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## Minutes of the Regular Meeting of the Academic Council

Thursday, February 22, 2007

Paul Haagen (Law, Chair of the Council): I'm going to go slightly out of order and have as the first thing an announcement which starts by way of a confession, something we ought to do in this building. If you are raised, as I was, in protestant New England, you have both a strong sense of a duty and a deep sense of guilt about everything. I felt it was my duty for us to meet today, but I feel really guilty about dragging you out of this spectacular day, so I hope we can be efficient and get you back out into the day as soon as possible.

[The minutes were approved by voice vote without dissent.]

### *Intellectual Property Issues*

The next item on the agenda is a presentation involving issues of teaching content and intellectual property. Kevin Smith, the Scholarly Communications Officer, will be giving the presentation and Lynne O'Brien is also here to support this presentation.

Kevin is a longtime academic librarian who decided several years ago to join the dark side and get a law degree in order to become more involved with issues of intellectual property and scholarly communication. He was admitted to the practice of law in Ohio in 2005 and came to Duke shortly thereafter. As Duke's first scholarly communications officer, he offers advice and consultation on copyright for faculty and staff, especially in light of advancing instructional technology. He also works with other offices on campus to keep abreast of developing policy issues and to advocate for new forms of disseminating scholarship. My colleague, Jerome Reichman, was one of the leading figures in intellectual property law and a person not noted for a general tendency to engage in effusive praising of others, gave me the most relevant detail about Kevin. To quote Jerry: "he's really good."

The matters that Kevin will be talking about are already of significant importance to this faculty and are going to be increasingly important to all of us in

our teaching, even for the tech unsavvy Luddites among us.

Kevin Smith (Scholarly Communications Officer): Since confession is good for us, as we're told, I have to confess to being not exactly Luddite, but relatively tech unsavvy myself. I let other people explain it to me and, fortunately, there are some very good people here to do that. Some of you may have seen the document that was attached to the agenda on the website recently. That's really the source of this presentation. If you haven't seen it, you might want to look at it...



That document was prepared in response to questions that were already arising on campus when I got here, as well as a couple of external events. One of those external events was the negotiations between the American Association of Publishers and Cornell University to prevent a copyright-infringement lawsuit against Cornell over electronic reserves and faculty use of third-party-copyrighted content in Blackboard courses and websites.

So that's the context — why I sat down to ask myself a lot of questions about teaching content and copyright law and see if I could figure out the answers based on policies that already existed, at Duke or just sort of general scratching my head. In any case, the document is in response to (what I probably don't need to tell you) is a tremendous growth and variety of digital teaching tools.

Right now, Duke has over 1400 active Blackboard courses — and a lot more that you can turn on if you wish to. There are all kinds of new learning objects being created...all kinds of teaching techniques we did not conceive of in the not very distant past. all kinds of new opportunities to make third-party content available — and this is a big issue. Scanning of text and putting it into Blackboard, taking digital clips of video and putting it on websites. Music, lectures that are recorded on campus, all kinds of possibilities for making that material available, to your classes, to your colleagues, and to the world at large.

And then, there are also a lot of new opportunities to make student work available to a larger audience and that is an issue that seems to me to be growing everyday.

[slides]

This slide is just to illustrate the tremendous number of partners that Duke has in the creation of digital content. Some of them are local things — we purchase and use Lectopia there in the middle to capture classroom content and some of you may have used that. On the other hand Google is not somebody we have particular control over.

In all of this, I've identified several points of what I call rising pressure. And at the end I'll talk about the kinds of needs that are created by these points of rising pressure and what I think we might be able to do about them.

The first one, faculty ownership of copyright in your own intellectual work, is a very old problem. It's been around since at least the 19<sup>th</sup> century; our courts have been dealing with it. Duke has an intellectual-property policy that addresses this issue, and in my opinion addresses it quite well. The problem is that there are new forms of scholarship — I just talked about some of those new ways of creating digital learning objects — that don't fit the traditional norms or definitions of either the way the courts have interpreted faculty ownership of their copyright or the way Duke's intellectual property policy defines things.

One of the big issues is that Blackboard and websites for courses are everywhere now and there is a wide variety of different kinds of content in those sites, and it's not clear how some of that content fits into the definitions.

The second point of rising pressure is the third-party material in course websites. As I said, this is where Cornell found themselves in a situation where they needed to negotiate and adopt a policy, some guidelines, in order to avoid a lawsuit.

