with the Council.

Prasad Kasibhatla (NSOE): This is a minor question but I ask it in the spirit of consistency of loads between faculty members who are at Duke versus faculty who are being hired. Because my understanding from the faculty staffing plan was that POPs would be asked to teach three courses. That was one question. The table itself shows that they are only teaching two courses each so I was wondering about the consistency?

Kramer: You might remember that Mike mentioned that there's also an undergraduate module – so the numbers you're seeing on that table are just for the master's level courses, but also those POP's and others will also be teaching courses at the undergraduate level.

Lozier: Any other questions? Thank you Mike and Randy. Again, as a reminder we will vote on this proposal at the May 10th meeting.

So at this time I would like to congratulate our four newly-elected members for the Executive Committee of the Academic Council. Those newly-elected members

are: **Maurice Wallace** (Humanities); **Katherine Franz** (Natural Sciences), **Nan Jokerst** (Pratt) and **Dennis Clements** (Clinical Sciences). Please join me in congratulating them (applause). Again, my thanks to all of you who stood for election – your commitment to university service is much appreciated and I look forward to seeing you fully engaged in university service and I particularly look forward to working with the four new members on ECAC.

Finally, I will now call our meeting into Executive Session for our last agenda item. All those who are not members of the faculty, I kindly ask you to leave our meeting – I hope that any offense you might take at being asked to leave the meeting will be ameliorated if I ask you to please stay for the reception (laughter) although I think they might be tempted to warm up the reception for us (laughter). Maybe I shouldn't say that as I might have more faculty members leaving (laughter).

[Executive Session]

Respectfully submitted,

John Staddon
Faculty Secretary, April 30, 2012