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Minutes of the Regular Meeting of the Academic Council

Thursday January 22, 2009

Paula McClain (Political Science, Chair of the Council): Good afternoon, and welcome – happy 2009, to all of you. I trust everybody has had a pleasant holiday and that it's been a smooth start to the spring semester.

The first item of business is the approval of the minutes of the December 4th meeting. [The minutes were approved by voice vote without dissent.] Thank you very much.

As you know, we have a rather long agenda today, and in order to adjourn by 5:00 PM, we asked our presenters to be as concise as possible while still providing you with all the information you need to make your decisions.

One of the announcements that I have to share with you – something that we're really pleased about – is that it's almost time for our annual Academic Council nominations and elections. And for the first time, in the history of this body, you will be doing this electronically. You will no longer be getting the paper ballots that come into your box that you don't know what they are, so you put them on your desk, forget about them, then no one sends in nominations.

So, in a few days, you will be receiving an email from me, via OIT, urging you to take part in this election. And OIT will be sending you for me several reminders about this. It's very easy, you just click on it, log in with your net-id, you go right to your division, you make your nominations, and if it says you have to nominate fourteen people, it won't let you out until you've nominated your number.

And when we come to the actual election, remember we've changed the process, so if you only want to vote for one person, you can do that; if you want to vote for all of them, you can do that. Some of you have already taken part in our test of this system, Sandra (Walton) has been drawing on a number of you, and I want to thank you for your time and your feedback.

We think the system is working properly now. We have our fingers crossed that this first time out of the box will be smooth and glitch-free. I encourage you to encourage all of your colleagues that when they get the message, they go to the link, it will take them five minutes to submit it, and we'll have much more participation, broader participation, and the faculty will be more excited about Academic Council.

The next item is the nomination of candidates for degrees.

Earned Degrees

Diplomas dated December 30, 2008

Summary By Schools And College

Trinity College of Arts and Sciences	
Dean George L. McLendon	
Bachelor of Arts	52
Bachelor of Science	26
Pratt School of Engineering	
Dean Tom Katsouleas	
Bachelor of Science in Engineering	12
Master of Engineering Management	48
School of Nursing	
Dean Catherine L. Gilliss	
Bachelor of Science in Nursing	66
Master of Science in Nursing	40
Nicholas School of the Environment and Earth Sciences	
Dean William L. Chameides	
Master of Environmental Management	9
Master of Forestry	2
Fuqua School of Business	
Dean Blair Sheppard	
Master of Business Administration	191
Divinity School	
Dean L. Gregory Jones	
Master of Theological Studies	1
Master of Divinity	15
Master of Theology	3
School of Law	
Dean David Levi	
Juris Doctor	4
School of Medicine	
Dean Nancy C. Andrews	
Master of Health Sciences in	

Clinical Research	2
Doctor of Physical Therapy	1

The Graduate School

Dean Jo Rae Wright

Master of Public Policy	4
Master of Science	31
Master of Arts	58
Doctor of Philosophy	90
TOTAL	656

McClain: All those in favor say aye. (Aye) Opposed? Abstentions? Thank you very, very much. This is one of the nicest and pleasantest things that we have to do, this awarding of degrees.

Council Chair Nominations

Next, we have a very brief report from Professor John Aldrich from the Political Science department. John is the chair of the nominating committee for the chair of Academic Council. I will complete my term on June 30th and at our next meeting, February 19th, we will vote on the next chair.

John Aldrich (Political Science): Thank you. I present the report for the nominating committee: **Stan Abe** from the department of Art, Art History and Visual Studies, **Susan Lozier** from the department of Earth and Ocean Sciences, **Lori Setton** from Biomedical Engineering and Orthopaedic Surgery, and **Josh Socolar** from Physics.

One of the pleasures of this task was to get to know these people very well. The task of succeeding Madam Chair is going to be a difficult one, and of course, it will be at a difficult time, a time of fiscal difficulty, when representing the faculty's views will be important.

I'm very pleased to say that we have two nominees to present to you who meet the high sets of expectations we have.

First, we have **Richard Burton**. Richard Burton arrived at Duke in 1970 and he did all of his undergraduate and graduate training in Illinois. He is a professor of Business Administration and Director of the Hartman Fund at Fuqua, among many other things, and has a deeply enviable record of appointments in Brussels, Paris, Denmark and Aix-en-Provence, among others. His research interests have been in organizational theory, something he has put into practice in many ways in the community and on this campus. The most notable of the latter is his service as Chair of the Academic Council from '92 to '94, I believe.

Second, **Craig Henriquez**. Craig did his undergraduate and doctoral degrees here at Duke, starting on the faculty here in 1991. He's Professor of Biomedical Engineering and Computer Science as well as co-director of the Center for Neuro-Engineering, with an active research program in Computational Biomedicine. Among his many service activities over the years has been serving as Chair of Pratt's Faculty Council and he served as a member of ECAC.

So, I'm sure we have two very strong candidates for you to choose from at the next meeting.

McClain: Thank you John, and thank you members of the committee – we really appreciate your service. This is one of the most important things that our colleagues do, in terms of finding individuals who are willing to serve in leadership capacities for the faculty, so we are very, very grateful to them for taking the time to do that.

Proposal to create a Department of Dermatology

Next, Dr. Michael Cuffe, Vice Dean for Medical Center Affairs, is with us today to discuss the proposal to create a Department of Dermatology. This proposal has been through the appropriate channels and now comes to Academic Council for review. This is a two-meeting item – we will vote on the proposal at the February 19th meeting.

Michael Cuffe (Vice Dean for Medical Vice Dean for Medical Center Affairs): I'm joined today by Dean Nancy Andrews of the School of Medicine and Dr. Russ

(Russell) Hall who is the divisional chief of dermatology.

I understand that your group has been able to receive the same package that the Academic Priorities Committee has received. I'd like to highlight some notes to help you understand the process by which we understand the need for new Departments.

I think we're all quite familiar that there are faculty leaders across our university who from time to time petition or express a desire to move to a department. In the School of Medicine there are eleven clinical departments. We're quite unusual in having such a small number. Historically, certain chairmen of our departments were in leadership positions with substantial influence over the School of Medicine; as such many of the departments that were created at other universities were not created here at our Medical Center or School of Medicine. For instance, Dean Nancy Andrews who joined us a year and half ago, from Harvard: there they have over 40 clinical departments. Most of our peers have in the range of 15 to 20.

As we began to look at this, we felt as though, first, we need to understand the process. Seven of our eleven clinical departments were created in 1930 – 31. The last department was created in 1990 – Radiation-Oncology. Split from radiology, radiation-oncology is really, truly an entirely separate specialty, entirely separate research and education. This process then started almost three years ago, and it started first with a committee charged by the former Dean (of the School of Medicine) Sandy Williams to understand what the criteria would be.

We had faculty committees that established a number of criteria, then in your documents, compared how dermatology lines up with these criteria. We also needed to understand – and we worked with Provost Lange as well as others here at the University and the Health System – to understand the process by which you create a department.

