

Academic Guidelines For New and Visiting Faculty

**Office of Academic Services
& Office of Faculty Affairs**

Duke Kunshan University

Academic Year 26/27

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Welcome to the DKU Community

Dear Colleagues,

Welcome to Duke Kunshan University! Whether you are joining us as a permanent faculty member or as a visiting scholar, we are delighted to have you with us. For those of you who have recently arrived in Kunshan, we understand this is a period of transition for you and your families.

Teaching at DKU—especially in our unique 7-week session format—may be a new experience for many of you. This format encourages innovative and intentional course design, as trying to compress a traditional semester-length course into a 7-week format tends to result in workload issues for both students and faculty. We encourage you to take advantage of the resources and support available through the Center for Teaching and Learning (CTL) and Duke Learning Innovation. These teams are here to assist with pedagogical strategies, course planning, and educational technologies. Additional guidance can be found in the Welcome Packet, and you are always welcome to contact the CTL at DKU_CTL@dukekunshan.edu.cn for further support.

Note: a VPN may be required for accessing some applications, depending on your location. Please refer to the link provided in the Welcome Packet for more information.

This message comes jointly from the Office of Academic Services and the Office of Faculty Affairs, two units dedicated to supporting your teaching and academic engagement at DKU. The Office of Academic Services (OAS) brings together Academic Advising, the Undergraduate Program team, and the Registrar team. OAS plays a vital role in supporting the academic journey of our students and the broader academic mission of the university. We assist with course registration and scheduling, major declaration, degree progress, academic record services, and holistic academic support.

The Office of Faculty Affairs serves as a central resource for faculty onboarding, development, and ongoing professional support throughout your time at DKU.

We look forward to working with you to create a dynamic academic environment and enriching educational experience for our students. Welcome again to the DKU community!

Lingling Wang

Registrar and Dean of Academic Services

Zach Fredman

Dean of Faculty Affairs

Lessons Learned: Designing Effective Block and Intensive Courses

Adapted from presentation at
[Institute on Block Plan and Intensive Teaching and Learning](#)
Updated May 2024

Teaching in a 7-week session is very different from teaching in a 14-week semester. It is not simply a matter of teaching the same course condensed into a shorter period of time. While the total number of in-class hours is the same as in a traditional semester, students have fewer weekends and less time to fully digest the material. That said, their attention is only divided amongst 2-2.5 courses at a time instead of 4-5. You are encouraged to be intentional in designing courses specifically for this format. You are also encouraged to share with each other practices that have worked well for you.

We strongly encourage the use of active pedagogies, rather than lecture format. We also encourage teaching in 4 x 75-minute blocks rather than 2 x 2.5 hour blocks, given what is known about people's attention span. However, for certain project-based courses, the longer blocks of time might be necessary. We encourage you to select the format based on the pedagogical structure of the course.

Please note that DKU students come from many different academic backgrounds. Instructors play an important role in helping students transition from the kind of instruction they received in high school to the instructional methodologies and course formats they find at DKU.

Build Active/Engaged Learning Community

- Get to know each other
 - Ice breakers are recommended, especially with first-year students
 - Students are more likely to ask for help when they feel comfortable
- Pre-class activities (such as guidelines/questionnaires to accompany reading assignments) encourage in-class participation
- Active/collaborative learning, group work
 - Peer-to-peer support encourages integration of students from different countries and backgrounds

Structure is Important

- Organize learning management system for easy navigation
- Create framework with modules broken up by week (or day) with supporting class activities, graded work
- Clear assignments with explicit instructions
- Clear guidelines for group work
- Set rules for checking/responding to email
 - For you and for the students
- Provide clear grading rubrics

Pace Course Evenly Over Session

- Spread out workload and content evenly
 - Use all 7 weeks: You don't have luxury of starting slow or using last week to review
 - Stick to the schedule

- Don't overload last week
- 4-credit course is 24/hours total in/out of class time per week for 7 weeks
 - In-class time is a minimum of 5-hours/week
 - Can use online poll to assess workload
- Use the exam week for final exam, paper, or presentation
 - You may not give an exam that substitutes for the final exam in week 7
 - Take-home finals are due at the regularly scheduled final exam time, not earlier or later.
- Course meetings cannot be skipped or canceled (see policy on faculty absence)

Content: Less is More!

- Can't cover entire subject in 7 weeks
 - Retention is more important than coverage
 - Consider organizing by 7 main topics in 7 weeks or using three two-week modules followed by a final project week
- Backward course design and robust learning objectives
 - Link course work to assignments and outcomes
- Don't be afraid to let some topics go
 - Focus more deeply on key principles, ideas, skills
 - Students can get specific content, details elsewhere or learn on their own
- Know how your course fits within a course sequence or major
 - No need to repeat content students are getting in other courses
 - Do need to prepare students for subsequent courses
- Keep your course level (100, 200, 300, 400) in mind

Use Class Meetings Wisely

- Don't just lecture
 - Keep any lectures short
 - For 2.5 hour courses: students cannot concentrate on 2 hours of lecture
- Make it interactive
- Vary activities
- Discussions
 - Open-ended questions may not work well with large classes
 - Use small breakout groups
 - Call on students or have students lead discussions
 - Find alternative methods of participation for shy students

Vary Classroom Activities

- Team-based problem-solving sessions
- Group presentations
 - Peer feedback forms
- Interactive session with guest speakers
 - Small discussion groups to prepare questions for speakers
 - Students can moderate expert sessions

Use Outside of Class Activities for Content Delivery and Practice

- Don't put full burden of content delivery on yourself
 - Pre-recorded videos, Coursera, reading, podcasts, adaptive e-books, TED talks
 - Limit videos to 15 minutes each
 - Encourage students to be more independent

- Provide framework for in-class sessions
 - Guides students to focus on what is important
 - Pre-class assignments
 - Discussion guidelines
 - Study prompts or questions to accompany pre-class content
- Hands-on projects/experiments
- Use forum posts and discussion boards as an extension of classroom discussion
 - Post discussion questions
 - Have students take turns initiating/managing
 - Faculty should actively engage
- Homework
 - Provide solutions for homework problems so students don't get frustrated if get stuck or so they can check their answers and understand their mistakes
- Increased writing to reflect on material, organize thoughts
 - Peer editing
- Language practice partners

Timing of Graded Work is Crucial

- Hard for students to catch up if they get behind
- Students need early graded work
 - Can make changes to how they're studying
 - Ensure they understand your expectations
- Faculty need to return graded work promptly
 - Provide clear grading rubrics and plenty of feedback so students know how to improve
- Include regular low-stakes assignments
 - If term project – scaffold with smaller assignments to keep students on task, assess progress
- Be clear about objectives of each assignment
- Make sure that students have sufficient graded work returned to them to make an informed decision about grading basis and course withdrawal by the deadline in week 5
- If you can't grade it all, they probably can't do it all

Provide Student Support

- Early follow up with those who are struggling or not attending, participating
- Post accessible office hours – not just by appointment
- Regular, prompt communication
 - Personal emails
 - Set up individual meetings with every student
- Be human! Show you care!
- Academic support: Writing Center, peer tutors, teaching assistants, learning consultants, CAWS

Self-Assessment: Don't be Afraid to Make Adjustments

- Regular check in with students
- Self-reflection
- Be willing to adjust content, teaching strategies
- Mid-term feedback: colleagues, CTL, students

- If students don't like an assignment, share the objective and let them propose an alternative

Guidelines and Expectations for Undergraduate Instruction

Duke Kunshan University Updated Fall 2025

The following are some tips and reminders about teaching at DKU.

- **Ask yourself if you can cover less or cut back on an assignment.** Actual learning and retention of course material is more important than coverage of topics. Always ask if a particular topic or assignment is truly necessary to achieve your learning objectives. Both students and faculty continue to face demanding workloads, so thoughtful prioritization can help create a more effective and sustainable learning environment.
- **Provide frequent formative low-stakes assignments** instead of fewer big high-stakes assignments.
- **Courses should be designed with at least some graded work early in the session.** This can be low stakes graded work, but students need to have some indication of their performance early, before it is too late to make adjustments. This is particularly important with our fast-paced 7-week sessions.
- **Student assignments must be graded and returned to students in a timely manner** so students can learn from their mistakes and track their progress. Students should have sufficient graded and returned work by week 5 to make an informed decision regarding grading basis or course withdrawal.
- **DKU students are very grade conscious.** However, they should be held to your course policies and your academic standards. You can help students by setting clear expectations and providing grading rubrics. The course should be aimed at the appropriate level (100, 200, 300, 400) and with consideration of the prerequisites, if any.
- **The language of instruction at DKU is English.** Even if the instructor and all enrolled students are Chinese, all students need to learn the appropriate English terminology and how to express themselves in their discipline in English.
- **Each faculty must offer at least 2 hours per week of scheduled office hours, and 4 hours per week of total office hours.** In total, faculty should be available at least four hours weekly (per 4-credit, 7-week course), combining scheduled and by-appointment availability. Office hour times should be posted, since many students are uncomfortable reaching out to faculty when office hours are by appointment only (no scheduled times).
- **Academic integrity is the responsibility of every member of our community, and all students pledge to uphold our community standard.** Academic integrity represents who we are as a community and is closely tied to the reputation of DKU. Any violation of academic integrity diminishes not only the student who is responsible, but also the entire DKU community and the value of a DKU degree. Therefore, you are asked to educate your students in matters of academic honesty and to provide instruction and context as well as clear expectations. If you suspect an academic integrity violation has occurred, you are expected to follow DKU's Academic Integrity Policy (included in the Welcome Package).
- **On-campus faculty should meet with IT BEFORE the first day of class** to test the classroom equipment and familiarize themselves with all technology they plan to use.
- If you experience any technology problems in your classroom, **fill out an IT Service Desk ticket** by emailing service-desk@dukekunshan.edu.cn. If you do not report the problem, it won't get fixed! Even if it is an intermittent problem or a problem you were able to solve during the class period, the collective tickets submitted by all users provide a history that can help IT identify any problems.

- If you experience any other problems in your classroom, such as light or temperature difficulties, broken tables or chairs etc., contact operations at 36657111.
- **Students, instructors, and staff are expected to respond to all email promptly during appropriate working hours.**
- **We strongly encourage you to solicit some kind of formal feedback from students early in the session** so you can identify problems and make adjustments early.
 - The **SGIF**-student **S**mall **G**roup **I**nstructional **F**eedback offered by the CTL is highly recommended. This is not an assessment or course evaluation, but instead provides a mechanism to foster dialogue between students and instructors and to ensure a transparent way to surface student concerns in a thoughtful manner. **To request a SGIF please fill out the sign-up form [here](#).**
- **Students who have concerns about their academic courses are encouraged to follow the Procedure for Resolution of Students' Academic Concerns**, which can be found in the UG Bulletin. While not all student complaints are justified or require action, we do encourage you to listen to concerns and consider whether a response or adjustment is appropriate.
 - Please consult with your division chair if you have questions or concerns about how to respond to a student.
 - Students have the right to make any informal or formal complaint they deem important without fear of retaliation or any other adverse consequences because of doing so.
- Remember that students may have a lot going on outside class, (financial issues; civil unrest, war, or natural disasters in their home countries; personal or family illness, other family problems, etc.). While we need to maintain our academic standards, compassionate flexibility may also be appropriate. That said, students still have responsibilities.
 - You should clearly state any late policies in your syllabus. Communication in advance is essential.
 - An incomplete grade should only be given for illness, emergency, or circumstances outside a student's reasonable control. An incomplete grade should not be authorized if the student has a history of excessive absences or failure to complete coursework in a timely fashion in the course in question.
 - Sometimes giving an extension actually complicates the situation, by pushing the problem into another assignment, course, or session.

Academic Freedom at DKU

- DKU allows for open, respectful discourse in an educational setting
 - People will have opposing viewpoints
 - Misunderstandings will happen
 - Faculty should set clear expectations and ground rules for discussion and strive to create a comfortable and respectful atmosphere
- DKU follows the Chatham House Rule:
 - “When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed.”¹
 - Remind your students that what happens in the classroom should not be shared outside the classroom.
- Violations of DKU Community Standard
 - Do not make audio or video recordings of classes or academic events
 - Do not share or post recordings of classes or academic events without authorization from instructor
 - No sharing what is said in classes or academic events with attribution
 - No posting what is said online or on social media

¹ https://en.wikipedia.org/wiki/Chatham_House_Rule

Course Information for Faculty --- FAQs

Updated for Fall 2025

How can I get technical support?

If you are experiencing technical difficulties, please contact IT:

- China-based faculty/staff/students: 400-816-7100, (+86) 0512- 3665-7100
- Live Chat: <https://oit.duke.edu/help>
- Email: service-desk@dukekunshan.edu.cn
- Website: <https://it.dukekunshan.edu.cn/>

How can I get pedagogical support?

- If you have general questions or request one-on-one consultation about teaching, please contact CTL at DKU_CTL@dukekunshan.edu.cn

How can I get Library/Textbook Support?

- Library website to locate books/articles/databases and other information: <https://library.dukekunshan.edu.cn/>
- For textbook-related questions and needs, please email ug-textbook@dukekunshan.edu.cn or contact Hemin ZHOU, Learning Resources Management Assistant at hemin.zhou@dukekunshan.edu.cn. If you need book chapters, articles, or films for **teaching**, please submit your request for [Library eReserve](#) or contact Ying ZHU, Senior Coordinator for Access Services at ying.zhu814@dukekunshan.edu.cn
- If you need book chapters or articles **for research**, please submit your request via [Document Delivery Services](#)
- For courses-related library training sessions, citation management tools, research consultations, systematic reviews, copyright and fair use, and any other issue, please get in touch with Andrew LEE, Associate Librarian for Research and Instruction at andrewyanqing.lee@dukekunshan.edu.cn.
- For requests on archives, records management, and special collections, contact Ryder Couba, Archives and Special Collections Librarian at rydersewell.kouba@dukekunshan.edu.cn
- For data and visualization services, including courses, training sessions, and research consultation, please contact librarian Siti LEI at siti.lei@dukekunshan.edu.cn
- For AI-related questions or the Game Studio use, please contact Xueying CHENG, Systems Librarian at xueying.cheng@dukekunshan.edu.cn
- For requests on new book title purchases or database subscriptions, please contact relevant subject librarians or complete [Title Recommendation Form](#) or email lib-acquisition@dukekunshan.edu.cn
- For any other library-related questions, please directly email DKU Library at dkulibrary@dukekunshan.edu.cn or contact Mengjie ZOU, University Librarian at mengjie.zou@dukekunshan.edu.cn

****Keep in mind that the rules for posting materials online may differ from what your students can access when using physical copies. For more information, visit the [Copyright in Teaching Guide](#) via Duke ScholarWorks.**

Please prioritize finalizing your reading/viewing lists for the fall semester, as any requests that are submitted at short notice close to the beginning of the semester may not be fulfilled in a timely way due to staffing limitations. Please also anticipate that in the current circumstances

we may not be able to get the materials you need, and you may need to make substitutions. Getting your requests to us as soon as possible also allows more time to select substitutions if need be. We will do our best to keep you updated as the situation changes.