The American association of publishers and other content groups continually threaten to bring lawsuits against higher education institutions. So far there have been very few. There have been lots of threats and very few actual lawsuits. But the exceptions for teaching — and most of you are familiar at least with the exception that allows you to show a video in your

class — copyright laws have not kept up with the new forms of pedagogy. They were drafted when the most radical form of using other people's copy-righted materials in your classes was photo-copiers.

The other issue that is ubiquitous and very difficult to solve is that even when we do have the ability to use third-party content in our classes there are electronic security systems, DRM (Digital Rights Management), that make it impossible — or at least we have to use bootleg software to try and circumvent that protection and the act of circumvention has itself been made illegal by copyright law.

Duke has a growing variety of guidance on copyright issues to offer you and I'm going to mention one... This brochure called "Know your Copyrights" was developed by Peggy Hoon who has a similar position to mine at NC State University; it's printed by the Association of American Research Libraries. It is an excellent summary of what in a digital environment you can do with copyright materials. If you listen to a lot of these presentations you're used to being told what you can't do. Peggy has taken the opposite tack.

In spite of all the guidance, websites, Center for Instructional Technology, etc., to my knowledge Duke does not have the kind of policy that Cornell negotiated that gives them some insulation from copyright lawsuits, so that's is my second point of rising pressure.

The third one and last one I've called *copyright issue 2.0*. Some of you are probably familiar with the phrase web 2.0 which refers to the increasingly collaborative nature of the web. Users are creating their own content and posting it in you-tube or Flickr or a lot of other websites where they can share their work for better or for worse with the world. Copyright issue 2.0 as far as I'm concerned is that there's an increasing pressure and desire to put student work in public spaces. It's now possible to record classroom lectures and presentations using Lectopia or other kinds of software and you get a link to that, and you can put that link to Blackboard where other class members can see it, but you can also put in on a class website that is publicly available. Audio and video recording projects are being placed in i-tunes-U which is a restricted site where only class members can see it, but also in YouTube where everybody and their brother can see the work. There are values to this. I've certainly talked to people who would like to be able to make student work more available for a variety of reasons, one of which is that they think it motivates students if the whole world is looking over their shoulders. Another is that it's good for Duke-for the good work students here do to be made more available.

But there are a number of problems raised when this happens. Just to give you a sample of those problems: there are general privacy and copyright issues. Students usually own the intellectual property of their work, barring some specific agreement. So,

it's necessary to get students' consent before making their work, their intellectual property, public.

There are also privacy issues — it's necessary to get students' consent before using their images in a public space. There are FERPA (educational records privacy act) issues. If you're recording a student presentation that is graded work, for example, and putting that in a public website, you may be exposing an educational record to the public without the student's consent. So the issue is: when is a recording an educational record? If a student just asks a question in class, I doubt that is a educational record. But if he gives a presentation, then there's a conversation we need to have.

Some faculty have indicated a desire to use collaborative websites to actually create the work in the first place, to have the students log in and do the work in a collaborative environment. What if the student doesn't want his or her work exposed that way? Should they be allowed to opt out? If they are allowed to opt out, what kind of alternatives are presented that makes it possible for them to do their work in a more private way and what if collaboration is really key to the work that is being done?

And then the last of these issues for classroom work and public spaces is: who controls the educational content? If we work with Google or YouTube or any of the other possibilities, we're often putting content into systems that are owned, managed, and controlled by a commercial organization that ain't Duke. And so there is a significant issue of who keeps control of that if we have responsibilities, as we certainly do with educational records, to see to it that it's used in appropriate ways, how do we enforce those responsibilities when someone else has control of the content.?

I do understand, by the way, that I am summarizing some very large issues very quickly, but one of the things I wanted to do was leave time for some questions. Basically, to summarize the three points of rising pressure, as I put it, these are the issues I see, each of these issues can be addressed and they would be addressed at different levels.

The first issue is faculty ownership of the content of a Blackboard site or a website. That could be addressed by interpreting the faculty-intellectual-property policy to define the nature of that material more clearly. It's not a particularly difficult thing to do. In my opinion it needs to be done, because it's not clear now who owns that material. For example, suppose a faculty member leaves and wants to take his Blackboard course with him but Duke wants to continue to use that Blackboard course. This is the sort of issue that arises. I think that simply addressing the definitions in the IT policy could prevent those kinds of conflicts.

The second issue is much bigger. It's the issue of that third-party material that's used in Blackboard, or on a website. It's property owned by somebody else that you scan or you digitize off a VHS tape or

rip from a CD or a DVD and put into a site. I think it is important to have policies in place that indicate our desire, or at least our intention, to comply with the copyright law and then to offer guidelines to help people make decisions about whether or not to the use they're contemplating is an appropriate use or potentially an infringing use.