It is important for members to understand that a department in the medical center exists completely and independently in three different organizations, each of which have by-laws and all of which have their own boards. That is

(1) the university, a department and the school of medicine of Duke University.

(2) There are hospital departments; some institutions having hospital departments which are service oriented only, or service and education and without research. We do not have any of these, however the hospital medical staff, as well as health system board, would take action to create a hospital department. And then as fewer of you know,

(3) the faculty practice plan, the Private Diagnostic Clinic is an utterly separate, for-profit entity. The oversight we have of that is primarily the dean having firing and hiring capability over the department chairs, but they also can have separate departments (and in fact have run divisions at different times), and it would take an action there as well to create the department.

Having clarified that, we encouraged the change of some of their bylaws to facilitate this process, and then we went about evaluating dermatology. In the course of evaluating these criteria, in this particular case, we had outside dermatology experts come in to assess our division of dermatology for department status.

Its research investigation is typically excellent, its training programs are entirely separate, and its clinical service as well, and that's part of our evaluation. You also have a comparison of several areas, not only dermatology, that are mostly known nationally as separate departments.

Having sort of set that aside you will also notice that we have a division of neurology in the department of medicine. Neurology is not a division at any of our academic peers in the top thirty medical centers, nor is it a division in any of our top thirty non-academic clinical practice peers. It is almost always a separate department. So, while we do not intend to create forty departments, however, we are in a deliberate way, examining where we should invest, which departments or divisions are best poised, where creating department status would help fulfill their missions better, where they're financially viable, where we have the right leadership, and where we think it's time.

And, so it's my anticipation that in the coming years, I might, or Dean Andrews might, be in front of this body with one, or two, or maybe three other areas where we are currently going through this deliberative process and evaluation.

So, just a comment about dermatology. Dr. Hall may comment, and you certainly have him and me for questions. They have struggled as a division within the Department of Medicine; it's very unusual for a division of dermatology to be under a department of medicine. They have had difficulty in faculty recruitment. You would think that they would be troubled with student recruitment; however dermatology is such an oversubscribed, wonderful specialty. They have not had trouble recruiting graduate trainees and students. They've done a very good job, they are fiscally viable, have a robust scientific portfolio, and in fact will be able to today be among the top 10 in the country. Being able to stand alone to recruit faculty, use their financial means not to necessarily support other areas of the medical center but to support their own mission it is our anticipation that they would be able to rise to the top five.

You may also see as we began this discussion, seed philanthropy arrived. There was a $5 million dollar gift; that is not the primary reason, but we hope it will create some reserves for the Department of Dermatology, and that's something that is desirable whenever you look at these things to make sure these departments get off to a good start.

The impact for the Department of Medicine would effectively be close to zero. The division stands alone financially and in its reserves. The department chair of medicine supports it, as does the Dean, as does Chancellor Dzau. There's really uniform support across the medical center, in support of the department of dermatology.

Further, it has operated in the faculty practice, the for-profit practice, independently since July 1, 2008. Not as a department, but with its own separate books, still under the guidance of the department Chair of Medicine.

And then finally incremental expense to the School of Medicine proper, especially at a time when we are under pressure, is extremely minor. We typically, more directly support half the salary of the chairman, and so there is around $200,000 worth of incremental administrative expense in various forms to the school of medicine, as well as tracking another department.

The incremental expense to the division of dermatology is very small; in fact they'll be purchasing certain services back from the department of medicine given their long-standing relationship – IT, and certain other areas for the near term as they become more mature.

So, having created a process over the last three years here, what we provided you then is not only an understanding of the overall process, but of an independent body creating the criteria, assessing the division against those criteria, outside experts' evaluation, internal review that fiscally this is a sound decision for us, and the new department should be strong, viable and successful.

In addition, they will be able to operate fairly, they've been able to obtain seed philanthropy to help in this transition, and finally, attached was a memo of understanding, which as you go through this process is very important to make sure that all of the details are dealt with – everything from intellectual property to the space to training.

Finally, we had presented to and gained approval of the Clinical Sciences Faculty Committee of the Medical Center. In fact, approximately a year ago, we began the process, engaging Provost Lange, and then presented to the Academic Priorities Committee on January 7, 2009, and that package was forwarded to this body for discussion, questions, advice to us and advice obviously to the university board. With that, I'll take any questions and I would invite Dr. Andrews and Dr. Hall to join me.

Questions

Philip Benfey (Biology): Just curious, how many practitioners are currently in the division and what are your growth projections over the next few years?

Russell Hall (Chief, Division of Dermatology): Right now, we have 14 full-time faculty. We're actually planning on adding two additional faculty in July, and our growth projections are sort of focused in two different ways.

One is, what can we do in building the research portfolio? and I think that that is an issue that is a little uncertain, given the current times, in terms of the funding sources as well as space sources, so that's one area that we're going to be working on.

The second is how the clinical mission grows, and I think we anticipate that right now we're a very high-demand specialty and a very high-demand area and one of our missions is to try to decrease the time it takes to get a dermatology appointment (laughter) and so we're working hard to do that. We anticipate that we will probably end up somewhere in the neighborhood of 15-20 full-time faculty – that's not 15-20 Clinical FTE, but 15-20 individuals.

Cuffe: There are things we need to be cautious about in the sort of commoditization of clinical practice, and certainly we could mistakenly instruct Dr. Hall to grow to 50 faculty, 40 of whom look like private-practice doctors who might be spread across the state whose sole purpose is to generate dollars to bring back here. It's not the model that the Medical Center has sought, and we're encouraged in the fact that Dr. Hall has taken this approach and this will certainly be our practice.

McClain: Thank you very much. We will vote on this at the February 19th meeting. Tracy (Futhey) is not here yet, so I'd like to move to the next item on the agenda.

Distinguished Professors Committee

Provost Lange is here to present the University Distinguished Professors Committee process. The proposed language for the handbook is part of the agenda distributed for our meeting today. There is a language change in what was forwarded to you. And the language change is the proposed language for how members would be appointed to the University Distinguished Professors Committee. The language you received said that the Provost will appoint members to this body after consultation with ECAC. The language that should have been there is: the members shall be recommended by ECAC and approved or appointed by the Provost. So, the language that you will be voting on is the revised language that I just read, that's what will be in the Faculty Handbook. If there's no objection, after the Provost makes his presentation, this is an item that we can in fact vote on today.

Provost Peter Lange: Thank you. You should all, I hope, have gathered from the documents that you saw that this is part of our never-ending effort to reduce the amount of time that the faculty spend on committees where they don't do very much (laughter). As you know from the documents that were distributed, the percentage of distinguished professorships at the university level, as compared to those in the schools, changed dramatically since we went to responsibility-centered management and the deans raised all that money for chairs.

So, a few years ago, we changed the system so that school chairs will be recommended from the schools by committees that sat in the schools where the expertise resided and where the chairs had been raised.