I know of a great online tool! Can I use something other than Zoom, Sakai, and other Duke or DKU supported tools?

There are many excellent online tools, but Duke and DKU can only provide support for a limited number. Instructors may opt to use other tools, but they should note they are

- Responsible for making sure their students' data is protected and not shared
- Responsible for informing students that they are using a tool that Duke does not support and has not vetted for accessibility, privacy and security. This is a particular concern when using tools that will produce something public, such as a public blog or website
- Responsible for providing technical support for themselves and their students (if the tool or platform does not already provide sufficient support)
- Even when you use Duke and DKU supported tools, please guide your student to appropriately use of educational technology for academic purposes

How many contact hours does my course need to have?

For the typical student, each 4-credit course corresponds to approximately 24 hours of total in- and out-of-class time per week in a 7-week session (minimum of 5 hours/week in class), and each 2-credit course corresponds to approximately 12 hours of total in- and out-of-class time per week in a 7-week session (minimum of 2.5 hours/week in class).

I have concerns about academic freedom. What should I do?

This is an important consideration and will be more of a concern in some courses than others.

- We generally do NOT record class meetings.
 - Remind students that they may not record any sessions by any means without instructor authorization. To do so is a violation of the DKU Community Standard. This includes taking photos of PPT slides or writing on the white board.
- Occasionally a student may have an accommodation that allows them to make recordings. You should discuss your expectations with that student
 - You should remind your students that they are being recorded.
 - Only the student with permission should have access to the recording. They should be instructed that they may not share the recording.
- All DKU courses operate under the [Chatham House Rule](#). “When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed.”
- Set your guidelines and expectations clearly. The rules of engagement, including a reminder of the Chatham House Rule and the DKU Community Standard, should be in writing. Remind your students that what happens in the classroom should not be shared outside the classroom.
- Please remember there are topics that are sensitive in China. Please think carefully about what you are saying and remember that your students have a range of different opinions.

I have concerns about academic integrity. Do you have any suggestions?

- Please see DKU's Academic Integrity policy in this Welcome Packet.
- For every assignment, quiz, or test, includes a reminder about adherence to the community standard and requires every student to pledge that they have upheld it on the assignment/quiz/test. This might sound trivial, but it serves as a regular reminder to students to reinforce our commitment to academic integrity.
- Be VERY clear what is and is not permitted. This is particularly important for any group work, as conventions regarding group work and independent versus collaborative work can vary by instructor or even by assignment. This is also important for generative AI, as students are often uncertain about what constitutes crossing the line. Your expectations should be stated clearly on your syllabus and on assignments.
- If you plan to give open-book, open-note exams, be clear what YOU mean by open-book, open-note and whether or not students can use sources other than the textbook and their own class notes, search the internet, use problem-solving sites such as Chegg, use of generative AI such as ChatGPT, etc.
- Create your own prompts, exam questions, and other course materials. The more specific they are to your course, the harder it is for students to cheat.
- Ask students to hand in (or at least retain) earlier drafts of papers and notes.
- Make sure that you are providing students with training in skills such as citations, annotated bibliographies, etc. Unless your course has a pre-requisite course in which you know these topics are covered, you should not assume that students know how to do these properly. Make sure to cover it in your course.
- Remind students that academic integrity is at the core of Duke Kunshan University and that any academic integrity violation reflects poorly on the entire DKU community.
- Be clear in advance about your penalties for academic integrity violations.
- Remind students that our Community Standard pledges all students "to uphold the standards if they are compromised." That means students who observe any academic integrity violation have the obligation to report it or they are complicit in the violation.
- Address concerns about potential academic integrity violations promptly. You should submit an initial report to the online Qualtrics form:
https://duke.qualtrics.com/jfe/form/SV_398qAuC1sLW10CW
You may also contact Associate Dean Paul Stanley paul.stanley@duke.edu to discuss next steps, or to ask any questions about policy.
- All academic integrity violations, regardless of the resolution, must be reported to Associate Dean Paul Stanley.

Selected Undergraduate Academic Policies

This document highlights a number of undergraduate academic policies that new and visiting faculty should pay attention to. For the full academic policies, see also:

- Undergraduate Bulletin (scroll down the webpage):
<https://ugstudies.dukekunshan.edu.cn/>
 - Additional Academic Policies: <https://ugstudies.dukekunshan.edu.cn/academic-policies-and-procedures/>
 - Academic Integrity: <https://ugstudies.dukekunshan.edu.cn/academic-integrity/>
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Academic Integrity Policy

Academic Values for Students and Faculty

All DKU programs are closely connected with Duke University through faculty and the fact that DKU programs offer Duke University credits and Duke University degrees. For this reason, the academic values of faculty and students at DKU and the policies and procedures that govern faculty and student conduct are based on and integrated with those of Duke University.

Non-discrimination

In matters of employment, admission, campus life and academics, DKU will not discriminate on the basis of race, color, religion, national origin, ethnic origin, gender, disabilities, sexual orientation, or age.

Academic Code of Conduct

All DKU students are responsible for adhering to the DKU Community Standard that states: Duke Kunshan University (DKU) is a community comprised of individuals from diverse cultures and backgrounds. We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflecting upon and upholding these principles in all academic and non-academic endeavors and to protecting and promoting a culture of integrity and trust. To uphold the DKU Community Standard

- I will hold myself to the highest standards for honesty, integrity, fairness, and responsibility in my academic and non-academic endeavors
- I will respect other cultures and embrace all forms of diversity
- I will uphold the standards if they are compromised

Upholding Academic Integrity and Community Standards

Students

Each student admitted to DKU is required to sign the Community Standard before classes begin. The DKU Community Standard (DCS) stresses the commitment that students share with all members of the community to enhance the climate for honesty, fairness, respect, and accountability at DKU. Students affirm their commitment to foster this climate by signing a pledge that includes taking constructive action if they witness or know about behavior they perceive to be inconsistent with the DCS, which may include violation of university policies. Although there are no disciplinary sanctions associated with the failure to act, students are nonetheless expected to take appropriate action as a responsibility of membership in the DKU Community. The university recognizes that it is not always easy to act in these situations, but several alternatives are available to suit a student's level of comfort and confidence. These alternatives are not mutually exclusive, such as:

- For incidents involving social behaviors, alerting residence hall, Student Experiences, or other university staff. The information provided will give staff an opportunity to address the matter informally or through appropriate formal channels.
- For cases involving academic integrity, alerting the instructor that cheating may be occurring in the course. This alert can be in any form, including anonymous notification, and the reporting student will not be identified. The information provided will allow the faculty member to consider corrective measures, in consultation with the Associate Dean of Undergraduate Studies or Director of Graduate Programs.
- Directly alerting the Associate Dean of Undergraduate Studies or Director of Graduate Programs, who will confer with the faculty member involved, if an academic issue, or with other parties as appropriate to the situation, to strategize the best next steps. Maintaining the confidentiality of the source is possible, but may limit the extent of action that can be taken.

Faculty

Faculty play a critical role in creating a climate of honesty, trust, fairness, respect, and responsibility. Students rely on the faculty to establish clear class expectations, to promote an atmosphere in which learning with integrity is encouraged, and to confront situations of academic dishonesty. Faculty teach in different formats and have differing philosophies about teaching. Here are several useful general strategies that teachers are encouraged to adopt in the classroom:

- Include a statement about the DKU Community Standard in your syllabus.
- Prior to completing an exam or assignment, ask students to write and sign a pledge that states, "I will adhere to the DKU Community Standard in completing this assignment."
- Stress the importance of academic integrity in class. Discuss why it should matter to the student, why it matters to you, to your discipline, and to DKU. Indicate how citation shows respect for other scholars.
- Be a role model: Cite sources in your lectures.
- Encourage students to come to you or provide resources if they are confused about citation practices or other research standards.

- Make sure your students understand not only what counts as plagiarism and cheating but also how to avoid engaging in these practices. Talk to them about managing their time, taking effective notes, and using the Internet appropriately.
- Explain your expectations clearly. Provide written guidelines about collaborating with peers, citing sources, using notes or exams from previous classes, and accessing information during an examination.
- Assign focused and specific research topics and do not allow last-minute changes of topic.
- Reduce the opportunities and hence the temptation to cheat on exams; one method for doing so is to change exam questions between semesters or distribute alternate versions of the same exam.
- Act on suspected cases of academic integrity violations—students interpret inaction as a lack of caring about the issue. Discuss these cases with the Associate Dean of Undergraduate Studies or Director of Graduate Programs.

The five fundamental values of academic integrity endorsed by the Center for Academic Integrity at Duke University. Modified from information found in McCabe, D. L. and Pavela, G. (1997), "The Principled Pursuit of Academic Integrity." AAHE Bulletin, vol. 50 no. 4, 11-12, and Cole, S. and Kiss, E. (2000), "What Can we do About Student Cheating?" About Campus, vol. 5, no. 2, 5-12.

Academic Integrity Policies

All DKU students are responsible for adhering to the Duke Kunshan University Community Standard (see section on Community Standard, Part 1). Each student admitted to DKU is required to sign the Community Standard before classes begin. The DKU Community Standard stresses the commitment that students share with all members of the community to enhance the climate for honesty, fairness, respect, and accountability at DKU. Students affirm their commitment to foster this climate by signing a pledge that includes taking constructive action if they witness or know about behavior they perceive to be inconsistent with the DKU Community Standard, which may include violation of university policies. Students are responsible for maintaining high standards of academic honesty and personal integrity in all matters, including reporting the results of their studies, signature work, laboratory work, and research; completing assignments; writing papers; and taking quizzes, tests, and examinations. When confronted with a possible violation of academic integrity, it is important that faculty members deal fairly and consistently with students.

The University's disciplinary process is independent of, and in addition to, an instructor's decision on how to grade academically dishonest work. Instructors are expected to communicate with students their policy regarding grading of an academically dishonest assignment (e.g., zero on the assignment, reduced/failing grade for the course, or other approach). An instructor may only implement this penalty if the student has accepted responsibility for academic dishonesty (by accepting the penalty) or has been found responsible for such through the proceedings of the Undergraduate Academic Review Board (UARB).

Any case reviewed by the UARB shall be kept strictly confidential and only those parties involved in investigating and resolving the case should know the details of the case and its resolution.

Violations of academic integrity that occur while the student is residing at Duke University or at another institution (for example, during a study-abroad program) will be handled by the host institution according to the host institution's policies, although DKU reserves the option to investigate the case and impose additional penalties if such action is deemed warranted. In the event a DKU student is suspected of an academic integrity violation at Duke University, DKU may share information regarding previous academic integrity violations that occurred at DKU. Duke University, at its discretion, may use this information in the resolution of disciplinary proceedings.

Academic Integrity: Undergraduate Program Policies

Members of the faculty teaching undergraduates are expected to consult with the Associate Dean of Undergraduate Studies regarding cases of possible academic misconduct. Minor, first-time infractions (those that would not be grounds for suspension or more severe censure if proven true) may be resolved between the faculty member and the student. The faculty member must then submit a written record of the violation and how it was resolved using the Faculty-Student Resolution Form to the Associate Dean of Undergraduate Studies, who maintains a record and determines if there have been previous violations. If the student is dissatisfied with the resolution, he or she may appeal to the Associate Dean of Undergraduate Studies. Cases that are more serious, second-time offenses or student appeals must be handled more formally through the Undergraduate Academic Review Board (UARB).

*DKU Undergraduate Bulletin: Academic Integrity

Undergraduate Academic Review Board (UARB) Procedures

This body will include three full-time, DKU faculty members whose primary teaching affiliation is with the undergraduate program as well as two undergraduate student representatives and is presided over by the Associate Dean of Undergraduate Studies. UARB members are appointed by the Associate Dean of Undergraduate Studies for a period of two years. In order to accommodate faculty schedules and review cases in a timely manner, the Associate Dean may also appoint a pool of DKU faculty members and students who can serve in the place of unavailable regular UARB members. Following their appointment, the members of the UARB will meet with the Associate Dean of Undergraduate Studies for a briefing on their duties and responsibilities.

Should the UARB be called upon by the Associate Dean of Undergraduate Studies to adjudicate a case involving one or more undergraduate students, the procedure is as follows:

- 1) The Associate Dean of Undergraduate Studies will alert the UARB members of the case and will begin the process by calling for an investigation of the case.

- 2) The UARB shall investigate the case gathering all relevant materials from all parties involved (faculty, administrators, students) in a timely manner then convene a hearing.

The members of the UARB shall independently review all pertinent documentation relating to the case. This should be done as quickly as possible and at least within 20 business days of the opening of the case. If the case is brought to the UARB at the end of a semester, they should complete their review within 20 days of the beginning of

the following semester at the latest. In a case where such an extended review may prevent a student from graduating on time, the UARB may proceed without the input of the student members.

3) The UARB should also meet with the student and the instructor to discuss the case in greater detail.

4) In line with the policies of Duke University's Undergraduate Disciplinary System, (<https://studentaffairs.duke.edu/conduct/undergraduate-disciplinarysystem/disciplinary-process/disciplinary-hearing-types#complaints>), the student may be present at the hearing and may bring an advisor. The advisor must be a current member of the DKU community (faculty or staff). The advisor may confer with the student but is not to advocate for the student or participate in the hearing.

5) The UARB shall inform the student and the faculty member bringing the case, in writing, of their conclusion, within 30 business days of the opening of the case. All records of the case should be provided to the Associate Dean of Undergraduate Studies for his or her records.