And last is the issue of guidelines for course-planning when public availability of student work is the goal, when you want to use a collaborative tool like Google Docs or something like that to have students create the work in a public space or to place their work in a public space, like YouTube or Flickr, that publishes video projects or photographs — that sort of thing.

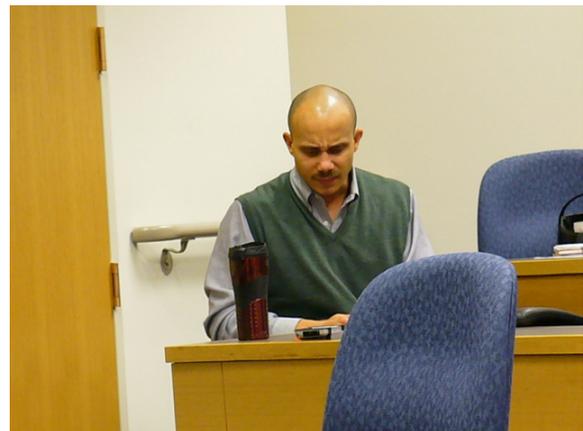
I think these issues are again relatively easy to address if they're addressed from the beginning, in the planning stages. Make sure students are aware of what's happening at the outset, that consent is obtained from students when it's necessary. Those issues can be dealt with as long as there's some prior planning, and I've been asked by the CIT consultants to work on some guidelines in this area and I'll do that.

The issue of control over the content, whether we're ceding control to Google or YouTube or somebody over student work is much harder to address. All the time new software is being developed and I was hearing earlier today about some that makes it much easier to control the content at a very granular level (*this* can be made public, but the *other* thing can be restricted, even though they are all on the same website). That may alleviate some of these problems, but the issue of control, and how much control we cede to commercial entities, is something that is much more difficult to address.

I'm going to stop there having raised these issues, and some of you will have seen the much longer document that deals with them and see if I can answer some questions.

### *Questions*

Lee Baker (Cultural Anthropology): In terms of the specific policy with regard to incorporating copyrighted work, are you making a distinction between



e-reserves and Blackboard or would the same policy be an umbrella for both e-reserves and Blackboard?

Smith: That's a good question. When Cornell and the American Association of Publishers thought about this, they were talking about both things. Potentially both things could be under the umbrella of the same policy. The e-reserves policy at Duke is fairly liberal but we're convinced it falls within the fair-use exception.

There are some restrictions on e-reserves that are not always observed when people scan texts or put things on Blackboard or websites. There's one thing, that e-reserves apply at this point only to text material. So that's one issue.

Second is that the e-reserves policy says that we'll use no more than 10% of a published work or a single article from a journal. More than that we decline, because we think it wouldn't be fair use. That's a fairly conservative interpretation of fair use and again, when I think people encounter those restrictions, they may simply turn to self-help, to doing it themselves in Blackboard and that's where I think it's important to give some guidance so they can make responsible fair-use decisions when they're doing it themselves as we've tried to do when using the e-reserves system.

I didn't scare you enough, I think!

Thank you very much. Oh and here's the brochure. If you have questions or if you would like a copy of "Know your Copyrights" when we get them, here's my email ([kevin.l.smith@duke.edu](mailto:kevin.l.smith@duke.edu)) and also the website for the Scholarly Communications Officer. <http://library.duke.edu/about/depts/scholcomm/> So I'll pass these around and you can take one and contact us if you need us.

Haagen: One faculty member at the University of Maryland discovered (I think to his horror) that one of the students in his class had his work distributed internationally and held up to ridicule when they didn't have effective controls on it. The student was an athlete and there was a lot of interest in the quality of his work...

### *Council Chair Election*

The next order of business is the election of the new chair of the Academic Council. I want to thank again Professor John Board and the members of the nominating committee for presenting this Council with some exceptional choices for this office. The candidates nominated to serve the academic years 2007-08, and 2008-09, are Professor Craig Henriquez, of the biomedical engineering faculty and Professor Paula McClain from the political science department. Brief résumés were read at the last meeting and distributed with today's agenda...In addition to the candidates presented by the nominating committee, nominations from the floor are open at this time. The one caveat to these nominations is that the prospective candidate must have agreed in advance to serve. Do I hear any further nominations from the

floor? Hearing none, I declare the nominations closed.