That left nonetheless in place the old structure of the University Distinguished Professors Committee; that committee was 13 members, and was really designed for a period in which university chairs were almost the only chairs available, and when they turned over somewhat more rapidly than we do now. The result of that process was that last year the Distinguished Professors Committee pointed out to me that they spent an enormous amount of faculty time on vetting candidates for very, very few positions who already could have been vetted within the schools by the schools distinguished professors committees.

So, what we have come up with is a proposal that leaves in place a university distinguished professors committee but gives it a somewhat smaller role in a smaller committee and puts the vetting process for all chaired candidates in the hands of the schools' distinguished professors committees who will create a list of chair-eligible faculty who will then be recommended to the Provost, as is the process now, from whom the Provost, in consultation with those committees, in consultation with the deans, and in consultation with the University Distinguished Professors Committee, would select the usually one or two per year who would actually receive any of the university chairs that are available.

So, that's the basic proposal, I think it's well-outlined in the documents received, and so I recommend for your consideration.

McClain: If there are no questions or concerns or objections, we can vote on the recommendation for changing the handbook language on the distinguished professors committee, and let me just read you the new language with the change:

Each school has a Distinguished Professorship Committee (DPC) that considers the dossiers of faculty nominated from the school, from those being recruited to the school's faculty and recommended for consideration by the dean and another faculty member.

Those who have been vetted and approved by the school DPC are in the pool of faculty from which the Provost will draw when awarding school distinguished chairs. Occupants of this pool are also eligible for university-wide chairs, e.g., J. B. Duke Chairs. When considering the award of chairs of any type, the Provost will consult with the deans of the appropriate schools.

The Schools' distinguished professors committees (DPCs) or Deans may also petition the Provost to consider a school-chair-nominee's dossier for a University Professorship if deemed appropriate, after consideration and approval of the candidate for a school chair.

There shall also be a University DPC advisory to the Provost. The members shall be recommended by ECAC (Executive Committee of the Academic Council) and appointed by the Provost. This committee will convene at the call of the Provost to advise on the naming of University-wide chairs including existing and new Distinguished Professorships and existing and new University Professorships.

The university DPC will consist of faculty from several schools within Duke who are themselves holders of distinguished chairs. As much of the consideration of faculty for distinguished honors will be carried out by the school DPC's, the University DPC will be a small group that likely meets irregularly. Additional members may be appointed by the Provost on an ad hoc basis to consider specific cases.

This is the language that we will be voting on which will supersede or change the language that exists now in the Faculty Handbook. Is there any additional discussion before we vote? Do I have a motion to adopt this language to supersede the existing language? [The motion was approved by voice vote without dissent.]

Update from the Office of Information Technology

McClain: Tracy has arrived, we will now move to Tracy Futhey, Vice President of Information Technology, and she is going to provide an update about OIT and the problems many of us have experienced in the past few months with email and other things. Tracy's presentation is a follow-up to Terrance Oas's presentation at the December meeting.

Tracy Futhey (Vice President for Information Technology): Thank you. I regret that a meeting in Research Triangle kept me from getting here a bit earlier, and even more than that I regret that that means that I follow the Provost because I've learned never to try and follow him in a speaking engagement if possible.

As Professor McClain mentioned, I'm going to talk a bit about the problems we've had in the last couple of months, and set that in a broader context of what we do at Duke and what are things like because these things are all interconnected in a way that talking about one in isolation doesn't give quite the full picture.

So, I'll give a bit of an overview of some activities, what the organizational structure of IT is like at Duke, what some of the components are that make up that structure. I'll talk about some of the recent changes that we had beyond the mail system, but also focusing a bit on the mail-system situation and talking about some upcoming projects, and also just the governance of Information Technology.

In the area of the organization, one really essential thing to recognize is how distributed and decentralized our environment is. Duke, campus and health system included, has about 1300 IT workers, people in jobs that are considered to be information technology. [slides] You probably wouldn't be surprised to realize that the majority of those, the pink, purple, and blue, are in areas that serve the academic mission, and the yellow relates to the clinical care activities. Looked at the other way, the clinical care, including the medical teaching component, accounts for more than half.

So depending on in which of those respects you think of us, there's half the pie devoted to the academic mission, but also half the pie in terms of IT workers that care for both the medical applications and the clinical care activities. This group is complicated to keep organized as you can imagine, and it's fiercely autonomous in some cases.

So we try to come up with ways to connect those groups and make them feel like they're a part of a community. We have something, for example, called tech expos, every year, that involves those workers getting together around new technologies and conversations, but also have projects like the LINK; up above, the LINK is a new teaching and learning facility and it is a facility that was built not by one organization but by many organizations, so it was a collaboration between, or among, Arts and Sciences, the Provost's Office, the Office of Information Technology, and the Library, where the space is actually housed.

Our goal for that effort has been to deliver a set of services that people can access and utilize without having to worry about the complexities of where they are in the organizational structure. Because, as you can imagine from the previous slide and the pie chart still up there, how you offer services that weave across those different organizations is not always as simple and straightforward to the users of those services as we might like.

One thing I would point out on an organizational component, a question that probably, as I put up those slides and talk about it, is maybe foremost on your mind: great, we have people centrally, we have people in the departments; how exactly do we take advantage of that? Where do I go with questions?

The best scenario for all of you is to start with your local support person. These are the people who know the intricacies and the differences in your own environment, in a way that the central IT organization won't necessarily know. And they're also the people who know about what goes on in the central IT organization in a way that they can work through what may seem like complicated organizations or bureaucracies or silos to people outside who aren't experienced with working through them.

We also have a help desk in the Office of Information Technology and the Health System, the Duke Health Technologies Services, the two phone numbers are there, that's also available to anyone.

So moving very quickly to components of the IT structure: I've laid them out here, I won't go into detail, of the IT organization (I see people reading sideways along the top) there are interfaces that you all may interact with on a daily basis; there are functional components: how we deliver research and academic support, and then these two boxes that I described as underlying infrastructure, these are things that today, you would all consider to be the IT utilities. These are things that you assume work every day, like turning on a switch to the light in your office, it's just going to happen; and sometimes it doesn't, and when it doesn't, that's part of why I'm talking to you today, because we've had some of those that have been problematic.

And finally, at the bottom, an increasingly important area are things that aren't about specific services, but about the environment more generally: security, privacy, and these days, it's hard to talk about information technology without someone asking about risk management or compliance. So these become aspects of the infrastructure that add complexity to it, but are also quite as important to address as the services themselves.

A couple of recent changes, significant improvements or changes in the environment, and then we'll talk about the ones that haven't gone as smoothly. We've done a lot of work over the last year on underlying infrastructure, in terms of wireless networks and emergency-alert systems and cellular access. The cellular access is pretty pervasive throughout buildings now, as of this summer, as is high speed wireless. One exception: we're still having difficulties in about five places with AT&T's coverage, but getting close. I see someone pulling out an iPhone, shaking their head…no AT & T in the basement of Divinity here (laughter). End of March is the time when we're going to have to install equipment from AT&T, if anyone has a Verizon phone hopefully you won't have the same experience. We have about five sites, and this is one of them, where they're still problematic. Lower parts of buildings, getting those signals in is quite difficult, so we're installing equipment within some of the buildings that are not yet covered.