6) As long as the UARB concludes that a violation of academic integrity has occurred, the instructor's penalty will be upheld.²

7) Unless otherwise noted by the UARB, the resolution decision will be effective immediately.

8) If the student is dissatisfied with the resolution of the case because he/she believes there was a procedural error or because new information has become available, the student may appeal the case (under these grounds only) to the Vice Chancellor for Academic Affairs. This must be done so within one week of the student receiving notice of the UARB's resolution or the resolution will stand.

Additional Notes on Academic Integrity

Ensuring that students understand our expectations regarding academic integrity is a shared responsibility. Many students found responsible for academic integrity violations state that they did not realize their actions constituted a violation. Regardless of the credibility of such claims, it is our obligation as faculty to communicate expectations clearly and provide students with the necessary preparation to meet them.

We ask your assistance with the following:

- Please ensure that students possess the knowledge and skills required to complete your assignments appropriately. For example, if an assignment requires citations, literature reviews, or other scholarly practices, students should receive appropriate instruction or guidance. This may include:
 - Requiring prerequisites in which these skills are taught;
 - Providing instruction in your course;

² The UARB may recommend a penalty to the instructor in cases where they deem the instructor's penalty to be inappropriate

- Sharing reference materials or guides;
- Referring students to the Writing and Language Studio (WLS) or other campus resources.

Students come from a wide range of educational systems; therefore, faculty should not assume that all students have received the same training in academic practices.

- Make your expectations clear.
 - Some faculty allow collaboration on assignments, others do not. Some faculty allow students to work together for some assignments, but not others. Clearly state your collaboration policy on the syllabus as well as on the assignment.
 - What resources (books, internet, translation tools, grammar checkers, smart editors, calculators, etc.) are allowed for different assignments, or for tests and quizzes? This should be clearly stated on your syllabus as well as on the assignment, quiz or exam. As there has been a proliferation of Artificial Intelligence tools in the past year, please clarify the degree to which such tools can be used in your assignments, if at all.
 - Explaining to the students the learning goals and why they are doing an assignment goes a long way towards helping them to self-manage appropriate use of resources.
- State your penalties for AI violations (or the range of possible penalties) on your syllabus. Stating the full range of penalties is especially recommended. Typically, maximum penalties for faculty-student resolutions would be up to and including a grade of 0 on the assignment/test, or an F in the course for the most severe cases. More egregious cases must be referred to the UARB.
- Students are expected to be on campus. For courses offered in person, students **must** take quizzes, tests, and final exams in person, unless the instructor is administering the assessment online or has authorized an online option. The exam policy for online courses will be established by the instructor. In the case of either online or in-person delivery, all faculty are expected to meet the synchronous or in-person contact hours expected for their mode of delivery. Students enrolled in an online course are required to attend all of their on campus courses in person. Please consult your divisional assistant if you are not in China and need assistance with proctoring. Leaving early for any school break is not an acceptable reason to take an exam remotely, so students must reschedule any plane/train tickets they may have already purchased.
- To clear up any confusion, students have been informed that the following are the default expectations unless stated otherwise by their instructor. Our goal is not to infringe on academic freedom, and you may certainly implement different policies for your own courses or for individual assignments/quizzes/tests. The key is that, **unless you explicitly state otherwise**, these are our expectations.
 - There is absolutely NO collaboration or discussion with other students on any assignment, quiz, test, or lab
 - Students may not use assignments, tests, quizzes, lab reports, or any other material from another student or any previous offering of a course unless such material is provided by the instructor
 - Students may not use books, notes, phone, internet, during any exam, quiz, or test
 - Students may not use language translation services when writing papers (other than for single words or short phrases)

- Generative AI tools (including ChatGPT and Quillbot, as well as numerous tools in media and art) are a novel technology to which higher education is learning to adapt.
 - Use of these tools is governed by DKU's Academic Integrity Policy, and students must employ this technology consistent with expectations of the instructor, course, or assessment.
 - In any situations in which such tools are used (with or without permission) in the process of completing assignments, students are obliged to cite fully any use of generative AI tools in the formulation of their work, including by preserving a record of the use of the tool as original source material.
 - Students should be encouraged to save all rough drafts and notes for papers, in case any concerns arise.
- Students may not use Chegg or any other similar service
- When in doubt whether any tool or resource is allowed for a particular assignment or course, students should ask the instructor.

If you suspect an academic integrity violation, please consult Associate Dean Paul Stanley paul.stanley@duke.edu to discuss procedures, establish if it is a first-time offense, and ensure consistency across the UG program.

Guidelines for Undergraduate Student Absence

Students are expected to contact instructors directly in advance, if possible, of any absence. Except under extenuating circumstances (e.g., the student is incapacitated), instructors must be notified prior to the start of the class meeting; absences are not accommodated retroactively.

- Half-day or 1-day absences due to an illness are generally handled directly between student and instructor, although the instructor may require official documentation for approval of a missed quiz, test, presentation, or other in-class graded work.
- If a student will be out for 2 or more consecutive instructional days, they should obtain official documentation from either Campus Health Services/Counseling and psychological Services or from an external health care provider. The Campus Health Services/Counseling and Psychological Services can provide recommendations based on the student's condition and documentation, and notify the Registrar and Dean of Academic Services or designee, who will then coordinate with the student's instructors and academic advisor to support the student.
 - Longer periods of absences might necessitate a medical course withdrawal or medical leave of absence.
- Students with approved academic accommodations should refer to their Instructor Accommodation Letter. They should contact the Student Accessibility Services Office (SASO) at Duke Kunshan University with any questions or concerns.
- Faculty are encouraged to reach out to students who miss two or more classes consecutively to check in. Example: "I am writing to see how you are as you have missed a couple of classes."

Class attendance and Missed Work*

Responsibility for class attendance rests with individual students, and since regular and punctual class attendance is expected, students must accept the consequences of failure to attend. Instructors who are concerned about a student's attendance should first reach out to the student. If in their opinion, the student absence is excessive, instructors may contact the student's academic advisor and/or the Office of Undergraduate Advising. A student who has failed to attend a course for the equivalent of 2 or more weeks may be assigned a grade of F in that course. A student who has failed to attend any class meetings for the equivalent of 2 or more weeks may be placed on involuntary administrative leave of absence for the remainder of the term. Students placed on involuntary leave of absence will be eligible to submit a Return from Leave of Absence application at the next application deadline. (See sections on **Involuntary Withdrawal, Involuntary Leave of Absence or Suspension and Return, UG Bulletin, Part 6.**)

Because a DKU education is designed to be a residential experience, most courses are designed to be offered with in-person instruction. The University offers only a limited number of courses in remote format. All students must be on campus taking courses in

person. Any student who cannot be on campus is required to take a leave of absence, unless all their courses are offered remotely. There are no exceptions to this policy. If a student is registered exclusively for courses offered only in remote format, they may, under extenuating circumstances, submit a petition for an exception to the requirement to reside on campus. Approval is not guaranteed. Faculty may not accommodate requests for remote or hybrid instruction in courses that are offered in person. A single absence might be accommodated remotely at the discretion of the instructor according to the university's policies regarding class absences.

Missed work associated with absence from class is accommodated in two circumstances: 1) illness or other extraordinary personal circumstance, and 2) religious observance. Missed work associated with any other absence is not covered by this policy. In courses where a defined number of absences is permitted, students should make judicious use of them and save them for unavoidable circumstances. Students are encouraged to discuss any absence, planned or unexpected, with their instructor to determine whether accommodation is possible. The nature of the accommodation, if any, is to be determined by the faculty member in accordance with their attendance policy as outlined in the course syllabus. It should be noted that personal travel arrangements, including before or after school breaks, are not an excuse for missed work or class absences; students are advised to consult the syllabus when making such arrangements to avoid missing class or graded work. Except under extenuating circumstances (e.g., the student is incapacitated), faculty must be notified prior to the start of the class meeting; absences are not accommodated retroactively.

If a student will miss 2 or more consecutive instructional days due to illness, s/he should obtain official documentation from either Campus Health Services/Counseling and Wellness Services or from an external health care provider. The Campus Health Services/Counseling and Wellness Services will work with the Registrar and Dean of Academic Services or delegate to review the documentation and coordinate with the student's instructors and academic advisor to support the student. Absences of a single day or less due to illness are generally handled directly between the student and faculty.

*DKU Undergraduate Bulletin: Academic Procedures and Information

Early F Due to Non-attendance Policy

*Responsibility for class attendance rests with individual students, and since regular and punctual class attendance is expected, students must accept the consequences of failure to attend. **Instructors who are concerned about a student's attendance should first reach out to the student. If in their opinion, the student absence is excessive, instructors may contact the student's academic advisor and/or the Office of Undergraduate Advising. A student who has failed to attend a course for the equivalent of 2 or more weeks may be assigned a grade of F in that course.** A student who has failed to attend any class meetings for the equivalent of 2 or more weeks may be placed on involuntary administrative leave of absence for the remainder of the term. Students placed on involuntary leave of absence will be eligible to submit a Return from Leave of Absence application at the next application deadline.*

The bolded section implies an action on the part of the faculty member to both check on the student and potentially to assign them a grade early due to non-attendance (absences due to illness or other issues have alternate approaches) but it does not specify the method

by which to do so. This document is meant to provide the steps a faculty member must take to accomplish these actions as well as ensure the student has been afforded due process. The steps to be taken are:

1. After an unexcused absence the instructor should reach out to the student via the student's DKU email address. If there is no response within a reasonable timeframe (at minimum 24 hours but especially if that wait lasts until the next class meeting and the student is absent again) the instructor should continue to the next step in the process. Note that this does not need to happen after the first unexcused absence, but it may.
2. Initiate a [Care Report](#). While the instructor can always ask the student's advisor or my office if we know of any special situation going on, as indicated by the Bulletin, if the student is non-responsive chances are we have not heard from them either. In nearly all cases our recommendation would be to file a [Care Report](#) to initiate a wellness check on the student. ***Be sure to indicate the class in question, the student's ID (from your roster) and your email so that you can receive a response back.*** Instructors should feel free to submit the Care Report directly without reaching out to advisors over email since this will still go directly to the Director of Advising, along with other members of the Care Team.
3. The Student Care Coordinator will conduct a wellness check on the student with a verbal and/or written notification that their instructor has been trying to reach them and that they are expected to respond. Should the student be in a situation where they could reasonably be expected to be in class the Student Care Coordinator will respond to the reporter that this contact and reminder to the student has been issued.

This response may be delayed if the student needs some kind of health assessment, or if their situation requires review by the Care Team.

4. If the student continues to remain absent for additional class meetings but the instructor has yet to hear from the Student Care Coordinator they can reach out to Advising or the Registrar's Office to inquire if there is an update about whether the student should be expected to be attending, or if there are ongoing circumstances that may mean the student will miss class. In any situation, focus will be on reinforcing that the student should be communicating with their faculty proactively or seeking assistance from staff if they are unable to do so. If an update is available these staff members should be able to tell whether the student should be attending but may not be able to share further information or have the ability to discuss specifics beyond that.
5. Once the instructor knows the student should be able to attend and they have missed 2 or more weeks, they can submit a request to the [Office of the Registrar](#) to assign an F grade (please include the student's name and course code). A response will be sent from the Office of the Registrar to indicate when the grade has been processed.
6. At this stage the instructor can reorganize group membership or presentation dates without the student whose grade was submitted. For the purposes of the remaining class sessions the student can be considered removed from course enrollment because they have already earned their grade for the session.

Since expectations can vary depending on the nature and structure of a course, it is crucial for faculty members to clearly communicate their attendance policies both during the first

class and in the syllabus. If this process is something you would consider using it is recommended to state this policy on your syllabus or in class during the first week. Establishing this clarity upfront helps address any potential areas of confusion or debate but once this expectation has been established this policy exists to help the faculty hold students accountable to it should they need to. It is important to note that this policy **does not constitute an expectation that faculty should do this in every case for every student with excessive absences, nor does it carry the expectation that instructors must take attendance at each meeting for every class.** Instead, this process is meant to be a tool that faculty can utilize if they so choose. It is a tool meant to provide options for faculty, but it is explicitly not a mandate.

Incomplete Coursework and Excused Absence from Final Exam

If, because of illness, emergency, or circumstances outside a student's reasonable control, a student cannot complete work for a course or cannot attend the final examination, the student may request in writing to the instructor the assignment of an I (incomplete) for the course. The student is expected to also discuss the I grade with their academic advisor. Faculty may consult Academic Services regarding documentation review, eligibility verification, and policy guidance related to incomplete grade requests; however, the decision to assign an I grade rests with the instructor. An incomplete grade will not be authorized if the student has a history of excessive absences or failure to complete coursework in a timely fashion in the course in question. Once an I grade is assigned, the course must be completed and a student can no longer withdraw from the course.

If the request for an incomplete (I) grade is approved by the instructor in the course, then the student must satisfactorily complete the work by the last class day of the fifth week of the subsequent seven-week session except when an earlier deadline has been established by the instructor. An earlier deadline will be established when there is a question of the student's ability to clear their academic probation and avoid academic suspension, or the professor decides an earlier deadline date is appropriate. An I assigned in the second session of fall or spring must be resolved in the first session of the succeeding spring or fall term, respectively. An I assigned in the summer must be resolved in the succeeding fall term. If the I is not completed by the deadline, it will be converted to an F by the Office of the Registrar. A student who is not enrolled in the university, including a student who experiences a voluntary or involuntary separation, withdrawal, or leave of absence from Duke Kunshan University in the session following receipt of an I, or who is studying away during the session following receipt of an I must still clear the I by the designated deadline. Students may not complete work in a course after graduation.

Once a final grade is available, it will replace the I grade and be displayed on students' transcripts. In addition, an I cancels eligibility for the Dean's List and the Dean's List with Distinction in the semester in which the I grade was issued.

For purposes of determining satisfactory progress each term and toward graduation, incomplete work in a course indicated by a grade of I is not presumed to be satisfactory performance in that course. Because a grade of I is not presumed to be satisfactory performance, a course with an unresolved I grade may not be used to fulfill a prerequisite requirement. A student registered for a course with a prerequisite in which they have an I grade must either drop the course or resolve the I with a passing grade before the end of the drop/add period. For cases in which probationary status or academic suspension is in

question, incomplete work must be resolved in time for final grades to be submitted to the Office of the Registrar no later than the weekday preceding the first day of classes of the subsequent fall or spring term (see section on Academic Warning, Probation, and Suspension for Students, **UG Bulletin, Part 6**).