The counters I want to thank for assisting in this process are Mary Champagne and Randy Kramer...

[At the end of the meeting, the results of the election were announced. **Paula McClain** was elected, ]



Haagen: I want to thank Mary and Randy for their assistance in counting. I especially want to thank Craig and Paula for agreeing to stand and now on behalf of the council, I want to thank Paula for her willingness to serve now that she has been elected. I look forward to working with Paula over the next couple of months. The new chair officially assumes office on July 1, but it is our practice to invite the chair-elect to attend ECAC meetings immediately and to participate in our deliberations. Since I, already in anticipation of my new role, have agreed to teach at Göttingen starting in the middle of June, I may even speed you up a few weeks. Anyway, thank you for your willingness to take on this responsibility.

### *DukeEngage*

President Brodhead had originally asked for time to introduce DukeEngage. He has been unavoidably detained at the last minute and so Provost Lange will present the new DukeEngage program.

Provost Lange: Thank you Paul. Let me first just say that as Paul said, it is truly unavoidable that the President can't be here, and he very much wanted to present this because this inasmuch as it is a program that he has fostered with his energy and his vision, and is very emblematic of what he wishes us to achieve as an institution.

As you will recall, the Strategic Plan highlights a couple of things as key themes. One is putting our knowledge at the service of society when that is appropriate, and that is in terms of the work that faculty and students are doing. And second, that we want to really make a difference for our students and we would like our students to make a difference with what they do and to learn that they can make a difference in the world while they are at Duke.

In the middle of the Fall, I was meeting with the group known as the Den of Ten (primarily because it has eleven members...). I was meeting with this group, which advises me on admissions and financial aid, and I said you know, now that we've passed the Strategic Plan it's time for us to think of a major initiative that can really put those ideas into effect. We've already had the report of the undergraduate-experience task force that Judith Ruderman chaired, and a number of other reports which had talked about the already emerging tradition of civic engagement here at Duke through a number of our merit programs and through the Sanford Institute, among others.



And so, we were looking around and this idea emerged that what we should do is find a way to encourage many, many more of our students to have the opportunity — not the requirement, but the opportunity — for the kind of civic-engagement experiences which we were seeing a smaller number of our students undertake and get enormous benefit from — which bring also enormous benefit not only to the organizations with which they were working but back to the campus as well.

I'm sure many of you have heard of many of these experiences; they're up on the Duke Website, and there are many opportunities for you to learn about these from our students.

So I took this idea to Dick and I said "well what are you thinking?" and he said, "that is something we really need to work on."

As you probably already recognize, such an idea is great in principle but it takes an enormous amount of experience and knowledge and understanding to be able to implement it and so I, having none of those, rapidly passed it off to a group of our administrators who work on these kinds of programs in the university to think about how we could actually do such a thing — how could we actually create that kind of opportunity for our students. And I should mention one other thing, if that famous den of ten meeting I uttered the words which no provost should ever utter, "let's think about this without paying attention to what it costs." Because I was sure that if we could come up with a really great idea, the money would follow.

And that's the same injunction we gave to this small group. The proposal which we have now launched is called DukeEngage, as you know, and here is the basic outline.

Every Duke student, after having been at Duke for two semesters, will have the opportunity to undertake a civic engagement experience of an immersive kind, which means something on the order of eight weeks or longer during the summer or during a semester or even the year. If the student enters the program, those experiences will be fully sponsored through the funding that we have raised for the program. *Fully sponsored* means not that you will take money home after you have done it, but that you will receive your travel funding, you will receive a stipend sufficient to live at the rate that a 19 year old should live when gaining these kinds of experiences. In other words, not the rate which they are used to living at home. If you are on financial aid, you will have the summer-earnings requirement — those of you who know about financial aid know that every financial-aid student has a requirement to raise a certain amount of money during the summer, that summer earnings replacement will be relieved and basically it's transformed into grant. So every Duke student here two semesters will get one such opportunity.

We're also creating something called the Duke Center for Civic Engagement which will be an umbrella organization under which this program and our many other already existing civic-engagement programs — both the immersive ones and the shorter-term ones and the within-semester ones — will be brought and coordinated. In other words, in order to create a real matrix of these experiences, to have inter-mentoring among students who are doing these different things and of course to give the opportunity for students who might go on Duke Engage later to do some of these other, shorter programs earlier or when they come back, to take what they've absorbed and learned from their DukeEngage experience and apply it to one of these other programs.

We're anticipating, as I said, that students can do this in the summer, in a semester, or for a full year and we're expecting that they will be done in three basic formats.