Up in the top right, there's a photo of a couple of researchers, and one of the IT personnel who supports their activities in our shared research cluster. We did an upgrade to about 2800 processors over the summer, so we now have capacity that is really quite remarkable in terms of being able to process high-end data analysis and visualizations.

And down here at the bottom, I may be referring to that category of services, we've rolled out new access for people with mobile phones, cell phones, to be able to get to Duke Mail that is provided by the University, although from the standpoint of the Health System, there may still be some glitches for those of you who have iPhones that are using that environment.

So, these are some of the new and improved services, what I call the good, over the last year, if I talk about and acknowledge the couple of places where things haven't gone as well, one you might have heard that the group has talked about, at least in ECAC, maybe more broadly, some of the difficulties we've had not technically, but in terms of the perceived functionality change of the SISS system.

Last summer, we deployed a new version of the student information system, and I'll say from a technical standpoint, it was nearly flawless, it does what it does every time, and doesn't have technical problems. But about the difference in the interface, we and our partners in the Provost's Office have clearly learned that we needed to take more account of what that difference in the interface would mean for the faculty – in particular, interfaces to STORM and ACES. So that's one that doesn't go in the category in my mind, of good check-mark, perfect, seamless, nobody noticed (laughter).

Well, that's the way we'd always check for it, it doesn't count as a utility if people say "Oh my gosh, why is my light switch now red, how can I read?" And in some cases, one might think of that upgrade as more of a side-grade from some functionality. But we're working closely with our partners in the Provost's Office to resolve that. And Jim [Roberts], you can chime in at any point if the questions get harder around SISS.

The other one I'll mention, continuing from the good to the not-quite-so-smooth to the downright rocky, would be our upgrade to the mail system over the summer. We've been facing problems with the mail system for about 10 months, those would manifest in short outages and difficulties over the 2007-2008 academic year.

We also were facing a tremendous increase in volume, the sort of thing that we simply weren't prepared for. In this case, you see a little icon that says "no spam." This came from an article that appeared in Duke Today early in 2008, because at that time, we were getting a volume of spam that was touching our systems that was 29 million messages a day. And we were deleting, in fact, 29 million messages a day, that were known to be spam. So part of the difficulty and the urgency in changing our mail system was literally that the mail system we had before simply had no capacity or ability to keep up, in the way that we were seeing and projecting further up the road.

So we introduced a new mail system, and went to a vendor-supported system in an attempt to get external support, and we have had quite a bit of external support. But the obvious question is, why was that transition so rocky? It was rocky for a number of reasons, and I'll try to articulate a few of those here without getting into gory, technical details.

The first one relates to the interconnection of the systems. The mail system itself is a box that had a file system and an operating system. And we had, over the course of the last four months, a problem with the mail system itself that the vendor acknowledged was a bug in their system and patched, and also separately, a problem with the file system that the vendor acknowledged and patched, and a problem with the operating system.

These were not atypical of the kind of problems we encounter all the time in the IT world; they hit, though, all right at the same time. Further complicating the world of mail systems is that you access it from clients, and those clients are whatever you choose to access it from. One of the things that is wonderful but also difficult about the IT world at a university is that we have very few standards, and instead, allow a great deal of diversity in the clients. If we were at a corporate environment, it would not be surprising for everyone to have not only the same operating system and the same client but the exact same version, the very controlled and locked down systems. We don't have that here, that's something we value; in this case, we found it was something that created a complexity and a cost to us that had very unfortunate results, because it was very difficult to test against every single client in exactly the way ten thousand people might use it.

Again, without detail there are actually things that sit between the client and the mail system that let it know who you are, to be able to be sure that it's only delivering mail to the people it should. And there are things that sit on the other side, not between you and the mail system but on the other side of the mail system, that tell it how to navigate and store things on the servers, and how to talk to the network, how to avoid spamming.

At the end of the day, a problem with any one of these things, is perceived as "my mail doesn't work." It's not unlike "my car doesn't work," except with my car I can see that it's because I have a flat tire, or I can lift the hood and say, "oh, the alternator belt is shot." Not anymore? Well, I used to be able to (laughter) I used to be able to do that. A mechanic can do that. Here, any problem along the way, you know, a glitch with the network, an access point on the wireless goes down, and because we had these three particular problems with the mail system, we've had since, a problem here or there.

Again, not at all atypical, but these have really created, I think, a perception that the mail system is unstable, when a couple of problems with the mail system have occurred and have been resolved. We installed a patch from the vendor correcting the last set of shared mailboxes and folders, one of the problems that manifested itself early on in the transition, as part of the crashing difficulties we've seen. We installed those patches in late December, just after we broke for classes and the break and we've seen stability in the mail system from that time on. That's not to say that an occasional problem with a domain name server may make the mail system appear to be inaccessible for a period of a couple of hours or a couple of minutes. So, if I move for now from that, I'm happy to take questions, just to talk about some…

Questions

Amy Bejsovec (Biology/ECAC): Wouldn't it be useful for you guys to just recommend the clients for us to use? Because most of us really don't care, as long as they work.

Futhey: Yes, we recommend clients, the testing difficulty relates both to the clients and a piece I didn't touch on. When we deploy a new financial system, for example, we can take the data we used last month to process paychecks, we can run it through, we can compare it, those are data that Duke owns, and considers it's own. When we're looking at the mail system, it's not only the diversity of the clients, but also the diversity of the way that every single person in the room may use that mail system, how do you move things in and out of folders, whether you have five hundred folders, or one, right, with ten thousand messages. And that is…I hear laughing, which means that some of you do…(laughter) that testing difficulty is one that we've been struggling with, because, and we talk to the vendor, and they say, "well, you simply need to replicate your identical environment and then have your technical personnel build the test cases," and I said, "are you saying you want me to copy the various email messages of ten thousand users and then have my personnel go into a specific person's account and test moving them from one place to another with a client?" And as I described that, the person said, "Oh, well I can understand how that would be a problem at a university, but in a corporate environment it's not."

The standards piece is probably more about the testing of it than the actual eventual operation. We did at one point have a patch that as soon as we tested it with Outlook ourselves against our own mail boxes was problematic. So we can do a degree of the testing. I actually think that introducing a very narrow list of clients could be more problematic for us, but it may be that we need to go in that direction, if it turns out that the volume keeps increasing, and that the cost to maintain it continues to expand.

Philip Benfey (Biology): One related question has to do with the SISS, the STORM, do you normally test, or have you previously tested, any approach where you actually determined what the effect will be when you bring out that sort of software? Because it's caused certain of us endless amounts of frustration, and so I was just curious if there was a process in place, or there will be in the future, before you do those sorts of upgrades?