Procedure for Resolution of Students' Academic Concerns

Duke Kunshan University is committed to providing a learning environment in which concerns related to academic matters (issues pertaining to a course, academic instruction or other activities that receive academic credit) are resolved promptly and with support to all parties. Because Duke Kunshan University is committed to its students and the implementation of consistent and nondiscriminatory academic policies and processes, the university has created procedures for resolving academic complaints. This policy refers to academic complaints that are not related to grading. Grade complaints are covered by the separate Undergraduate Student Grade Appeal Resolution Process.

Students are encouraged to resolve academic complaints directly with the course instructor(s) or appropriate staff member (e.g., tutors, teaching assistants, advisors, etc.) involved in the matter. Direct communication is a basic expectation of conduct in an academic community. Whenever possible, therefore, students ought to approach the relevant instructor or staff person, either by email or by an in-person meeting, within five days of identifying the concern. After the meeting has occurred, the instructor or staff member is obliged to respond to the student in writing within five days, offering a resolution of the dispute.

Under three conditions a student may advance their concern to the relevant unit head (Division Chair [or Associate Chair, if designated by the Chair], or the Director of the Language and Culture Center for language related courses, or the Director of Academic Advising for complaints regarding tutoring or advising staff).

- The student is dissatisfied with the instructor or staff member's resolution
- The student receives no response
- The student is uncomfortable addressing the instructor or staff member directly

The relevant unit head shall consider all appeals regarding academic concerns. At minimum, they will review the student's concern, interview relevant faculty or staff members, and review any relevant course content. They may also choose to interview other members of the community before reaching a decision. Their deliberations ought to be guided by consulting the relevant academic rule, policy, or established practice. Within 14 days of receiving notice of a student concern, students ought to receive notice of a final decision and resolution from the relevant unit head. The unit head's substantive judgment is final. If applicable, the unit head may advance their concerns about instructors or staff members to the Dean of Faculty Affairs or the VCAA for further action or remediation.

If the student is dissatisfied with the resolution outcome, the student may choose to file a formal appeal with the Registrar and Dean of Academic Services. The Registrar and Dean of Academic Services (or delegate) will consider appeals on the following grounds:

- The resolution procedure was not observed, and that nonobservance harmed the student's progress towards degree

- The alleged conduct violated a relevant policy in the DKU Faculty Handbook

Should the Registrar and Dean of Academic Services (or delegate) determine that the appeal has merit, they will return the case to the unit head for re-adjudication. The Registrar and Dean of Academic Services (or delegate) may also advance their concerns about instructors or staff members to the Dean of Faculty Affairs or the VCAA for further action or remediation.

Students have the right to make any formal or informal complaint they deem important without fear of retaliation or any other adverse consequences. If a student has questions or concerns about the policies and procedures related to the academic complaint resolution process, the student may consult their academic advisor or the Registrar and Dean of Academic Services (or delegate) at any point during the process or before initiating a formal or informal complaint.

Issues related to academic integrity will be resolved according to the Undergraduate Academic Integrity Policy³. Issues related to non-academic behaviors as described in the student handbook will be resolved according to the student complaint and conduct processes⁴. Issues related to harassment and discrimination will be resolved according to the Sexual Harassment and Misconduct Policy⁵. Issues related to grading will be resolved according to the Undergraduate Student Grade Appeal Procedure.

*DKU Undergraduate Bulletin: Academic Procedures and Information, Procedure for Resolution of Students' Academic Concerns

Grade Appeal Procedure

Grades received on individual assignments are not eligible for appeal by students. Students are always encouraged, however, to discuss their work with their instructors so that they can better understand faculty feedback on individual assignments. The procedure below applies only to final course grades.

Faculty are expected to maintain fair and consistent grading standards. With the exception of I (Incomplete), changes in end-of-term or end-of-session grades may be made by the instructor only because of an error in calculation or an error in transcription. Changes in these grades may not be based on the late submission of required work, the resubmission of work previously judged unsatisfactory, or on additional work.

A student who questions a final grade received in a course should first discuss the matter--either by email or by an in-person meeting—with the instructor(s) within five days of the grade being released. If a student wishes to petition for a formal grade review, they must do so within seven days of the grade being released. Faculty are obliged to respond to student grade appeals in writing within five days of receiving notice of an appeal.

Students may appeal the decision of the faculty member by directing an appeal to the appropriate unit head. This appeal must be submitted no later than 14 days after the grade

³ Refer to Duke Kunshan University Academic Policies, Approved by the Faculty August 29, 2018.

⁴ Refer to Duke Kunshan University Student Handbook.

⁵ Refer to the Part 1 of Bulletin of Duke Kunshan University Undergraduate Instruction, or the Student Handbook.

is released. The only bases for a successful appeal are:

- Errors in calculation or transcription
- Egregious departures from current syllabi and/or published rubrics
- Evidence of systematic bias, harassment, or other violation of a relevant policy in the DKU Faculty Handbook

The unit head or associate unit head will review the case with the instructor(s) involved. The review will focus on whether the grade assigned by the instructor was arrived at in accordance with the course grading policy as articulated in the syllabus and/or as discussed with the students in class and calculated in the same way that the grades other students received in the course were calculated. Generally speaking, the review will not focus on how individual pieces of work in a course were graded, as it is the responsibility solely of the instructor to evaluate the quality of students' work within the context of his/her course.

If the unit head or associate unit head agrees with the instructor(s) that there are no legitimate grounds on which to change the grade, the grade stands as recorded. If the unit head or associate unit head believes there are grounds to consider a change and the instructor(s) is unwilling to change the grade, the unit head or associate unit head will notify the student that he or she may request a review of the case in writing to the Registrar and Dean of Academic Services (or delegate). A written request must be submitted before the end of the Drop/Add period of the term following that in which the instructor(s) recorded the grade.

The Registrar and Dean of Academic Services (or delegate) will review the case and decide whether there are grounds to convene a faculty committee to review the grade. If the Registrar and Dean of Academic Services (or delegate) decides there are no grounds, then the grade is not changed. If the Registrar and Dean of Academic Services (or delegate) decides that there are grounds to proceed, the case will be referred to a committee consisting of three faculty members of the Undergraduate Academic Review Board. This committee will then evaluate and review the case, and the Registrar and Dean of Academic Services (or delegate) may initiate a grade change if that is the recommendation of the committee. The decision of the committee is final.

Special Provision for Graduating Students

Due to administrative deadlines for graduation certification, graduating seniors are subject to an accelerated timeline for resolving grade concerns. Students who wish to question a final grade in their final term must notify the instructor in writing within 48 hours of the grade being released. Formal appeals must be submitted to the Registrar and Dean of Academic Services (or delegate) within five days of the grade posting.

Students are strongly encouraged to review their grades promptly upon release and to communicate any concerns immediately. Once the graduation list has been certified and degrees conferred, changes to final grades will be made only in cases of verified clerical error.

DKU Undergraduate Credit Hour Definition

DKU defines a credit hour according to the United States federal definition of a credit hour:

A credit hour is “An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out- of- class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

<https://registrar.duke.edu/faqs/?f=/faq/credit-hour-policy/>

For DKU’s calendar, this means that for the typical student, each 4-credit course corresponds to approximately 24 hours of total in- and out-of-class time per week in a 7-week session, plus the examination week, and each 2-credit course corresponds to approximately 12 hours of total in- and out-of-class time per week in a 7-week session, plus the final examination week.

- Credit Hour: <https://www.dukekunshan.edu.cn/about/student-records-and-resources/>
- <https://registrar.duke.edu/faqs/?f=/faq/credit-hour-policy/>

Office Hours

Faculty members (including part-time faculty) teaching in the undergraduate and graduate programs will be available in their offices at least four hours per week for each four-credit 7- week semester course and two hours per week for a 14-week semester course or a two-credit 7- week course, and by appointment at mutually convenient times. If unable to keep the posted times, a faculty member will post a note to that effect. For the Master of Management Studies program, in which each course is taught in an intensive 2-week format, faculty are expected to be available for student consultation outside of their time in the classroom during the two weeks in which they are in residence at DKU.

Final Examinations

The times and places of final examinations for each session are officially scheduled by the Office of the Registrar, generally according to the day and hour of the regular course meeting; changes may not be made in the schedule without the approval of the registrar. If a final examination is to be given in a course, it will be given during the official final exam period. Take-home examinations are due at the regularly scheduled hour of an examination, based on the time period of the class. In courses in which final examinations are not scheduled, an exam that substitutes for a final examination may not be given in the last week of classes. Hourly tests may be given in the last week of classes, whether or not a final examination is administered during the exam period, but they may not exceed 75 minutes. Such exams should be restricted to recent material; they cannot be comprehensive

exams covering material from the entire course. In the summer session, final examinations are held on the last two days of the term.

No later than the end of the first week of classes each session, the instructor is required to announce plans for the final examination exercise. The form of the final exercise is determined by the instructor. However, a final written examination may not exceed three hours in length and a final take-home examination may not require more than three hours in the actual writing. In cases where a student has three final exams scheduled on the same day, they may petition to reschedule one exam to alleviate academic stress. Petitions must be submitted to the Office of the Registrar at least two weeks before the last day of classes, and any approved rescheduled exam must occur after all classes have ended but no later than the originally scheduled exam date. Approval depends on instructor consent and operational feasibility; if not granted or submitted late, the student must take all exams as originally scheduled.

Any student late for an examination may not expect time beyond the end of the scheduled period. A student who fails to take any scheduled final examination shall receive a grade of F in the course, unless they are excused for reasons deemed sufficient by the instructor. If they are excused, they shall receive an I (Incomplete) (see section on Incomplete Grades). Students must take final exams at the officially scheduled times. Because end-of-the-term travel arrangements are not the basis for changing a final examination date, students are advised to consult the final examination schedule when making such arrangements. Deferral of a final examination will not be authorized if the student has a history of excessive absences or failure to complete coursework in a timely fashion for the course in question.

Independent Studies

Independent study enables a student to earn course credit by pursuing individual academic interests under the supervision of a faculty member. Independent study is of two types: Independent Study (non-research) and Research Independent Study. Both require approval of the instructor involved as well as the advisors and the appropriate division chair or Director of the Language and Culture Center; student-faculty meetings at least once a week for a 7-week course or once every two weeks for a 14- week course; completion of a final product during the term for which a student is registered for the course; and evaluation by the instructor of the work, including the final product, associated with the independent study. All independent study courses are offered on a Credit/No Credit (CR/NC) basis. Students may enroll in no more than four credits of (Research) Independent study courses in a single semester, and no more than eight credits during the undergraduate career may count toward degree requirements.

Courses entitled Independent Study or INDSTU are individual non-research directed study in a field of special interest on a previously approved topic taken under the supervision of a faculty member and resulting in an academic and/or artistic product. Courses entitled Research Independent Study or RINDSTU are individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Research Independent Study courses may be repeated for credit. Students may not do a Research Independent Study related to their Signature Work topic in the same term in which they are registered for a capstone course.

Religious Holidays

In recognition that observances of religious holidays may affect classroom attendance and the submission of graded work, members of the various religious affiliations should inform their instructors of major religious holidays that occur when classes are being held or before the beginning of each term. In the event of a conflict, students wishing to observe a specific religious holiday should request that their instructors arrange for a postponement or makeup of work. Duke Kunshan University encourages all faculty to make reasonable accommodations necessary for students' religious observances. However, it is the student's responsibility to make such requests prior to the holiday. If an instructor is unable or unwilling to grant the request, students should consult the Office of the Registrar and Academic Services.

How to Handle Requests for Adding Seats to Courses

During the registration process and throughout the add/drop period, students will often approach faculty to ask if they would be willing to add a seat for them in a course they did not get into. Faculty are asked not to say yes immediately. The appropriate procedure is as follows:

1. Remind the student to add their name to the course/section waitlist. If any additional seats are added, these will generally go first to those on the waitlist.
2. Ask the student to discuss their course needs with their academic advisor and/or the advising office.
3. Academic advisors should work with their advisees to determine if the student truly *needs* the course during the given session or semester or just really *wants* the course. The following should be considered:
 - a. Discuss the students' academic interests and major or intended major
 - b. Consult the course planning documents located on the upper right hand corner of the [Advising website](#).
 - c. Considering pre-requisites and progress toward completing requirements, determine whether the student can take the course at a later date.
 - d. Did the student attempt to register for the course/section during the assigned registration block for their class year? If they did not get into the course, did they register for the waitlist? We will usually not add a seat to accommodate a student who failed to register on time. If any additional seats are added, they will generally be offered in the order of the waitlist. If students put themselves on the waitlist during their assigned registration window, those students with more seniority should be at the top of the list.
4. If the student truly *needs* to take the course to stay on track, the advisor should email the division chair, Lingling Wang, and Bill Parsons with a copy to the student requesting that a seat be added and providing an explanation of why it is necessary that the student take it at this time and an explanation of why they did not register for the course or the waitlist during their assigned registration window, if applicable.
5. The request will be reviewed and the instructor will be consulted before any final decision is made regarding adding seats. If it is determined that additional seats are needed, the course cap will be raised to admit students off the waitlist. Only in rare

cases with extenuating circumstances will a specific student be added to the course.

Note on timeline for requests for adding seats: The student and academic advisor should raise the issue as soon as they have determined that the student has a **need** to get into the course. If the division chair, Lingling, and Bill concur, we make a note that it appears seats should be added to the course/section. However, because there are generally several months between registration and the start of a session, during which many students make registration changes, we will monitor the situation but may delay taking action to increase seats until closer to the start of the session.

It is important to follow processes that are fair to all students. In many cases, for every student who requests an additional seat, there are other students who also want to get into the course. We need to control numbers for several reasons:

1. In many cases, the course will be offered again in later sessions. We do not want to end up having a course oversubscribed in one session and undersubscribed in another.
2. Class size has an impact on the student experience. Discussion, group projects, and many active pedagogy strategies work best with smaller classes.
3. Class size also affects the faculty experience. With a larger class, the faculty member has more grading to do and more students competing for the same amount of faculty time during office hours.
4. Faculty find it hard to say no when asked, even if they really do not want to increase the class size. This process means that they do not have to be the gatekeepers.
5. If we establish a precedent of always adding seats to accommodate student wants (rather than needs), we will ultimately create more problems than we solve. We would like to limit this to when it is truly necessary.
6. There are often multiple pathways to complete the majors, and our teaching schedule and staffing plan is based on this.