One would be programs organized by Duke faculty, we already have a number of such programs. Just to take an example, Sherryl Broverman in the biology department takes a number of students to Kenya every summer who work in schools and HIV clinics and the like in Kenya. That's just an example. We also have a program in New Orleans and so forth.

The second type would be programs where we would coordinate with a partner organization which runs such programs. So there might be an organization which already has programs and Duke students would be able to go on those programs. We would establish the linkages.

And the third would be that Duke students would be able to develop their own proposals, bring them to the Duke center for vetting and if they meet the basic criteria of the program (which are of course not yet fully developed, but will be in time) they would get the same support we give the students in the other two categories. We're anticipating programs here in Durham, quite extensive, nationally and internationally. So you could be doing something in Durham for the summer or you could be doing something as I said in Tanzania or in Russia or somewhere else for the summer.

There are a couple of other things I would mention. As I said earlier, we anticipated that were we to come up with a really good idea, the money would follow. As I suspect many of you are aware, we received two gifts of \$15 million each, which provide a very strong initial funding for the program. One of those came from the Duke Endowment and the other came from the Melinda and Bill Gates Foundation. And both of them stepped up enthusiastically for the idea of this program because they saw it as so much at the heart of the vision of the university that they wish to support.

What do we anticipate will be the impact? I think the impact on our campus culture will be extensive over time. We will have many more students who will have done these things and I think those of you who teach and I have also taught classes with students who do this, those students bring something very different to the classroom, very much as do some of our students who do study abroad and then come back.

We're anticipating a lot of students will do this in the summer between their freshman and sophomore years. As I talked with students they admit, that is sort of the dead summer of the students' career, where they sometimes lifeguard out of desperation because they can't think of what else to do. By the time they're rising juniors, they're already tracking towards some career or towards study abroad and of course when they're rising seniors, they're really starting out to track out that way. So the sophomore summer seems like a great opportunity to capture a lot of students and of course that would inject a lot of young and enthusiastic students into the culture.

I also anticipate that we will get a change in our applicant pool because of this. That is, there will be students who haven't applied to Duke in the past who will now see that as a particularly attractive opportunity which they can only get at Duke on this scale — many schools have these programs but not on this scale — and will decide to apply to Duke and if admitted, will come to Duke.

Are there problems? Of course there are lots of issues with running a program like this. And in order to help us, we'll only mention a couple. There are more and I'm sure we'll think of them, after all this is the Academic Council!

The first is the students. Actually I went to DSG last night, and they were incredibly tough in asking the right kinds of questions. There is a serious ramp-up issue. You know, it's one thing to do these programs with about 60 or 80 or 100 students and another to reach the target we have of about 400. So we are going to walk before we run with this program. We are going to run a pilot program this summer with probably only 60 or 80 students being able to go and then eventually the program will move up. So we're not anticipating reaching our target level, which is around 25% of the student body, until about 2012.

A second issue is: how do we assure that the students get the best out of this experience and how do we assure that the partner organizations where the students work get the most out of these experiences?

There again, there is time to work on those issues, there's lots of experience we already have, there's lots more to be gained over time.

Could I ever guarantee we will hit 100% on the quality of student experience or the quality of the organization? No, but I think we can do very well. We should not have expectations that every one of these will work, just as we know that not every one of our classes work for every one of our students.

Those are some of the issues. We have hired a director in order to address them: [Eric Mlyn](#) who is quite experienced. Eric has been the director of the Robertson program since its creation and the Robertson program in fact runs civic engagement experiences like this for the Robertson Fellows, so Eric's been involved in setting up about 30 of these a year as part of the Robertson program. He was already stepping down as director of the Robertson program at the end of this Academic year and so we were fortunate enough to be able to hire him to become the director of the Duke Center for Civic Engagement.

We also have been able to enlist as the two leaders of the faculty advisory committee — we're going to have a faculty advisory committee, a national advisory committee, and a student advisory committee — we were able to enlist [Jim Joseph](#), a former ambassador to South Africa, former leader of Civic Engagement under President Clinton to be the chair of the faculty advisory committee, and [Sherryl Broverman](#), who I already mentioned, has agreed to be the vice-chair. So we get a lot of experience there both in dealing with the national scene (Jim is also very heavily involved in the New Orleans) and in at Duke working with students.

David Gergen, who is on our Board of Trustees, has agreed to chair the national advisory committee; we are likely to also name a co-chair with David for that or a vice-chair for that body and to enlist national figures.