Futhey: There is a process, we have both a technical process that my personnel use, and our partner in this is Jim Roberts, and his team in the SISS office, and they had a pretty extensive, or what we thought was a pretty extensive, set of conversations and focus groups that in the end, I think, we both acknowledged didn't go as far as it needed to.

Jim Roberts (Executive Vice Provost for Finance and Administration): We obviously didn't do it enough, or extensively enough, or continuously enough, but we have had focus groups subsequently as we've tried to make improvements to the product as it was delivered in August. In fact, we have another focus group meeting February 3, so it's been a challenge to roll out that much change at once, and I think we've continued to make some improvements, and more improvements are on the docket for this year, but we definitely could have done better.

Futhey: Our next opportunity, upcoming effort, will be upgrading Blackboard. And the partner that OIT provides the technology for, the Center for Instructional Technology in the library, is our partner in this, we'll be working together to take some lessons away from some of our recent experiences, and make sure we get plenty of involvement and engagement so that that upgrade really is an upgrade and not seen by some as a side-grade or something else.

Lee Baker (Dean of Academic Affairs, Trinity College): Along to go with Blackboard, is WEAVEonline part of your jurisdiction or the assessment pieces that are coming down the pipe?

Tracy Futhey: Well, WEAVE, again, another one that's been partnered a bit with the Provost's Office…there are very few things that OIT does unilaterally, almost all, as that first pie chart would suggest, almost everything we do, is partnered with someone else, and the WEAVEonline components and assessment pieces have been partnered through the Provost's Office.

Jim Roberts: Probably, since people have heard of that, WEAVE online is provided by a third party. It's a vehicle to capture the assessment thought process. It's a turn-key thing we subscribe to. It's not Duke-developed.

Tracy Futhey: In these cases, Jim works toward the operation of it with the vendor, on the IT side, we locate the issues of security and how that system works, to make sure that from a technology standpoint, it delivers what we would need.

Lee Baker: So is it an upcoming event, or is it right to that point yet, or…

Jim Roberts: Well, it's not something that many people will ever touch or see. It's something that administrators will use. But it's a means of documenting our assessment activities for purposes such as SACS reaccreditation.

Tracy Futhey: Those of you who know anything about this topic, consider it an existing event; those of you who don't, it may never come to a theater near you. (laughter) I'll mention, uh, I have a picture of some shiny blue lights, which is always what people think of when they think of data centers, they're not nearly this sexy-looking in reality…but we are deploying some new data-center space which will give us a great deal of relief from what have been very old and very constrained facilities where all the servers have been housed throughout campus. That will come online this summer; we already went through the first phase online last summer.

I have a little graphic down here that shows a blue cable and a white cable. This is a project we're really excited about, we call this, we originally conceived it as the Blue-White Network, those of you who were in the Basic Sciences or the School of Medicine may have had experiences where you were behind the health system's firewall and you were trying to collaborate with somebody on the other side of campus, and you just can't pass the traffic. So we found a technical way to resolve that, and we've had proof-of-concept late last fall, late last semester, so hopefully within the next couple of months, it will much easier to basically, on demand, say "I want to be in the open campus network, but now I need to go into the protective closed network," and that will happen pretty seamlessly, as opposed to what is a fairly complex process right now. More of a binary decision, you want to be in A or B…

We'll continue to work on mobile applications with Public Affairs – Mike Schoenfeld's office – we introduced some mobile applications for iPhones and other small devices, we'll continue to move in that direction in the next year, making sure that the students that you may not be able to see here sitting outside the chapel can continue to use laptops and email and other things wherever they are.

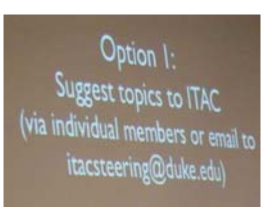
I would be remiss in not acknowledging the issues of security, data management, and encryption…these are all going to be upcoming issues of continued attention for us, because the environment we're in now is quite different from the one a decade ago. There are millions of people out there trying to figure out how they could get our identities and our data, so we'll have to keep our environment secure.

And the last one I'll mention, I just have a couple of graphs here to show. When I showed you the complexity of all the pieces of the mail system, ideally what you'd like, is to be able to have a monitor that goes red when something goes bad. So we're looking at that as another area of likely impact, and perhaps something that we can make available to the public. It's extremely hard, especially with a communication vehicle like email, to let everyone know that there are problems with it, because the exact vehicle we could use is the problem. But something like this on the front of the webpage that gives people that quick console and sense of "everything's good," or "something's bad." It may be that everything's good in our world, but maybe there's a problem with the client, or there's something locally in the building. Again, that's why talking to the IT people locally is a really good path.

And then, finally, as we try to pursue all these activities, the other thing that we'll be thinking about is money, dollars, how can we be more efficient, how can we coordinate activities in a way that will let us still deliver the services that need delivering and change every day in the technology world, while finding ways to be more efficient in the cost.

So the last topic, very quickly, is around governance. And I listed here several of the bodies of governance. The first one is the Information Technology Advisory Council, which is a very strong governance body over the OIT operation, over IT more generally. It meets biweekly, so it's very active and engaged. We talk about a range of topics, although this past fall felt like it was a rotation between email and SISS, from a meeting-to-meeting basis, but typically, we do touch on issues of policy, we'll be talking soon about acceptable-use policy, in terms of the networks and the computers that will then eventually come to this body with the recommendation and endorsement of ITAC.

I won't go through all of these, there are a wide range of activities that involve either computing personnel, faculty, all of the above…What I will mention, if that sounds complicated, and you're wondering how you can influence change, how you can bring matters of the utmost concern for you to the attention of those who can make a difference:



Option 1 is a simple email to our ITAC steering group can help to get topics on the agenda, and you're welcome to attend those meetings for topics of interest and participate in the discussion, influence the discussion.

Option 2, I'll put out the invitation for some of you to join ITAC, we do have faculty membership, and it has been very strong. I've shown here the faculty appointees, that we solicit from ECAC each year, and some of them are in this room, and some past participants, are in this room, so thank you all for your service, and for those of you who think this is interesting and would like to help us improve yet further, I welcome your participation and expressions of interest through ECAC. We'll be seeking nominations in the next couple of months. Now, with that said, are there any further questions?

Questions

Earl Dowell (Mechanical Engineering and Materials Science): Two questions. First, to what degree do we take advantage of what other research universities are doing in this area? There are a lot of people facing the same issues. Is there any real national resource group that we can draw on? And the other thing, without in any way being critical of the distinguished colleagues on this list, what tends to happen on these advisory committees is you get the true believers, who want to be slightly beyond the cutting edge. That's a good thing, in a way, but it usually costs more money to do it that way, and reliability goes down that way. So I think that you need a few, without being to political, you need a few conservatives who are truly users, who aren't experts in computing in any way whatsoever, on these policy committees who will provide a little balance.

Futhey: So let me address the first, let me address the second first, which is simply to say that I agree and wholeheartedly would welcome participants who are not the technical, cutting-edge, but rather the typical, "I just expect it to work, and please make sure it does," and we'll work with ECAC on the next set of recommendations that come out.