That said, we recognize that there have been disruptions to student course planning due to COVID and changes to the course offering schedules. There may be some cases in which, despite our planning, the course sequences do not work out as intended. We also recognize that there will be students who change their major or do not decide on one until a bit later in their undergraduate career. We want to be flexible, so limiting adding seats to those cases in which it is truly necessary will allow us to serve all students better.

Course Overload

Many of our students would overload every semester if we let them. In general, we do NOT recommend that students take overloads.

We discourage overloads for the following reasons:

1. Our 7-week courses are quite intense. Most students are better off taking fewer courses and focusing on really mastering the material. Students should be encouraged to do suggested readings, work more practice problems, and do a deeper dive rather than spread themselves too thin.
2. Many of our students are already under a lot of stress due to the intensity of our courses and the pressure they (and sometimes their parents) place themselves under to get good grades. Stress can manifest itself in ways that are not always reflected in their grades.

Even a student with a stellar academic record might be suffering from anxiety, depression, an eating disorder, or any other number of mental health concerns. While this certainly does not apply to every student, this is also something that many students are able to hide and may not be apparent to those of us who are evaluating the request.

3. We want to encourage students to take full advantage of all the co- and extra-curricular activities available on campus that will greatly enhance their DKU experience. These include participating in research activities, sports, student clubs and activities, community service, campus speakers and colloquia, etc.
4. Our course offerings, staffing plan, and budget (field trips, class activities, classroom supplies, etc.) are all based upon the assumption that students will take a normal course load. From a practical standpoint, students who take above the normal course load put great stress on our already limited resources. Furthermore, an increased number of overloads results in more competition for seats in classes and larger class sizes, diminishing the academic experience for all students and faculty.

Overloads will only be approved under exceptional circumstances, and advisors are asked to be the primary gatekeepers in enforcing this policy. Overload permission will not normally be granted just because a student wants to take an additional course. Students who are behind in credits should not expect to be permitted to overload for multiple semesters. Below are some examples of the kinds of exceptional cases in which an overload *might* be granted.

- Courses that are credit-bearing co-curricular activities:
 - For example, MUSIC 210 Orchestra and other performing arts courses offered for 2 credits over 14 weeks. These are very different from most of our other kinds of courses. The logic in allowing an overload is that such courses are similar to PE in that they provide students a break from their other academic coursework and contribute to wellness.
 - Research independent study. In many cases, this should be done within a normal load. But for strong students, there might be cases in which an overload to accommodate the research might be appropriate. Overloads are not authorized to accommodate Signature Work capstone courses.
- A one-time overload for a student who is behind in credits (for example, due to leave of absence, failed course work, course withdrawal, CR/NC option, or underload in a previous semester). This would require careful consideration of the reasons the student is behind and whether the current semester is the appropriate time to overload or if delaying to a later semester would be better for the student.
- A one-time overload for a student who is behind on graduation requirements (for example, due to change of major, need for additional Duke credits while completing other requirements, etc.). This type of overload would be more likely to be granted for a junior or senior.
- An audited course. However, students and advisors should read the audit policy very carefully. There are only a few circumstances in which an audited course would be advisable.

The Registrar and Dean of Academic Services (or delegate) will not approve an overload that has not already been approved by the academic advisor. The advisor is in the best position to consider a student's full academic and personal circumstances and to discuss the pros and cons of the overload with the student. Please note that overloads should typically only be considered for students who have a GPA of 3.0 or above (with the

exception of first-term first year students who wish to take MUSIC 115 or MUSIC 210).

Course Overload/Underload Request Form can be found

https://dukekunshan.formstack.com/workflows/overload_underload?sso=648182f2e73a3.

The Course Load policy can be found:

Undergraduate Course Load: Academic Procedures and Information, Undergraduate Course Load, <https://ugstudies.dukekunshan.edu.cn/academic-policies-and-procedures/>

Overload

Only in exceptional cases and with special permission of both the academic advisor and the Registrar and Dean of Academic Services (or delegate), could a student enroll in an overload (defined as more than 10 credits in a 7-week session or more than 20 credits in a term, exclusive of PE), with the maximum of not exceeding 24 credits. In determining whether to approve an overload, the academic advisor and the Registrar and Dean of Academic Services (or delegate) will carefully consider the student's academic history, including grades and the number of courses taken in the past, along with other factors. Students should not count on an overload later to compensate for a previous underload.

Course Audit

With the consent of the instructor and permission of the academic advisor, a full-time degree student is allowed to audit one or more courses in addition to the normal program. An audited course counts as part of the course load (see section on Undergraduate Course Load). Students who audit a course submit no daily work and take no examinations but are expected to attend class sessions. They do not receive credit for the course, but the audited course will appear on the transcript with the designation of AD (Audit). Students who fail to attend class as expected may receive a grade of WA (Withdrawal from Audit). Students should not sit in on courses for which they are not formally registered as either a student or an auditor. Students must register for audited courses by submitting a signed course audit form to the Office of the Registrar. The prohibition against registering for two courses meeting at the same time applies. After the Drop/Add period in any term, no student classified as an auditor in a particular course may take the course for credit, and no student taking a course for credit may be reclassified as an auditor. Physical education activity and studio art courses may not be audited. A student may not repeat for credit any course previously audited. Additionally, audited courses may not be used to fulfill prerequisite requirements. Undergraduates who have been dismissed, suspended, or placed on leave of absence may not audit or enroll in a course for credit at Duke Kunshan University.

Education Records

Duke Kunshan University adheres to a policy permitting students access to their education records, health record, and their confidential financial information while at Duke Kunshan University. Students may request to review any information that is contained in their Duke Kunshan University education, health, and financial records and may, using appropriate procedures, challenge the content of these records.

No information, except directory information (see below) contained in any student records is released to unauthorized persons outside the university or to unauthorized persons on the campus, without the written consent of the student. It is the responsibility of the student to

provide the Registrar and other university offices, as appropriate, with the necessary specific authorization and consent.

Directory information includes name, addresses, Duke Kunshan University student ID, e-mail addresses, telephone listing, photograph, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent previous educational institution attended. This information, except addresses and telephone listing, may be released to appear in public documents and may otherwise be disclosed without student consent unless a written request not to release this information is filed in the Office of the Registrar.

Policy on Faculty Absence from Campus during the Academic Year

[Revision Provisionally Approved by DKU Faculty Assembly Executive Committee July 19, 2023]

Faculty members are responsible for meeting their obligations during instructional, advising and examination periods. The education of students is the first priority of all faculty and regularly scheduled classes should not be cancelled unless absolutely necessary. Faculty who must be absent from campus during scheduled class periods should make all reasonable effort to ensure the education of their students isn't compromised.

Absence due to illness or accident

The faculty member must if able notify the relevant unit head if they cannot be present at a class due to illness, accident, or other circumstance beyond their control. The faculty member must also if able notify the students affected, and in the case of inability to do so, the faculty member must if able notify the relevant unit head so that the students may be notified of relevant changes.

In the case of graduate classes, a make-up class may be arranged at a time that is consensually agreed upon with the students.

In the case of undergraduate in-person classes, the faculty member should make reasonable efforts to arrange an approved, qualified substitute to teach the class (preferably a colleague whom the faculty member knows to be qualified). Alternatively, a faculty member experiencing an accident or illness may elect to deliver an in-person class remotely, provided that at least 50% of the contact hours during which a faculty member is removed from campus are delivered synchronously.

For courses designated for in-person instruction, digital teaching (synchronous or asynchronous) cannot exceed 150 minutes of instruction in any given week or 300 minutes in any course without obtaining special permission from the relevant unit head.

For courses scheduled as remote or hybrid, up to 50% of contact hours affected by accident or illness might be delivered asynchronously, so long as the total affected time does not exceed 300 minutes per course.

In an emergency, if the faculty member is unable to organize an alternative arrangement in time, the relevant unit head should make reasonable efforts to do so on the faculty member's

behalf.

After arranging matters with the relevant unit head, the unit head should notify the Dean of Undergraduate Studies or the Dean of Graduate Studies of the absence or disruption in a timely manner.

Absence due to travel for academic purposes

Faculty members should avoid arranging trips that cause them to be absent from regularly scheduled in-person classes. However, DKU allows faculty members to be absent from campus during the scheduled class period to attend conferences, meetings or workshops that significantly enhance their professional development and visibility, provided that,

- They consult with the relevant unit head at the earliest opportunity prior to arranging their travel
- They make reasonable efforts to arrange an approved, qualified substitute as described above. A faculty member attending a conference, meeting, or workshop that occurs off campus may also elect to deliver the missed in-person class remotely, provided that at least 50% of the contact hours during which a faculty member is removed from campus are delivered synchronously.
- For courses designated for in-person instruction, digital teaching (synchronous or asynchronous) as an alternative to a qualified substitute cannot exceed 150 minutes of instruction in any given week or 300 minutes in any course without obtaining special permission from the relevant unit head.
- For courses scheduled as remote or hybrid, up to 50% of contact hours affected by eligible travel can be delivered asynchronously, so long as the total affected time does not exceed 300 minutes per course.
- When arranging alternate teaching modes and times, the faculty member or substitute should notify the students of such arrangements ahead of time and should try to hold the instruction during the original class meeting time. If the class meeting time needs to be rearranged, the temporary meeting time needs to accommodate the schedules of all the students registered for the course. The synchronous element of the course cannot be moved to a time that creates a conflict with any student's originally scheduled courses.
- In the case of graduate classes, a make-up class may be arranged at a time that is consensually agreed upon with the students.
- After arranging matters with the relevant unit head, the unit head should notify the Dean of Undergraduate Studies or the Dean of Graduate Studies of the absence or disruption in a timely manner.

A planned absence for reasons other than those stated above requires prior approval from the Vice Chancellor of Academic Affairs.

UG Program Field Trips, Guest Speakers and Course Activities

*(*This is a standardized guide for UG academic activities. Please note the budgets may be subject to change, please follow the guide sent by the Office of Student Experience.)*

To facilitate teaching and learning in UG courses, the Office of Student Experience provide financial support as well as necessary administrative support for a variety of classroom activities based on course need. Please note that as the UG program has grown and due to budget limitations, only one field trip or one guest speaker per course, not both, can be funded. Any instructor who would like to plan both a field trip and a guest speaker for the same course in one session may still submit the request, the Office of Student Experience will review each request to allocate resources effectively, striving to accommodate as many requests as our budget allows. Faculty can also fund the second event out of their discretionary funds, although the supporting staff will still help with logistics if requested. Courses may hold a class activity in addition to the field trip or guest speaker. All field trips, guest speakers, and class activities are funded on first-come-first serve basis each session, and there might not be sufficient funding to support all requests in a given session. You are encouraged to submit your requests as early as possible after the application for each session opens.

Field Trips

Course field trips are a unique and important component of DKU undergraduate study. A field trip is a course-related activity that serves the educational purposes of the course. By participating in field trips, students have the opportunity to receive practical information that is difficult to be conveyed in the classroom. The Office of Student Experience helps to plan the trip, arrange transportation, and accompany the trip if needed. Faculty are strongly encouraged to consider activities that allow students to interact with people in the local community or expose them to local culture. In particular, faculty may wish to consider field trips that include some kind of service or experiential learning, volunteer work, etc.

Budget

1. Round-trip transportation within a maximum of 2 hours' drive from DKU (for example, Kunshan, Suzhou, Changshu, Taicang, Zhangjiagang, and Shanghai).
2. Entrance tickets (Please note: many sites are on a reservation system and do not support temporary increases in the number of visitors.)
3. No meals, snacks and water will be provided. Students should bring their own or pay for their own on-site.
4. Gift package for the host organization if needed.
5. Excluding transportation and gift package, the maximum budget for all field trips is **100 CNY per student**, including but not limited to entrance tickets, tour guide, sightseeing, activities, etc. (Please note that this cap is a maximum, not a target. We only have limited funding, and by keeping costs down for each trip, we can support a larger number of field trips.)

Guidelines

1. Funding is not provided for independent studies or capstone courses.
2. All field trips are scheduled on Fridays during the teaching weeks of the session.

3. Since we only have a limited number of Fridays and limited staffing, faculty are encouraged to plan joint field trips with other courses if appropriate.
4. Participation in field trips is highly encouraged but not mandatory. If attendance on the field trip is required for completion of any graded assignment, instructors are expected to provide an alternative assignment or activity for students who do not participate in the trip.
5. If multiple field trips are planned on the same day, students enrolled in more than one of these courses may choose which trip to participate in.
6. The course instructor is the official leader of the field trip and must accompany the whole trip. Although teaching fellows, teaching assistants, or office staff may also accompany the field trip, the instructor is the responsible leader.
7. All participating students are expected to return to campus with the group. Any student who wishes to be excused from returning with the group must notify the instructor at least 24 hours in advance by submitting a signed Application Form for Deviation from Undergraduate Course Field Trips. Students may not leave a field trip before the organized activities conclude.
8. Only instructors, accompanying Student Experience staff, and students enrolled in the class can participate in the field trip. Any plan to invite additional people (faculty, students, or staff) on the field trip must be approved in advance by the UG Academic Activities Coordinators. Such additional guests need to pay their own expenses.
9. The course instructor should send the UG Academic Activities Coordinators the final roster of names of all participating students no later than 1 week in advance of the field trip. The list should also include the names and cell phone numbers of any other university affiliates who are accompanying the trip. The instructor should create a WeChat group that every participant should join.
10. No changes or cancellations in either the itinerary or participant list should be made once the planning is completed. Special situations should be discussed with the UG Academic Activities Coordinators.
11. When planning the trip, the course instructor should communicate with the students about any risks associated with the activity, expectations for behavior during the trip, appropriate attire, need for students to bring their own water and/or food, and emergency preparedness information.
12. During the week of the activity, the UG Academic Activities Coordinators will provide the instructor with a detailed agenda and any notes regarding the trip schedule, meeting point, and any necessary documents participants need to bring. The instructor should share applicable information with participating students.
13. If translators are needed, the instructor is responsible for identifying a student from the class to fulfill this role.
14. Whenever practical, the site of the field trip should be visited in advance by the instructor or the UG Academic Activities Coordinators to assess any potential risks associated with the location for the initial visit to the destination.
15. The default transportation for all field trips is chartered buses or university-owned vehicles. The UG Academic Activities Coordinators or designee will arrange transportation and be responsible for communication with the bus driver.
16. In the event that a field trip has fewer than 10 participants, the instructor should discuss the feasibility of the trip with the UG Academic Activities Coordinators.