I anticipate we will still raise some more money before this program is up and running. Some of you may have had either your mental or your actual paper and pencil out figuring what can they actually pay

for: can they actually pay for 25% of the students with the income with \$30 million? You'll be relieved to know that the answer to that is "no." That is I can add as well. But I continue to believe with the same faith that both the President and I believed in the fall, that if we come up with a good idea and make it work that the money we need to fully enact it will in fact follow.

And that's really all I have to say. I'll be happy to take any questions. And again, I regret that Dick couldn't be here to assist us. This is something he cares a great deal about.

Linda Franzoni (Mechanical Engineering & Materials Science): You said we'd come up with some problems. So I was wondering if we could look into the issue of categorizing the students as other than being on leave of absence, if they take this during a fall or spring. I see how this can work just fine during the summer. If they are gone during the summer and then engage in the fall, they will have been out of school for a pretty long period of time, they'll lose their insurance and have to pay back student loans.

Lange: I could give you a list of problems. That is one. A second one is insurance. A third one is that we have rather complicated and inconsistent regulations with regard to where students can travel on Duke programs at the moment. Those are three issues which need to be addressed — they're down in the weeds but if you don't address those issues in the weeds you're going to have trouble. Those are three we already know about. Eric is very familiar with them and that's one good thing about having people who are experienced in running these things at Duke, and I am absolutely confident that we will find ways to address them.

Helen Ladd (Public Policy Studies/ECAC): Could you talk a little bit about the intellectual content?

Peter: Oh that's the thing I forgot to mention. Not the intellectual content, but go ahead...

Ladd: So would the students be expected to write reflections on these experiences — is there anybody trying to play the role to link their experience...

Lange: Right, I think there are two or three different questions in there. I can't answer with specificity about exactly how a student will be asked to reflect on the experience but I certainly expect that to be the case. We're also intending to have a conference at the end of each summer where the students who have been on these experiences would come together and share their experiences with each other and with others and also have some outside speakers. So that's one piece.

The second piece is, what about credit? There will be no credit simply for doing DukeEngage experience. The credit will come by the way a student working with a faculty member is able to link that DukeEngage experience to an academic exercise. Whether it's an independent study or another course

or something of this sort. So there are credit opportunities.

The third thing is, as I said earlier, the Duke Center for Civic Engagement is precisely intended to create this kind of umbrella network which will allow students to work with each other and to gain from that and also to gain in classes. Let me give you one example. We have a global-health Focus program now. I think there's quite a bit of enthusiasm from the folks running the global-health Focus. They want to create DukeEngage experiences following the freshman year that students coming out of that Focus program would directly have access to — not exclusive access necessarily — but there would be a link and they would be prepared through that course. And we don't have all these details worked out, but there's a lot of attention to that set of issues.

Elizabeth Livingston (OB/Gyn/ECAC) Could a faith-based group be eligible?

Lange: A faith-based group will be eligible but not if the activities involved involve proselytizing and we have actually directly addressed that.

Lee Baker: I just wanted to congratulate you on what I thought was an impeccable roll-out of this DukeEngage in terms of consulting the faculty and making sure you got adequate buy-in and then the media and everything. I thought it was just well-executed. I also think that you know, this immersion program can be transformative : in so many way having a collective transformative experience in that sophomore year will actually transform campus culture. I know you made that point. But I think this is just a big idea and it could really be transformative so I'm really enthusiastic.

Lange: Thank you Lee. You should know that for months we were calling this thing "the big idea" for no other reason than nobody believed (a) that the administration could have a big idea and (b) nobody would know what it was, we could talk about it freely in public. So I think we picked up the big idea and I thank you for that. And I think that's enough Paul. Thank you very much.

Haagen: I can say out of personal experience that there are real cultural shifts — as Peter knows since my wife unleashed a student on him just this week...

Lange: yesterday

Haagen: Yesterday. And I couldn't get her out of the house until about one in the morning she was so excited about this. And she has quit her varsity team because she is so excited about DukeEngage. Maybe we shouldn't tell Joe Alleva.

### *Accreditation*

For the last of the very significant items today we will hear from Vice Provost Judith Ruderman about the Southern Association of Colleges and Schools Reaccreditation.