As to the first point, the question of whether we work, how extensively with other universities or national organizations, the answer is actually, very extensively. In fact, I'm just back from a meeting; there's a meeting three times a year with the 25 Research-I universities, we get together and exchange ideas, and at that meeting, I pushed very hard the notion of "how might we share services between and among our universities?" so that will be the topic of our next meeting, granted the fact that some of the services at other universities…You can imagine the departments do certain things, at some point it becomes common enough that if the school does it, at some point it becomes common enough that central IT does it, and there are some things that we might be well served by having us collectively in higher ed have more common access to services. So that's an active discussion, it's one that Duke is, I would say, not only a participant in, but a leader in, through various members of the IT organization.

Question: I was encouraged that you and Jim Roberts said that you would be seeking faculty input in some way, as we move forward on Blackboard and continued SISS work: How are you going to do that? How, since we don't participate… it's hard for us to find time to contribute in ways that you would probably need. Is there some way that this organization can help, or…

Tracy Futhey: Since Jim is here, I'll put him on the spot and ask…Jim's organization has most of the direct contacts with the delivery of the service, to users, and my organization makes sure that the machines are up and running.

Jim Roberts: What I've learned, I hope, in this process, apart from ITAC discussions, and comments

that Terry made, I think we've sometimes had a tendency to look to ITAC to give kind of a seal of approval, and this goes to Earl's point as well. So that's not really adequate. It really takes a dogged strategy, to just try and find enough people interested in seeing – ideally, a project through from soup to nuts, from start to finish to be your partners in looking at the specs, the requirements, the design…here's the first trial, how are we doing, let's look at it again among another group a month or two later, we're about to go live, how does it look? That is a challenge, I think, to find the folks who are willing to give that amount of time.

The next best thing is to have open calls, like "please come and take a look." And that's what we did in the SISS system. And that was not adequate. So I think in the last discussion, about another system, that shall remain nameless, like Terry said, you just have to build it into your strategy, to go beat the bushes and make sure you talk to enough people, to get a well-rounded view of what the reception is going to be. So I think that's the lesson to be learned, there isn't a really easy answer, but we're always looking for people who are interested in helping us.

Tracy Futhey: And you know, if there's something that's desired that has a more formal, ongoing connection, short update of upcoming groups that might be convened, we can certainly…

Jim Roberts: There is a Blackboard faculty advisory committee, but that runs the risk of what Earl said earlier people who are already invested …

Dowell; If I can ask one more question, what was the STORM successor – what was wrong with STORM? (laughter) – that's what I never understood.

Tracy Futhey: Well, from a technical standpoint, STORM was a Duke-developed application, which some would say was perfect, but it was developed at a time… our strategy for systems has always been, if there's something available from a vendor, find out how we can use it and adapt to it or get the vendor to change their strategy so it meets our need.

When we developed STORM eight years ago or so, ten years ago, there was not a solution from a vendor that provided these kinds of services. Ironically, about six years ago, we spent a lot of time with the company that was then called PeopleSoft, showed them the software, showed them these book bags we had for student registration and all these great tools, and they were really taken with what great work Duke had done, and they pledged to integrate it into their infrastructure, which they delivered. But what we would acknowledge is that we needed to dog them quite a bit more on exactly how they integrated it.

So it was not changed because we thought that there was a problem with STORM, it was more of a change that this now came from the vendor in a pre-rolled system, and we would have had to go back in and basically recode all of STORM and all of ACES to get it to fit into the entire new system, and we made the decision that the right thing to do was to use it as it was installed. And then the question is, can we get it customized further? And that's the work we're going through right now.

Philip Benfey: I was just curious to know how we got a system that takes…to give a simple example, a permission number, you want to give a student a permission number, something we spend a fair amount of time doing, it took me six clicks through, you had to change it, figure out what term you were in, you then had to go to figure out which of the little icons was the right one to get to it, you had to get through a class and you had to get to the right thing in SISS, you looked for permission numbers and then you finally got the permission numbers. Who could see that that's good design? I'm just flabbergasted that we got to the point of actually having to use this…

Futhey: This is their standard implementation. None of the other universities have STORM, and none of them understand how much better it could be. So I think now the challenge before us is to try to get it back to a point where you have the same number of clicks or at least not an order of magnitude more than the number of clicks you used to have.

Terrence Oas (Chair ITAC/Chemistry & Biochemistry): I might comment that someone who was pretty actively involved with Jim (Roberts), as we realized how terrible the STORM interface was. We'll call it STORM, it's a misnomer…

Voice: …imperfect STORM?

Oas: The reality is, that the software as Tracy's describing it, as coming from, now Oracle, which owned, then bought PeopleSoft. This software, out of the box, basically is configured to satisfy the people at Oracle that wrote the program, right? And it makes sense to them because it gives them access to all the bells and whistles and components of the database, the problem is that they haven't done exactly what Jim was talking about themselves – they haven't actually user-tested any of this. And it's not nearly as configurable as we would like it to be, so a lot of the problems that you're talking about running into, we were describing to them way last fall, and their answer was "yeah, yeah, we'll see how we can fix it."

The problem is, that they don't have that much access to the components of what you see on the web pages, because that comes from the vendor. As Tracy says, we can't go and rewrite software every time the vendor upgrades and changes the version of the database software, because of the front end. It's a real problem of just financial reality, and so the real problem is back at the vendor stage. There's only so much that Jim and his people can do with this software.

And what really has to happen, and what Earl suggested, as a group, as a group of universities, get together and actually demand that Oracle, if they're going to sell us a product for this purpose, Oracle actually tries to make it user-friendly.

And I'll make one more comment, which is that it's fine to call the process that Jim was describing as some kind of interface development. But what isn't helpful, is for people to get these focus groups, to then coach the users as they're testing the interface and say "Oh, no, you've got to click there, and you've got to click there, and there," and part of what you didn't say, Philip (Benfey), is that it took you twenty minutes to figure out which of the six buttons to press (laughter).

Benfey: I actually figured out last time around…

Oas: Right. And so it isn't just a coaching problem, it's also making it intuitive in the first place, so that we don't have to coach each person. But I think, from what I can tell, from talking to Jim and Kathy Pfeiffer, the basic problem is in the software as it's coming at you…

Futhey: So we'll be working with Oracle, to push them hard on some of these areas that…

Jim Roberts: We do have their attention, as they were avid readers of the "ACES Sucks" site. (loud laughter)

Futhey: I'd like to thank you all for not creating a…site…

Roberts: But we do have a direct line to their developers, and obviously, they don't have only us to please, but we are considered one of their premier customers. We've been, as Tracy said, active in the national support organizations, and are considered leaders with them, so I think we might have quite a bit of influence.