Application

The UG Academic Activities Coordinator is available for consultation to help faculty identify a suitable location for their field trip that meets the learning objectives of the course. If any questions, please contact Isaac Zhu at yongyu.zhu@dukekunshan.edu.cn.

1. Requests should include an explanation of how the field trip will enhance the learning objectives of the course.
2. The Office of Student Experience will send out a survey to collect field trip requests 3 weeks before the session starts. Faculty who wish to have a field trip should take the survey as early as possible. All requests are due no later than 1 week before the start of the session in which the field trip is scheduled.
3. All field trips, guest speakers, and class activities are funded on first-come-first serve basis each session, and there might not be sufficient funding to support all requests in a given session.
4. A schedule of field trips supported by the Office of Student Experience will be made available before the start of the session.

Guest speakers

We have limited funding available for faculty who wish to invite a guest speaker from outside DKU to visit their class. Whenever possible, we encourage faculty to work with academic divisions, research centers or the colloquium series to bring in people who might give a public seminar as well as visit a class.

Guidelines

1. Remote speakers are highly recommended.
2. The topic or activity should be closely related to the course content.
3. Only a maximum of one speaker per course per session will be funded.
4. Speakers are not supported for independent study or capstone courses.
5. The Office of Student Experience will only cover travel expenses within China. Visitors from Suzhou/Shanghai are highly preferred. For longer distance visitors, preference is given to speakers from Wuhan University, and visitors must meet with faculty and students while on campus and give a public presentation.

Budget

Budget is limited to:

1. Round-trip transportation by train (up to first-class coach) or air (economy class) within China
 - a. Local: Maximum 200 CNY
 - b. Long distance: Limited number available, maximum 2,000 CNY
 - i. Domestic airfare: economy
 - ii. Train: second class
2. One-night accommodation near the DKU campus or at the Conference Center: Maximum 750 CNY (long distance only)
3. A maximum of 100 CNY per day on-campus dining
4. Honorarium of CNY 1,500 (speakers from Duke Kunshan University, Duke University, Wuhan University will not be offered an honorarium)

*(*Starting from 2022, there has been a change in procedures for issuing Fapiao application of individual service provider who is a mainland China ID holder. Please check with the UG Academic Activities Coordinators for more information.)*

Application

1. Faculty who wish to invite a visiting class speaker should submit the Qualtrics survey to UG Academic Activities Coordinator, as early as possible. Applications will not be accepted within two weeks of the proposed visit start date. If any questions, please contact Isaac Zhu at yongyu.zhu@dukekunshan.edu.cn.
2. Requests should include an explanation of how the proposed visit will enhance the learning objectives of the course.
3. We expect that faculty will allow invited guest speakers to participate in additional course/faculty discussions and meet with students and faculty during their stay at DKU in order to make the best use of our budget. Speakers, particularly long-distance speakers, are also strongly encouraged to give a public seminar while on campus.
4. Funding for both local and long-distance speakers is competitive. All field trips, guest speakers, and class activities are funded on first-come-first serve basis each session, and there might not be sufficient funding to support all requests in a given session.

Class Activities

DKU has funding available for class activities such as poster sessions, classroom demonstrations, film screenings, etc. These activities typically take place on campus. The maximum budget is CNY 75 per enrolled student for a regular-sized course, and generally a maximum of one activity per course will be funded. Funding is not provided for independent studies or capstone courses. Activities should support the teaching objectives of the course. There are many ways such funds could be used; however, the office **will NOT fund any coffee or snacks**. If you have any questions regarding whether or not an activity is eligible for funding, please consult the UG Academic Activities Coordinators.

Application

1. Please submit Qualtrics survey to the UG Academic Activities Coordinator, at least two weeks before the proposed activity date. If any questions, please contact Isaac Zhu at yongyu.zhu@dukekunshan.edu.cn.
2. Requests should include an explanation of how the activity will enhance the learning objectives of the course.
3. All field trips, guest speakers, and class activities are funded on first-come-first serve basis for each session, and there might not be sufficient funding to support all requests in a given session.

English Skill Profiles of Chinese Students at Duke Kunshan University (DKU)

Don Snow⁶ (Updated June 2025)

Introduction: Most DKU undergraduates are Chinese students for whom English is a second language and who have not previously studied in English-medium schools, so it is useful for DKU faculty to have some understanding of the typical English skill profiles of these students. A few DKU international students for whom English is a second or additional language may have skill profiles similar to those described below, especially if English wasn't the medium of instruction in their secondary schools. However, this document focuses on Chinese students because they are the majority at DKU and it is possible to make useful generalizations about this population.

Most students in China have begun studying English by Grade Three (primary school) and many begin much earlier, so it is safe to assume that all Chinese students at DKU have studied English for at least nine years and probably more. However, primary and secondary school English courses in China focus tightly on ensuring students get high scores on standardized tests such as the Gao Kao (College Entrance Examination), and many Chinese students have little experience using English for actual communication, much less academic study. This results in an English skill profile that, while fairly impressive for second language learners, doesn't leave students fully prepared for English-medium university programs. In other words, there are gaps in students' English skills, and most Chinese students need to build specific English skills further in order to effectively navigate English-medium university courses. This is especially true for Chinese students who are not from top schools in major Chinese cities like Shanghai and Beijing. (More about the gaps below.)

At DKU, all undergraduate students who did not do their secondary schooling in English are assigned to an English for Academic Purposes (EAP) track in which they are required to take four 2-credit EAP courses. These EAP courses focus on academic English skills, primarily academic writing, but also other skills such as academic reading, oral presentations, and discussion skills. However, it is important to remember three things about these courses:

1. DKU's EAP requirement is relatively modest when compared to such requirements at other joint venture universities.
2. Students generally have to take EAP courses **on top of** a full load of other courses, rather than as part of a normal course load.
3. Students take them **during** their first year at DKU, not before.

So one reason it is important for all faculty to understand where the gaps lie is that in their first-year courses Chinese students will be making a transition from studying English to studying in English, and this is a process in which all courses can and should assist. Of course, DKU courses shouldn't all become language courses, but the value of DKU courses is enhanced when they are intentionally designed to help Chinese students hone their academic English skills and, more broadly, to help all students build strong written and oral communication skills. Many Chinese students who come to DKU do so in large part in order to prepare for graduate school abroad, and from their perspective one of the most valued outcomes of a DKU education is preparation for the academic demands of English-

⁶ The earliest version of this document was co-written with Edie Allen. Kris Hiller has contributed to many of the subsequent versions, and Linda Zhang contributed to the 2018 revision.

medium graduate programs.

A second reason that DKU faculty should understand Chinese students' English skill profiles is that this helps faculty design more effective course and lesson plans. The preferred strategy is not making courses easier – coursework at DKU should challenge Chinese students linguistically as well as intellectually. However, there is a difference between a course that challenges and stretches Chinese students' academic English skills and one that simply overwhelms them. Careful attention to course design can lead to courses that help not only Chinese students but all DKU students learn more effectively.

Below we offer a number of suggestions. While these suggestions are geared mainly toward making courses better for Chinese students, most of these strategies would enhance course quality for all students, no matter what their first language is.

Reading:

The gaps: Many Chinese students can read fairly sophisticated English passages with reasonable sentence-level understanding, especially if they have generous amounts of time and access to a dictionary or translation tool. However, many students:

- ❖ Read fairly slowly, and not very efficiently.
- ❖ Are not used to reading texts that are more than a few pages long.
- ❖ May have some trouble seeing the forest for the trees – distinguishing between major and minor points and discerning the underlying purposes of a text.
- ❖ May have difficulty identifying text genres and using genre awareness to better navigate and understand texts.
- ❖ Have limited experience engaging texts critically.
- ❖ Have the habit of reading every text slowly and carefully, pausing frequently to look up unfamiliar words and write down Chinese translations. Also, students may not be accustomed to skimming or reading in a more rapid, extensive style.
- ❖ Will be strongly tempted to rely heavily on translation tools to help them read texts in English, especially if reading the text on their own seems hopelessly difficult or time-consuming.

Tips:

1. When possible, choose readings that are reasonably reader-friendly rather than ones that are especially dense and opaque, especially during the first weeks of a course. While students do need to learn to read typical academic texts in English, try to ensure that at least some of the reading experiences they have at DKU will leave them with a feeling of accomplishment.
2. Distribute reading assignments so that on days when the readings are relatively dense and difficult, the overall amount of reading or other homework assigned is somewhat lower.
3. When assigning readings, also suggest strategies students should use in completing the reading assignments. For example, if you don't expect students to read and master every detail of a particular text, say so, and give some guidance on how to be selective about where they should read carefully for strong detail-level understanding and where to read more quickly to get the general idea.
4. Explicitly explain the role readings play in your course and why the readings are important, especially if in-class lectures or discussions don't always closely follow the reading assignments. In Chinese university courses, many lectures cover essentially the same points as the reading assignments, so unless you explain otherwise, some Chinese students may assume that readings not discussed in class are not very important.

5. When you expose your students to a new genre, help build their genre awareness by briefly introducing what the genre is and what reasonable expectations are for texts in this genre. You can then ask students to identify the genre of any later readings from genres you have previously introduced them to.
6. Rather than interpreting readings for students through lectures, give students opportunities to interpret texts for themselves and discuss their interpretations with the class.
7. Explicitly encourage students to have a strategy for learning and reviewing new vocabulary, especially vocabulary relevant to your course.
8. Talk with students about when and how to use translation tools to help them read texts in English. You will generally not be able to prohibit this, so a better approach is to suggest that they first attempt to read the text in English, in order to practice and build their English reading skills, and only then fall back on translation tools as necessary.
9. If some students have serious language problems with the readings you assign, consider occasionally holding extra sessions to help them understand the readings (rather than using class time to address such problems).

Speaking:

The gaps: Most Chinese students at DKU can manage one-to-one daily conversation in English quite well, and this may create the impression that they possess the high-level speaking skills needed for academic success. However, many students

- ❖ Find speaking in English rather uncomfortable, requiring considerable effort.
- ❖ Have limited confidence when speaking in English, which may cause them to avoid opportunities to speak rather than seeking such opportunities out.
- ❖ Do not yet express their ideas very fluently or smoothly, and have trouble holding their own in classroom discussions with highly skilled English speakers.
- ❖ Assume that it is not appropriate to ask many questions in class, or that asking questions may reflect badly on them, indicating inadequate preparation.
- ❖ May believe they should speak only when they know the “right answer,” and may not view class discussion as useful for group construction of knowledge and understanding.

Tips:

1. While most Chinese students are able and willing to contribute to in-class discussions, many are not accustomed to jumping in immediately in response to a broad invitation like “Does anyone have anything to say?” Similarly, they normally won’t respond immediately to “Does anyone have a question?” Strategies that are more likely to elicit participation include
 - “Take a minute and think of a comment or question – then I’ll ask you to share.”
 - “Think for a minute, turn to a partner and share your ideas; then we will have general classroom discussion.” (Think-pair-share.)
 - “What part of the reading (lecture, etc.) would you like me to explain more?” (Instead of “Any questions?”)
 - “Who agrees with this? Disagrees? Now, give me some reasons why....”
2. Include discussion questions in reading guides so students have time to prepare talking points before class. In your syllabus and rubrics you might also say that asking questions counts toward classroom participation.
3. Use small group or pair discussion activities. These give Chinese students a chance to formulate ideas before they have to explain them in English to a large group; by asking each pair or group to report you can also ensure that many students get to speak.
4. In general classroom discussion, find ways to ensure that speaking turns aren’t entirely dominated by the students who are most comfortable in English. Make a point of occasionally giving quieter students a chance to speak – which may mean slowing down

the pace of the conversation and waiting. Also encourage students to be conscious of this issue in small group discussions. One way to do this is to assign roles in groups, with one role being the person who makes sure all group members are heard from (other roles can include someone to keep the group on task, a note-taker, and a speaker to share the group's idea with the class).

5. Explicitly tell students why you want them to ask questions in class and/or contribute their ideas to classroom discussion.
6. If classroom participation is a component of the grade, ensure that students whose first language isn't English aren't penalized simply for being slower when it comes to competing for in-class speaking opportunities.

Listening:

The gaps: Most Chinese students at DKU understand spoken English well enough to function in face-to-face conversations with people who make an effort to speak clearly and less rapidly, and such facility may make it harder to notice listening difficulties students may have. However, many of them

- ❖ Have difficulty following lectures if there are complicating factors such as unfamiliar accents, unfamiliar topics or cultural allusions, frequent and rapid topic changes, many new words, lots of colloquial or informal language (which isn't usually taught in English course textbooks), or noisy environments.
- ❖ Have difficulty understanding rapid natural spoken English, especially during free-flowing classroom discussions between advanced English users.
- ❖ Are reluctant to join conversations dominated by advanced English users, where they may feel embarrassed if they have trouble understanding.

Tips:

1. Before lectures, preview the main points so that students have a framework that facilitates guessing and comprehension during the lecture; similarly it helps if you provide a list of key technical words you will use.
2. Check comprehension. When simply asked "Do you understand?" most students naturally nod "Yes" whether they understand or not. Alternative strategies:
 - Ask which parts of the lecture students want/need to have explained more fully (i.e., assume that there are parts they need more elaboration on).
 - Check comprehension by asking students to say what the main points of the talk were.
 - Ask specific question to check students' understanding of key points and concepts – such as, "so what happens to the citrate that is formed at the beginning of the citric acid cycle" or "is it true that [...]?" or "what's the difference between X and Y?"

Writing:

The gaps: Most Chinese students at DKU can produce a coherent short essay on a general topic; this is part of their secondary school training and testing. However, many students:

- ❖ Have not written course papers before; in particular have not written papers that state positions and explain/support these positions.
- ❖ Tend to make points briefly and generally rather than developing ideas in depth, and have some difficulty developing a point in a tightly logical manner.
- ❖ Have not been taught how to summarize or paraphrase without plagiarizing, or how to handle citations and references.
- ❖ Make many word usage and grammar errors. Generally these accuracy problems are not so serious that they impede communication, but they are frequent enough to be distracting and to create a bad impression. ("Hmmm... If this student's English isn't very good, probably the ideas aren't so good either....")