Judith Ruderman: I hope you have some energy left for me at the end of this meeting because I need you. I have come not merely to tell you things I've

come to ask for your input. Every ten years our time comes again, and this is our time. Like all the other universities in the country, we are re-accredited every decade by our regional accrediting body which in our case is the Southern Association or SACS. I'm on my road show. If it's the Academic Council today its two board of trustees committees tomorrow and then Craig's engineering faculty council. I've already been to Lee's group and next week it's the directors of undergraduate studies, so some of you have heard me before. Others of you in this room are already busy at work on this re-accreditation process. And I want to thank you, you know who you are. And I want to thank you for starting already.



This is a two and half year process. Ten years ago I firmly believed I was hired as Vice-Provost because none of the existing Vice-Provosts wanted to do this. And I didn't have the good sense to retire in time before our time came up again and yes I'm in charge again. But I must say it's a good opportunity, it is a great opportunity, to get to know Steve Nowicki well, Bob Thompson, Phil Stewart, and others. And I want to tell you a little bit about re-accreditation, but mostly to ask for your input in a very important piece.

There are two components of reaffirmation of accreditation. One of is the compliance certification which is a demonstration of compliance with 76 requirement standards and Federal regulations. One of them, I might note, has to do with intellectual property and is a requirement that we have policies in place that cover students as well as faculty in the use of intellectual property. So you can be sure we're going to be following up with Kevin on the presentation he just made since it mainly concerned faculty.

But there are 76 of these requirements and there is a compliance certification team already busily at work. Because assessment is so important, these days — in large part because of the Margaret Spellings Commission Report. As you know Margaret Spellings is the Secretary of Education and a report issued in December spent a lot of time on the assessment of learning outcomes. All the regional accrediting bodies are running a little bit scared about this. And thus two A-words: assessment and accountabil-

ity, are important not only for the compliance certification but for the component I've really come to talk to you about today: the quality-enhancement plan.

I want to note that just because assessment is so important we have a separate assessment working group that is working in tandem with the compliance-certification team to deal with those components of compliance that deal with assessment. But the quality-enhancement plan also has an assessment component as you'll see in a minute.

What is the quality-enhancement plan? It is our self-study. It's something we haven't started yet because we haven't picked a topic yet. And that is why I've come to see you today. The only, the major, requirement is that it deals with student learning — whatever topic we pick has to deal with student learning, however we define it. And I might note that for those of you in the room not familiar with SACS, this is an accreditation of Duke as a whole, it supplements and complements any particular accreditations that any of your schools or units may also undergo.

This is a cartoon, I don't find it too funny actually, being involved in accreditation. Margaret Spellings, age six and half. This came out in December. "I mean," she says at six and a half, "whose accountable for Santa? Are the children, he and his elves truly getting his needs met?" Well that was Margaret at six and half and that is aspect of her commission report that really has people... running scared is a little too strong a phrase, but we're attentive. Let's put it that way, we're attentive to being able to demonstrate that we have met our students' needs. We may take in wonderful students, whether in the medical school or in the undergraduate colleges, but how value-added are we and how do we measure that? Those are important questions for us. But as I said, I've come to talk to you about the quality-enhancement plan.

One of those 76 requirements, 2.12, is that the institution has developed an acceptable quality enhancement plan. We'll call it QEP from now on. That, one, includes a broad-based institutional process identifying key issues emerging from institutional assessment; two, focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution; three, demonstrates institutional capability for the initiation, implementation, and completion of the QEP. Four, includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP. And, five, identifies goals and a plan to assess their achievement.

I've come to you because we need your input about topics that have been proposed to date, as I and others have gone on these road shows, bringing these topics to constituencies across the university, most recently the alumni board. We'd like to get your feedback on the proposed topics. Do you like any of them? Do you have others to suggest? I've sent you this in advance. I believe they've been posted on the

Academic Council website, but here they are. And you'll note that some of them are mere skeletons and others have a little bit more flesh on the bones. I have put down here anything that anybody has proposed. All of them could be fleshed out, some of them are more fleshed out right now.

So, just the first one: making the most of the final educational year — that could deal with capstone courses and projects or career advising. Central Campus and the role it plays as a gateway campus and also graduate and professional school students' transition into a career.

Another possible topic is integrating disciplinary and interdisciplinary learning — we would have to flesh that one out. Here is knowledge in service to society. We're maximizing the effectiveness of Central Campus as a living and learning environment. When somebody heard that last topic, he suggesting: how about urban planning for the campus as a whole? We're attempting to center, let's make sure that East and West are all in synch with this new emerging central. Campus Community as it affects student learning.