Peter Burian (Classical Studies): I'm not a cutting-edge user, I'm more of the soft underbelly, (laughter) but I'll try to ask this question. The more general issue that seems to be emerging in this conversation is what is an upgrade? And when and why do we need it? I understand that with systems that you get from vendors, they're changing stuff, and maybe this implies that we have to make changes along with it. Which raises the question of why we prefer necessarily, vendors' upgrades? But I get the impression, about, for example, administrators, and department-level administrators, secretaries and so on, "new systems" are the two most-feared words in the language. And faculty too have these problems, and we wonder a lot of times, why not, you know, we've worked this out, we know how to use it, give us a really good reason why we're going to change? And so I wonder what considerations are, how we arrive at "this is the moment we have to do this, and you guys just have to deal with it"?

Futhey: In some cases, we don't have a lot of choice. The vendors that were involved in that software have made agreements, they keep maintenance windows only for so long. We typically wait until fairly long in that maintenance cycle, and until we are getting dangerously close to the day when they say, "We don't support version 4 any more, you've got to move or else we won't help you with your problems." And in that strategy, we tend to be laggards, just for the particular reason of we want other people to work out the bugs. There have not been a lot of bugs, per se, in the delivered technology from something like PeopleSoft, or the Oracle systems of SISS. The problem is, our functionality expectations are quite different from what's delivered out of the package. So that's again an acknowledged case where we misinterpreted how well, how smoothly that would go. Clearly, it did not go well.

Jonathan Mattingly (Mathematics): Just to follow up a little bit, I understand everything that you're saying, the economy of scale of buying from the vendor, but if you already had an in-house piece of software that did the job, I ask this a little bit because I'm scared of other things going the same route that these did here, the ones with the faculty database that's something supplied by a vendor, putting us at their mercy, and that they might not…I just wondered. I understand why you are reluctant to stay with old versions of software when you can buy it from the vendor, but why necessarily the rule to replace in-house things that work with things that may not work as well?

Futhey: In this case, you can imagine, ACES and STORM has two things we've tacked on the side of their box, right? Basically their system. Because what they delivered as functionality five, ten years ago, the initial implementations, was inadequate. So we bolted these things on and did this great set of improvements over the years to deliver the perfect system, and then we took fifty steps back because now, when we did the upgrade, that work will all have to basically start again from scratch.

Marie Lynn Miranda (Nicholas): So, this is related to Philip's point as well. What strikes me about the SISS/STORM system is that it's one of the only pieces of software that I use (we actually developed some software in our own group) where there is not an out-class search.

I should be able to type in permission numbers and a box will come up and tells me how to get to where permission numbers are, I should be able to type in whatever it is, because most of what we do on SISS and STORM , we do every six months or so, and so remembering it the next time is really hard.

We use a lot of different Oracle products. I'm really struck by the fact that, especially for a non-intuitive system, how they get away with not having that search function, and to the extent that Jim was saying, we have the ear of Oracle on this right now, a lot of the problems would be alleviated.

I know that there were those user guides, but those user guides are on a separate tab, that is technology of the 1980's where you have a book that explains to you how to do Excel; that's not how we do Tech support anymore, that's not how people are used to doing it, so I don't find it especially helpful to have those user guides off to the side.

Futhey: This is a great point, it's one that we heard very early on from Terry, as well universally from the other faculty on ITAC, and Jim we have added some help instructions to some of those screens, is that correct?

Voice: That's a user guide! (laughter)

Roberts: That's right…

Miranda: I sent an email to ITACSteering@duke.edu (laughter)

Futhey: Thank you for that, and thank you all, and I can count on a couple of lively meetings for the next couple of months. I appreciate your time today.

SACS Reaccreditation Report – reprise

McClain: Thank you very much Tracy. Next we have Judith Ruderman, Vice Provost for Academic and Administrative Services here to provide a brief report regarding the findings from the SACS Reaccreditation Report…looks real brief! (laughter)

Judith Ruderman (Vice Provost for Academic and Administrative Services): I was here before you a couple of months ago, and at that point we had submitted this monster, we had submitted it as a website with 3000 links, this is the hard copy version, and we had a DVD also. All of this is required.

At that point, we didn't have the reviewers' report, they were in their various home sites, reading this, looking at the links on the website, and it was in the middle of November that we got the report.

So, I'm here to tell you about that report, and what it means for Duke and what we're doing about it.

First, I should tell you that a judgment of non-compliance on any one of these eighty-eight or so standard federal regulations and requirements does not mean that we will be in "non-compliance" at the end of the day, when the on-site reviewers, a different team, come to campus, talk these things over with us, leave and write their own report. So, that's the first thing I want to tell you.

The second thing I want to say, is a judgment of non-compliance, in the on-site reviewers report, does not mean that we will not be re-accredited. It would mean, unless there were *lots* of non-compliance aspects, it would mean that we would be re-accredited and SACS would come back to us in one or two years, and measure our progress in those areas. This is a very serious matter. In the recent national meeting, in a very public way, a very large and prominent research university in our region was put on probation, precisely because it had been re-accredited, but had not taken a judgment of non-compliance seriously enough in the estimation of SACS. So, this is something serious!

And the last thing I'd say about that, is that there is no partial-compliance judgment – you're either in compliance or you're not. And non-compliance does not necessarily mean that you are truly in non-compliance. It might mean that they didn't understand something that you said or you didn't present yourself clearly enough, those are two not necessarily the same thing, and they had to judge you in non-compliance.

So, here are the areas in which we were judged in non-compliance. I'll start with the easiest to address. To our dismay and surprise, the very easiest response, which was one line, from this whole monster document was a one-line response of ours was not understood by the reviewers, and it had something to do with awarding credit for work taken on a non-credit basis. Basically, they said "we don't do that," they didn't understand one word that we used in that sentence. I'm not being sarcastic or anything! (laughter) That's not what I'm saying…I'm just trying to tell you the facts objectively! And we will have no trouble coming into compliance on that.

Another area in which we were deemed in non-compliance had to do with demonstrating that our student affairs personnel are qualified. We did not go deeply enough into all the student affairs personnel because some other schools had not gone any deeper than we did, but you know, a lot depends on who…much depends on who are your external reviewers, and what they think is an appropriate level of depth to look for. So that, we can easily fix.

Another area, two areas, had to do with our general education for Trinity College of Arts and Sciences. We basically have a hybrid model of gen. ed., I know so many other schools have certain courses you take in the beginning and go on to other things, but that's not how our gen. ed. works. Eleven years ago, in our re-accreditation, we explained, it was understood, it was fine. Reaccredidation is much harder now, than it used to be; our reviewers did not quite understand about gen. ed., in that case I think we could have explained to them a little more clearly, about our hybrid model.

One of those standards about gen. ed. will be easy for us to fix because it has to do with who approves gen. ed. courses, since they didn't really understand what we meant by gen. ed. they couldn't really understand who approves them even though we said it very adequately.

The other area of gen. ed. will be a little more difficult; it has to do with the reviewers not understanding the difference between our gen. ed. requirements and our gen. ed. competencies – and our competencies, and the measurement of competencies, that's the buzzword these days. So that particular standard in our response goes over into the bucket with the other five that I'm going to mention. And five of our responses to our all-around assessment, and I will add this.