- ❖ Have been conditioned by previous experience to view writing primarily as task fulfillment rather than as communicating ideas to an interested audience.

Tips:

1. Early in the course, assign a short essay on a topic such as “What do you expect to get from this course?” This familiarizes you with students and gives you an initial impression of their writing skills; it also gives them the experience of writing a genuinely communicative text.
2. Avoid assigning high-stakes papers where students only submit one final version. Instead, include steps before the final version such as outlines, in-class presentations, or even rough drafts that give students a chance to get feedback from the faculty member and/or each other before writing the final version. Such steps also help students learn how to generate and hone their own ideas, rather than drawing heavily on secondary sources.
3. Give fairly specific writing assignments rather than just giving students a topic to write on. For example, instead of a prompt like “Write a 3-page paper on some aspect of pollution in China,” use a prompt like: “Li’s 1993 article advocates two specific measures that should be taken to reduce water pollution in the Jiangnan region. Analyze the strengths and weaknesses of the measures Li proposes, state your own position, and make a case for it.” Specific assignments like this make it easier for students to find direction; they also minimize the temptation to borrow heavily from source materials.
4. When marking papers, make a special effort to point out interesting ideas that would benefit from further development (additional explanation, support, specific details, and/or examples).
5. When marking papers, underline or highlight some inaccuracies in students’ English. You don’t need to correct students’ mistakes for them – if fact, this generally isn’t a good idea – but occasionally pointing out problems helps students know what they need to work on. For example, you might mark several problems in the first paragraph or so, and then ask students to check the rest of their paper for similar problems.
6. Last but not least, be very explicit and clear with students about what is and is not appropriate use of AI tools in your course. This point is relevant to all students no matter what their first language is – so is not discussed in detail here – but it is mentioned here because it is clearly very relevant to writing assignments for Chinese students.

What can be said about the skill levels of Chinese students after their first year at DKU? It is safe to assume that the English skill levels of DKU’s Chinese students improve during their time at DKU, often quite significantly, but the degree and type of improvement can vary considerably. Here are a few cautious generalizations:

- ❖ Listening: Virtually all students will improve considerably in listening and reading year after year, in large part because virtually all DKU courses expose students to a regular diet of reading and listening practice in English.
- ❖ Reading: If students regularly attempt to read English texts for themselves, rather than resorting immediately to translation tools, their reading skills should also continue improving.
- ❖ Speaking: The degree to which speaking skills improve is more variable. Many students make obvious and significant improvement each year; this is most likely if students frequently take small seminar-style courses and/or have substantial social interaction with international students. Other students make only more modest gains, especially if they mainly take large courses with a strong lecture component, and/or if they don’t frequently interact with international students. (Remember that prior to 2023 there were almost no non-Chinese speaking students on campus, hence much less use of English outside class.)

- ❖ Writing: During the freshman year all Chinese students take several courses with a strong writing component – not only EAP courses but also a 2-credit writing-focused course and China in the World. It is therefore safe to assume that by the sophomore year Chinese students write much better than they did when they first arrived. However, it is not safe to assume that by the end of freshman year all Chinese students have strong writing skills, for several reasons:
 - Remember, these are second language writers whose secondary school programs were geared mainly toward Gao Kao success. They simply did not get anywhere near as much training in English writing as is offered in secondary schools in English speaking countries, in English-medium international schools, or even in the international track programs (*guoji ban*) offered by many Chinese secondary schools.
 - While students take several courses in the first year that emphasize writing, the overall amount of writing instruction is still fairly modest compared to the degree of improvement needed – and compared to what other joint venture universities provide. (For perspective, we should remember that even native-English-speaking U.S. students, who have generally had substantial writing practice in high school, are still generally required to take some kind of freshman composition course in university.)
 - The kinds of courses taken after the first year vary a great deal in terms of how much writing they require, and in some majors students will do relatively little writing between year one and year four.

For these reasons it is not safe to assume that Chinese students at DKU will all be strong writers by the end of their freshman year. It is better to assume that they will continue to build their writing skills – and other English skills – throughout their time at DKU. So, for as many courses as possible, one important goal should be to help all students continue to improve their English skills, especially writing.

AY26-27 Academic Calendar

Fall 2026 Academic Calendar Applicable to Undergraduate and Graduate Programs (Note: CALENDAR SUBJECT TO CHANGE)

August 14	Friday at 9:00 AM. All new international undergraduate students (Class of 2030) and international first-year graduate students move-in.
August 16	Sunday at 9:00 AM. All new Chinese undergraduate students (Class of 2030) and Chinese first-year graduate students move-in.
August 21	Friday at 9:00 AM. Returning undergraduate and graduate students move-in.
August 24	Monday. Undergraduate and graduate classes begin.
August 27	Thursday. Drop/add ends for first 7-week undergraduate session.
September 3	Thursday. Drop/add ends for 14-week undergraduate session.
September 4	Friday. Drop/add ends for graduate classes.
September 18	Friday. Classes continue. The Thursday class meeting schedule is in effect on this day.
September 24	Thursday. Last day to withdraw with a W grade of first 7-week classes; Last day to change grading basis of first 7-week classes; Last day to resolve I grade of second seven-week classes in spring 2026.
September 25-27	Friday-Sunday. Mid-autumn Festival – No classes.
October 1-11	Thursday-Sunday. National Day Holiday – No classes.
October 12	Monday. All classes resume.
October 15	Thursday. First 7-week undergraduate session end.
October 16-18	Friday-Sunday. Undergraduate reading period.
October 19-22	Monday-Thursday. First 7-week undergraduate session final examinations. Graduate classes continue.
October 26	Monday. Second 7-week undergraduate session begins.
October 29	Thursday. Drop/add ends for second 7-week undergraduate session.
November 12	Thursday. Last day to withdraw with a W grade of 14-week classes. Last day to change grading basis of 14-week classes.
November 26	Thursday. Graduate classes end (ECE classes continue); Last day to withdraw with a W grade of second 7-week classes; Last day to change grading basis of second 7-week classes; Last day to resolve I grade of first 7-week classes.
November 27-December 1	Friday-Tuesday. Graduate reading days; ECE classes continue.
December 2-4	Wednesday-Friday. Graduate exams.
December 3	Thursday. ECE classes end.

December 4- December 8	Friday-Tuesday. ECE program reading days.
December 9-11	Wednesday-Friday. ECE program exam period.
December 10	Thursday. Second 7-week undergraduate session ends.
December 11- 13	Friday-Sunday. Undergraduate reading period.
December 14- 17	Monday-Thursday. Undergraduate final examinations.
December 18	Friday at 13:00 PM. All residence halls close for Winter Break.

<https://dukekunshan.edu.cn/en/registrar-office/academic-calendar>

Spring 2027 Academic Calendar
Applicable to Undergraduate and Graduate Programs
(Note: CALENDAR SUBJECT TO CHANGE)

January 9	Saturday at 9:00 AM. All residence halls reopen.
January 11	Monday. Undergraduate and graduate classes begin.
January 14	Thursday. Drop/add ends for first 7-week undergraduate session.
January 21	Thursday. Drop/add ends for 14-week undergraduate session.
January 22	Friday. Drop/add ends for graduate classes.
February 5-14	Friday-Sunday. Spring Festival Holiday– Chinese New Year – No classes.
February 15	Monday. All classes resume.
February 18	Thursday. Last day to withdraw with a W grade of first 7-week classes; Last day to change grading basis of first 7-week classes; Last day to resolve I grade of fall 2026 second 7-week classes.
March 4	Thursday. First 7-week undergraduate session ends.
March 5-7	Friday-Sunday. Undergraduate Reading Days.
March 8-11	Monday-Thursday. First 7-week undergraduate session final examinations. Graduate classes continue.
March 15-19	Monday-Friday. Mini-term week for undergraduate students; Spring recess for graduate programs.
March 22	Monday. Second 7-week undergraduate session begins.
March 25	Thursday. Drop/add ends for second 7-week undergraduate session.
April 5	Monday. Qing Ming – Tomb Sweeping Day – No classes
April 6	Tuesday. The Monday class schedule is in effect on this day.
April 7	Wednesday. The Tuesday class schedule is in effect on this day.
April 8	Thursday. The Wednesday class schedule is in effect on this day.
April 9	Friday. The Thursday class schedule is in effect on this day. Last day to withdraw with a W grade of 14 week classes. Last day to change grading basis of 14-week classes.
April 22	Thursday. Graduate classes end (ECE classes continue); Last day to withdraw with a W grade of second 7-week classes; Last day to change grading basis for second 7-week classes; Last day for I grade change of spring 2027 first 7-week classes.
April 23-27	Friday-Tuesday. Graduate Reading Days;
April 28-30	Wednesday-Friday. Graduate exams; ECE classes continue.

April 29	Thursday. ECE Classes end.
April 30-May 4	Friday -Sunday. ECE program reading days.
May 1-3	Saturday-Monday. International Labor Day Holiday – No classes
May 4	Tuesday. The Monday class schedule is in effect on this day.
May 5	Wednesday. The Tuesday class schedule is in effect on this day.
May 6	Thursday. The Wednesday class schedule is in effect on this day.
May 5-7	Wednesday-Friday. ECE program exam period.
May 7	Friday. The Thursday class schedule is in effect on this day. Second 7-week undergraduate session ends.
May 8-9	Saturday-Sunday. Undergraduate Reading Days.
May 10-13	Monday-Thursday. Undergraduate final exam period.
May 21	Friday. Graduate and Undergraduate Commencement.
May 22	Saturday at 13:00. All residence halls close.

<https://dukekunshan.edu.cn/en/registrar-office/academic-calendar>

Departure Instructions for Visiting Faculty

Duke Kunshan University greatly appreciates your teaching service as a visiting faculty member. Please kindly refer to the following procedures and reminders before your departure.

- 1) Please fully clean out your own office on your agreed departure date as a courtesy to the next occupant. If you intend to use the office beyond that time, please request an extension via email to Zhongqiu Shen at zhongqiu.shen@dukekunshan.edu.cn **at least 1 week in advance.**
- 2) Please kindly submit your final exam papers and other course-related materials, such as syllabi, or slides, to ADB 1107B (Administrative Building 1st floor). For digital copies, please use the link below to submit https://dukekunshan.formstack.com/forms/exam_papers. For questions about course materials submission, please contact xin.tian@dukekunshan.edu.cn.
- 3) Please leave in your office monitors, landlines and any other equipment and supplies that belong to the university.
- 4) Please kindly return to the IT Offices (Library 1F) any IT device you borrowed from them.
- 5) Please kindly return all books borrowed to the library (0512) 36658756.
- 6) Please return your ID card and office key card to 13# Community Center East 1F Helpdesk. Please kindly note that you can get your dining balance refunded at 13# Community Center East 1F Helpdesk. It takes around two weeks for this process.

For visiting faculty who will leave DKU after the session (including those who will not teach in the immediate next session but will return in future sessions), please kindly follow all of the above items before your departure.

For visiting faculty who will stay to teach another consecutive session(s), please follow only procedure 2 above at the end of this session and complete the full leaving process at the end of your last session.

If you have any questions, please feel free to contact Zhongqiu Shen, Senior Faculty Support Officer at zhongqiu.shen@dukekunshan.edu.cn.

Any departing full-time instructors should also follow the departure procedures above.

Student Worker Program FAQs for Supervisors

DKU Student Work Office (Updated on 2023/8/10)

About the Program

The DKU Student Work Program is a program that provides on-campus working opportunities to all DKU students, which aims at helping students gain related work experience through administrative or research support opportunities and providing students financial support through a regulated stipend payment.

The Office of Career Services is responsible for managing the general operation of the Student Worker Program at DKU. The Student Work Office is a sub-division created under the Career Services for Student Worker Program's operation.

Program Overview: Frequently Asked Questions

Eligibility

Q: Whom can I hire as a student worker?

- All active DKU students (undergrads and graduates) can apply for the student worker position.
- Students on leave of absence (LOA) and non-DKU students are not eligible for the program and cannot be hired as student workers.
- DKU students who have graduated are not eligible for the program. If you would like to continue to hire them after they graduate, please contact HR office to inquire about external hiring procedures.

Q: Are Student Workers equal to interns?

- No. Please understand that the program is designed to help DKU students to gain relevant work experience through on-campus jobs, but this is only a part-time job for students with hours limitation.
- If you need full-time support for the job, please contact HR office for intern recruitment following internal procedures.

Positions and Postings

Q: What kind of positions can I provide to students?

- There are two types of Student Work positions: Administration and Research positions.
- Administration positions focus on administrative-related work to support DKU administration offices or program offices.
- Research positions focus on assisting research-related projects.
- You can plan what type of student workers to hire based on your project needs and funding/budgeting availability.

Q: How many student workers can I hire for one position?

- We recommend that you plan your work carefully before deciding how many student workers to hire.
- Since Sponsoring Office is responsible for supervising student workers and providing proper guidance, 3-4 student workers reporting to one staff member max is

recommended. Please also consult with your Project Manager for more funding details to plan for your hiring.

- You can propose the number of student workers you would like to hire and include it in your request.
- Please note that you are **NOT** allowed to hire more student workers than you requested.
- Due to working hours limitations, each student can only take no more than **TWO** positions, so students will also need to consider how to make the best out of their student worker experiences. For supervisors, we suggest you consider what value your position can bring to students. Instead of hiring several students in multiple roles (e.g., 3 different admin positions in one office), it may be helpful to combine the positions so that students can have more exposure, this will also help you plan how many hours to fix.

Q: Where can I post the positions to hire student workers?

- You will need to submit a Student Worker Request first before posting the positions and start hiring students.
- The Student Work Office can help post your position, please fill in the key information using our job description template, including job responsibilities, application requirements, contact information, and other key information.
- Attached the job description when submitting the student worker request. The job description will be posted on Student Worker Page under the Career Services Sakai site, which all active DKU students have access to.
- Each position will be posted until the hiring deadline. If there is no deadline required, the position will be posted for 3 weeks by default. If the position is fully filled in advance, please notify us to close it to prevent any students from continuing to submit applications.