Globalization. The arts. Diversity — how to think about it in the twenty first century. This one is very fleshed out because it results from an hour conversation with Sheila Curran, the head of the career development center, so she had a lot to propose. Educating students for the work-world of the future could contain education and pre-professionalism. Are they mutually exclusive? Making a difference for self and society. Building work-world skills through interdisciplinary internship study abroad. The liberal arts as practical — what does that mean? Vocation and avocation or vocation versus a vocation and non-linear career paths...

The research university and the millennial student — we could deal with lots of things with that topic. The changing demographics of our students. Media-exposed modes of learning, we just had a presentation today on that kind of topic. Enhancing the fit between undergraduates today and the environment we create for them in the ways we teach, the ways we house them, speaking mainly of undergraduates, not totally, and how we create faculty-student interactions. And a final few topics which were presented: student engagement and learning, I know that's very broad. The meaning of a liberal education. Educating the whole student — attending to and integrating all aspects of student development in what we do at Duke. Integrating ethics education, attending to mental and physical health concerns, Central Campus and other residential components, the residential side of student life, career services, service to society, life-long learning. All those things have been presented. And then finally somebody finally said this, I was surprised it took so long: this came from the Alumni board last week: balancing academics and athletics.

So I say to you: do you like any of these topics? Do you have others to propose? And can you get the word out to individuals and organizations and solicit their opinions and suggestions? It is the leadership team that will pick the topic finally. Who is the leadership team? The usual suspects — the President, the Provost, a bunch of deans, some faculty, we've just added a graduate student, we'll add an undergraduate — it's a group of about ten people that has the overall responsibility for shepherding this process through.

They'll pick the topic on April 27<sup>th</sup> — there's a lot of time for this road show between now and then and a lot of time to solicit your opinions. This will be a seventy-five page narrative, no longer. It will occupy a group of people next year. What was our self-study topic ten years ago? It was balancing the roles of the research university. Some things that were directly influenced by that: a revised writing program, a revised undergraduate arts and sciences curriculum, just a couple of things. Ten years before that, it was crossing boundaries, I don't have to tell you how influential that was for our strides in interdisciplinarity.

This is an opportunity for us to pick a topic we care about, not a make-work kind of thing, anybody will see through that, and nobody will want to be dealing with it. But something that will excite you, because some of you in this room might be involved and we always have a faculty director of this, so it's very important that we pick a topic that emerges from our mission and our planning, that furthers our goals and engages those who will work on it and everybody who comes there after who will benefit from it.

That sums it up. So I would like to know. Do you like any of these topics? Does anything resonate with you? Do you have others to propose?

Susan Lozier (Nicholas School): Following Peter's presentation of DukeEngage I think the knowledge in the service to society is something that could be important.

Ruderman: OK. I should note one thing. We will not submit this self study until somewhere between January and March of 2009. I know that seems like a very long time from now, that means we cannot have implemented our QEP fully by then, but we could have implemented it in pieces. So any other thoughts? Yes?

Question: I just want to echo that as we begin to think programmatically about service and service-learning and what that means for us as an institution, it would be wonderful to see that dove-tail with this process. Ruderman: OK, thank you for that. Yes, Lee?

Lee Baker: Quite a list there. And I thought the idea about a liberal education is important and should be highlighted, but that created a whole other set of questions for me in terms of the whole university. You can imagine, the professional schools, the arts and sciences, engineering, the medical school are very, very, different institutions within an umbrella

called the university. How do you propose analyzing a QEP for very, very different constituencies?

Ruderman: There is no rule that the QEP has to embrace all our units. The quality, the compliance certification, does. We pick the topic that we want. It could embrace all our units, such as interdisciplinarity. It doesn't have to.

Steve Nowicki (Biology/Dean of Natural Science): Well I guess I will second this idea of knowledge in the service to society. And I note that a number of the titles and topics that you presented, such as, what are the liberal arts? really are different ways of addressing that. This is the way we're thinking about it, that's the way maybe we want to define what the liberal arts means to us here at Duke right now... many of your titles could move in that direction, which I think is a good direction.

Ruderman: If you have any final thoughts, you can always email me: [Judith.Ruderman@duke.edu](mailto:Judith.Ruderman@duke.edu). I'm happy to receive them. Thanks very much.

Haagen: I think there's no getting around the fact that this reaccreditation process is time-consuming, it's onerous, it's expensive, and one of the things I think is really important here is what Judith is doing: taking this lemon and making lemonade out of it. We really do have an opportunity to take this and do something with it.



There being no further business before the Council, I declare the meeting adjourned and release you to the day.

Respectfully submitted,

John Staddon  
Faculty Secretary, March 10, 2007