The other area that was not about assessment was, and I just raise this now: basically, the reviewers said that by and large, we have competent faculty. (loud laughter) But, they found some instances where either they didn't feel we had demonstrated that competence of every single one of our faculty in every single area of the university. They found some where either they didn't feel we had demonstrated it, or there were a couple of areas where they said our faculty were not qualified. Okay, I said it quickly, (laughter) …the other five areas have to do with assessment…

Provost Lange: You listen to what Judith has been saying, what you understand is that anytime we do anything which is innovative, we get hung up. So, the issue about gen. ed. is an issue where we don't do gen. ed. like other people do, right? When in 2000, we buried general ed. qualifications into the curriculum that are in a more integrated way, they don't get in this ladder business. It was that we had a highly interdisciplinary culture, so we have lots of faculty who have degrees in one field, who teach in departments in another field.

Somebody believed that a mathematician teaching in economics was not qualified to teach economics. What he didn't understand is that a person who understands economics might not be qualified to teach economics. (much laughter) But that is another area where we do things somewhat differently, we consider ourselves to be innovative, we believe that we are actually moving education forward, and they don't get it.

So some of these things are just things where I suspect that our external reviewers, our on-site review committee, people coming from a different place, we may well be able to get by on some of these, the other ones that Judith is going to describe to you are different in character.

Ruderman: So with this assessment, I had already said the last time I appeared before you, this was problematic for me, and as Jim mentioned, we subscribe now to an online tool that is to help people organize their assessment activities. I wouldn't say this is an assessment tool, per se, but more of an organizational tool. It's actually in many ways, a good tool, but we didn't inaugurate it until February, and here's where I have to be very careful in what I say.

The reviewers basically said the same thing for all of the assessment standards. Well, we inaugurated it in the February of 2008, therefore, we don't see enough now. We thought, we presented document after document about our assessment activities across the institution.

The one reviewer who reviewed the library was very taken with the library, and the library came up a couple of times as an example of an area that does do good assessment. And the library *is* very good. But frankly, other documents and other narrative that we presented showed equally good assessments, but it just so happens that there was a library assessor who liked what we did, and wanted that highlighted. So we're going to, in our response, in our focused report, which is due in the first week of February, we will push back, in a nice way, in a very nice way, to the degree that we feel we should, and in areas where we do feel that we're not as uniformly excellent, uniformly robust, as we might be, and that is assessment, we may at the end of the day be judged in noncompliance and SACS will come back in two years to seek our progress.

And we are making progress, and there will be a couple of committees formed, because we don't have enough committees (laughter) to provide some guidance and oversight of the assessment enterprises, because this concentration on assessment is not going away.

So that's the bottom line. I was disappointed in some cases, and in some cases I expected just what we got. And 90% of the schools are told they're not in compliance about faculty qualifications. We thought we would be in the 10% but we were not. That's the way it goes, we'll cope, we'll deal, we'll be okay, don't worry, we're not going to be…Thanks to all of you – many in the room! have been very helpful in this two-year effort.

Lange: Paula, will Judith be back here to discuss this any more before the end of the year? Because, if not, I think that we need to commend her incredible leadership (clapping).

Quality Enhancement Planning (QEP)

McClain: Thank you very much, Judith. She's been to ECAC several times – a number of times. Our last item is a brief (laughter), and final report from Professor Tolly Boatwright regarding another part of the accreditation process, the QEP, which is the quality enhancement planning.

Mary T. Boatwright (Classical Studies): Yes, this will be very brief, we're right near the end, I'm happy to say, and this is the final report.

This has been a huge project, not as big as what I think Judith was talking about, but making up the quality enhancement plan as part of the SACS has been a rather long process and very involving. One of the things that

has come out for me is how much Duke is already doing, in so many different arenas, and in fact, as part of our going forward…has come because Duke is already doing so much, and I'm sure that in some parts of the QEP as it stands, we may have overlooked something that someone of you has done. So I apologize for any gaps.

On the other hand, I do want to say that I'm personally proud, I know Prasad (Kasibhatla) is, and also Judith, to be associated with the QEP, and I also am extremely pleased and proud to have worked with everybody I've worked with, and we have worked with, in the course of these last, I don't know, eighteen months, or whatever, we've worked with many people, most of whom, I think all of you, I've seen here, have heard from in some way or another.

But I do want to say, just to encapsulate a couple of things about the QEP, it has gone through different permutations, it now is the newest rendition, which you can get a hold of by going to DukeToday and clicking at the bottom of the little article about it, it's now 84 pages, and so I'd like to just encapsulate a couple of things, to say that I think that throughout the process, we have kept our eyes on the central tenets of Duke University, and on things that have crystallized in the last few years.

So for example, the Winter Forum, which will be inaugurated in the coming year, this two-and-a-half day conference, symposium before the spring semester, is really to have undergraduate students working together with graduate and professional students, with faculty, with alumni, working together in a collaborative learning environment, facing some of the, the first case we're looking at, environmental challenges, but facing some of the great issues that are coming to the fore in the 21st century.

We also, with that, want to do something that Duke has done very often, which is to reach out to students who may not have had the opportunity to engage in such academic and collaborative work. The Global Semester Abroad, which is the second of the prongs that we have developed, fits in with something that the SACS wanted us to do, to enhance programs that are already here. We have tremendous offerings through the office of study abroad and internships that we have, and this global semester abroad program will make it more obviously comparative kind of work that students will be doing. And also will help to extend Duke's interests, and the interests of the world's back to Duke. And so we're interested in that.

And then, also, the third of these prongs, the GAP, the Global Advisor Program, as it's called now, is also something I think that Duke wants to do, and has done, one of the things that we have to work at here, as any great institution, is making what we have more accessible, more transparent, and more useful, to everyone in the institution. And the global advisors program is aimed for that.

So the whole is to further our development here at Duke, as a learning community, within the challenges of the 21st century. And I know that it's a very long document that we now have, but I urge all of you to look at least at the executive summary if you haven't already, as I say, you can access this at DukeToday, there's a little blurb about it with a link at the bottom, we're still, in fact, I was working about an hour before I came here, on the document, so you're welcome to, Judith and I have been the ones at the end who are working on writing, you're welcome to send any kinds of feedback to Judith or to me, and we can still incorporate it.

I'm looking forward to the fat lady singing! on the 5th of February, when it's supposed to go in. Of course it won't be over then because the on-site committee will be here in the end of March.

But it has been a wonderful process – I probably have not been smiling the whole way through, but I will say that it really has impressed on me what a wonderful institution we have here, and the need to keep pushing, to move forward as we can…Thank you all very much, and thanks again to all of the many people who have helped in this process. (clapping)

McClain: I'd like to thank Tolly and Prasad, and I think there were a thousand faculty on that committee! Our next meeting is on February 19th.

Respectfully submitted,

John Staddon
Faculty Secretary, February 10, 2009