Q: Do I have to post a position to hire a student worker? What to do if I have someone to hire already?

- You can hire students directly without posting the job description, but you will still need to submit a Student Worker Request to kick off the hiring process.

Student Worker Agreement

Q: How to hire student workers?

Step 1: You (the supervisor) should initiate the hiring process by filling [the DKU Student Worker Request Form](#). Your request will first need to be approved by Student Work Office for this hiring to take effect. Please do not proceed until your request is approved.

Step 2: When your request is approved by Student Work Office, have your student fill in [the Student Worker Agreement](#) (send the link to the student). After the student completed the request, you (the supervisor) will receive an email notification with the link to the submitted agreement.

Step 3: Review your student's submission, fill in supplementary information needed by the supervisor and click "submit." Student Work Office will then review the complete agreement and approve it.

* Please note that each student worker should complete the agreement **before** the month

your student worker officially starts working. If you failed to do it, please complete it no later than the 15th of the month the student worker officially starts working. Meanwhile, both Student Worker Request and Student Worker Agreement will be terminated by June 30th every year as it is the last day of the financial year. You will need to go through the hiring process again when you get the new financial information (project number, task number, expenditure type) for the coming year.

Q: How long will it take for my request/agreement to be approved?

- The standard processing time is 3-4 business days, we will process your request as soon as we received your request.

Q: Why has my request not been approved for more than 3 or 4 business days?

- This will be a rare case; we process most of the requests as soon as we received them.
- If your request has not been processed for a long time and if you are not the Project Manager, please check with him/her first as he/she may miss the email notification to approve before it flows to Student Work Office.
- Please understand the Student Work Office is not an official office with full-time employees designated to the student work program, the career services team may be working on the main career services business such as coaching students or meeting employers, but again we will make sure we process as soon as possible.

Q: Can Student Work Office help change the work start date/end date on the completed agreement?

- No. The Student Work Office is not able to change any information on a completed agreement.
- Please DO NOT let your student workers start to work before the agreement is completed. If you would like to work with them earlier, we always recommend you go through the procedure in advance.

Q: How to proceed if I would like to renew the agreements with my current student workers?

- Please go through the hiring process and sign new agreements with your student workers again.

Fixed Working Hours

Q: How many hours can a student worker work every month?

- In Regular Semesters: **40 hours per month** is the max working hours allowed, all positions combined. Please make sure your student worker's working hours do not exceed 40 hours per month.
- In Summer (June and July):
For Chinese student workers, the total working hours **should not exceed 160 hours** every month.

For international student workers, the total working hours **should not exceed 80 hours** every month.

Q: How to set the fixed hours and get my student workers paid?

- Please confirm the fixed working hours per month before you sign an agreement with your student worker. We recommend you hire fewer student workers and fix **no less than 10 hours per month** so that each of them can fully devote themselves to the positions.
- Student Work Office will process the payment every month based on the fixed working hours and hourly rate on the agreement.

Q: What if my student worker has no working hours for the month?

- We recommend that you let your student workers fully engage in the position. However, if your student worker has no working hours for the month, you can terminate the agreement and the payment will not be processed for the month and after.
- The Student Work Office will send a survey via Sakai by the end of every month to collect your intention for agreement termination. If your student worker has no working hours for the month, you need to terminate the agreement by completing the survey so the payment will not be processed for the month and after. The agreement cannot be restored once it is terminated.

Q: What if my student worker has fewer or more working hours than the fixed number on the agreement for the month?

- We recommend that you communicate with your student worker and adjust the workload accordingly for the next month.

Q: How to add more working hours for my student workers if the agreement is signed during summer?

- You need to sign the agreement just as the regular academic months by fixing less than 40 hours.
- Student Work Office will collect the “Additional Working Hour Report” for June and July via Sakai to add more working hours to the fixed number on the original agreement, so that your student workers can get paid for their extra hours in summer.

Q: Will the policy affect the SRS program in summer?

- The SRS is an independent program managed by the Office of Academic Services. The agreement is signed separately and collected by the Office of Academic Services, you do not need to sign regular agreement for SRS students. Please note that SRS working hours also follow the working hour limitation and is counted as one student worker position.
- If you have student researchers working on the SRS program, you can continue to work with them without being affected by the policy. If you have any questions regarding this program, please contact the SRS program at srs-dku@dukekunshan.edu.cn.

Hourly Rate and Stipend Payment

Q: Can I decide how much to pay my student workers?

- No. Please refer to the most updated [DKU Student Worker Stipend Standard](#). There are fixed hourly rates for your reference.
- Your total payment availability is decided by the related budget or funding amount

from your office or project, please make sure the student worker payment is budgeted and approved by your project manager.

Q: What is the hourly rate for a student worker?

- Hourly rate for student workers will vary depending on their academic program (undergrad/graduate) and the nature of the positions, and the rate is decided based on related regulations and policies, here are the updated rates for student workers:

Undergraduate Students

- o Administration Positions: RMB 32/hour
- o Research Assistant: RMB 35/hour

Graduate Students

- o Administration Position: RMB 37/hour
- o Research Assistant: RMB 45/hour

Residence Assistant in Residence Hall

- o RMB 50/hour
- * The total monthly stipend will be subject to the Residence Life Office.
- The payment will be processed based on the hourly rate on the agreement.

Q: Can I pay more to my student workers if they do excellent work?

- No. Student Work Office can only process the payment based on the wage rate on the agreement.

Q: When can my student workers get paid?

- The stipend from the previous month is usually paid at the end of this month (e.g., the February stipend will be paid at the end of March), but it will be postponed when encountering **public holidays**.

Q: How is my student workers' stipend paid?

- The stipend will be paid to their bank accounts registered on the DKUCard system via online transfer from the DKU Finance office.

Q: What bank account should my student workers use to receive stipend payments?

- Based on the requirement from the DKU Finance Office, all the payments they receive from DKU should be paid to your **China Construction Bank (CCB) Account**, and they should update their CCB account information on the [DKUCard](#) system.

Q: What should my student workers do if they don't have a CCB account?

- It is preferred that they open their own CCB account, but they don't have to have an account under their own name to receive the DKU payments. They can also use their family members or trusted friends' CCB accounts to receive future DKU payments. As long as there is an active CCB account maintained in their DKUCard, the future payment will be processed smoothly.

Q: If I would like to hire international students, how should they get paid if they cannot open a Chinese bank account now?

- They can seek help from their Chinese peers and see if they could use his/her CCB account to receive the payment first. If there is a designated person, they can update his/her CCB account information in their own DKUCard system.
- If they can only receive payment to their overseas bank account, the DKU Finance Office would consider special cases and wire transfer USD to their overseas account. Please let your student workers know that any fees occurred from the transaction will be paid by themselves.
- Please contact us for special case handling.

Q: Why the actual amount my student workers received is less than the calculated stipend I reported?

- Based on related regulations, students are subject to individual income tax for receiving the stipend. So the payment they received is an after-tax amount.
- The Student Work Office will work with DKU Finance to pay individual income tax for students every month in accordance with the relevant provisions of national laws and regulations. The tax payment proportion and tax payment method may vary with the policy adjustment.
- Students can apply for a tax refund at the end of every year on the online APP. They can refer to this [guideline](#) (the guideline is in Chinese). If they have any questions about tax, please contact Finance Office at dkufinance-treasury@dukekunshan.edu.cn for support.

Contact Us

This document serves as an additional explanation to “Duke Kunshan University Student Worker Hiring and Payment Guideline” filed under the Chancellors’ Office.

If there are any other questions, feel free to contact us at student-work@dukekunshan.edu.cn for more information.

Center for Teaching and Learning (CTL) Services and Resources

Overseen by the Dean of Academic Strategy and Learning Innovation, [the Center for Teaching and Learning \(CTL\)](#) aims to support, promote, and guide faculty teaching excellence at DKU. At the same time, we are committed to build faculty learning community, where we bring up issues and challenges to be discussed, and share experiences and lessons learned for reflection and improvement.

Our services and signature programs include but not limit to the **Learning Innovation Fellowship (LIF)**, a program for newly hired faculty to better prepare for teaching at DKU, one-on-one **consultations** ([make an appointment](#)), where we consult and explore effective and innovative course design/teaching strategies with faculty, the **Small Group Instructional Feedback (SGIF)**, a mid-course check-in process with students for faculty to reflect on teaching, the **Visit a Classroom (VaC)**, a peer teaching observation program among faculty from different disciplines, bi-weekly **Teaching and Learning at Lunch (T&L at Lunch)** events for faculty to share, reflect, and discuss about teaching practices. We also consult on **educational technologies** and collaborate with faculty to develop effective and innovative use of technologies. We also promote and support **teaching and learning research** at DKU towards evidence-based scholarly work in teaching and learning.

In this [shared Box folder](#) (NetID log in required), we upload the most up-to-date teaching resources (e.g. syllabus template, sample rubrics, institutional teaching guidelines, educational technology quick guides, etc.), introduce CTL signature services, and update events follow-up information.

You can find us at Innovation Building (IB) 3018 or via email: dku_ctl@dukekunshan.edu.cn. We are also present on WeChat (scan the QR code below to subscribe) and newsletter ([sign up](#)).



Useful Contacts in DKU

For help with	Contact Person or Office	Location	E-mail or phone
DKU Helpdesk & Campus Operation & Office Supplies & ID card/access	Campus Service Helpdesk	CCT-East Wing-1F-Helpdesk	campus-services@dukekunshan.edu.cn Landline:36657111
Medical or other emergency	Urgent medical support on DKU Campus	Landline: 36657110	
	Emergency Assistance	Ambulance (for medical emergencies): 120; Police: 110	
General IT questions (Outlook, VPN etc.)	IT offices	Library 1F	service-desk@dukekunshan.edu.cn Landline:36657100
Campus Mail Center (China Post 中国邮政)		CCT-West-1F-1031	Landline: 36657111
Office of Faculty Affairs (faculty professional development)	Zach Fredman, Dean of Faculty Affairs	IB 3058	zach.fredman@dukekunshan.edu.cn Landline: 36657340
	Celia (Zhongqiu) Shen, Senior Faculty Support Officer	ADB 1W039	zhongqiu.shen@dukekunshan.edu.cn Landline: 36658700
Registrar and Academic Services	Lingling Wang, Registrar and Dean of Academic Services	ADB 1106	lingling.wang@dukekunshan.edu.cn Landline: 36657021
Registrar (DKUHub, SIS)	Office of the Registrar	ADB 1107	dku-registrar@dukekunshan.edu.cn Landline: 36657021
Academic Services	Office of Academic Services	ADB 1F	ug_acadservices@dukekunshan.edu.cn Landline: 36657896
Academic integrity	Paul Stanley, Associate Dean of Undergraduate Studies	ADB 1104	paul.stanley@duke.edu Landline:36657702
Academic Advising	Marco Luis Valadez, Director of Academic Advising	ADB 1010	marco.valadez@dukekunshan.edu.cn Landline:36657284
	Arianne Riley, Senior Coordinator for Academic Advising, Undergraduate Academic Advising Office	ADB 1011	arianne.riley@dukekunshan.edu.cn Landline: 36657225
Academic Activities (field trips, class activities, guest speakers)	Yongyu Zhu (Isaac), Senior Coordinator for Undergraduate Academic Activities	CCT 4F E4106	yongyu.zhu@dukekunshan.edu.cn Landline: 36657393
Community Based Learning	Jiawen Cai, Assistant Director of Community-Based and Experiential Learning	CCT Suite E4106	jiawen.cai@dukekunshan.edu.cn Landline: 36657528
Signature Work	Richard Davis, Director of DKU's Signature Work program	WDR 1113	richardmaddison.davis@dukekunshan.edu.cn Landline:36657860
2-Credit Writing Program	Stephanie Anderson, Coordinator of 2-Credit writing program	WDR 3011	stephanie.anderson@dukekunshan.edu.cn
Common Core Program	Kyle Fruh, Coordinator of DKU's Common	IB 3051	kyle.fruh@duke.edu Landline: 36657358

	Core Program		
Undergraduate Program Division Chairs	Feng Tian, Chair, Division of Natural and Applied Sciences	WDR 2007	feng.tian978@dukekunshan.edu.cn Landline: 36657897
	Zach Fredman, Chair, Division of Arts and Humanities	IB 3058	zach.fredman@dukekunshan.edu.cn Landline: 36657340
	Gergely Horvath, Chair, Division of Social Sciences	IB 3002	gergely.horvath@dukekunshan.edu.cn Landline: 36657220
	Jinhua Li, Director, Language and Culture Center	AB 2039	jinhua.li@dukekunshan.edu.cn Landline: 36657233
Undergraduate Program Associate Division Chairs	Changcheng Zheng, Associate Chair, Division of Natural and Applied Sciences	WDR 3012	changcheng.zheng@dukekunshan.edu.cn Landline: 36657558
	Qian Zhu, Associate Chair, Division of Arts & Humanities	WDR 1105	qian.zhu77@dukekunshan.edu.cn Landline: 36657304
	Lincoln Rathnam, Associate Chair, Division of Social Sciences	WDR 1004	lincoln.rathnam@dukekunshan.edu.cn Landline: 36657337
	Xin Zhang, Associate Director, Language and Culture Center	AB 2049	xin.zhang583@dukekunshan.edu.cn Landline: 36657571
Graduate Program Directors	Xin Li, Associate Vice-Chancellor for Graduate Studies and Research; Director of ECE program	IB 2043	xinli.ece@duke.edu Landline: 36657254
	Jingbo Cui, Interim Director for iMEP program	IB 3052	jingbo.cui@dukekunshan.edu.cn Landline: 36657567
	Shenglan Tang, Co-director of Global Health	AB 3072	shenglan.tang@duke.edu
	Fujie Xu, Co-director of Global Health	AB 3042	fujie.xu@dukekunshan.edu.cn Landline: 36657850
	Fang-Fang Yin, Director of the Medical Physics program	WDR 1132	fangfang.yin@duke.edu Landline: 36658835
	Wu Yue, Associate Director of Master Programs	AB 3215	yue.wu@dukekunshan.edu.cn Landline: 36658748
Division Assistant (for teaching support)	Qi Zhu (Jocky), Senior Coordinator for the Undergraduate Program Division of Natural and Applied Sciences	WDR2017	qi.zhu@dukekunshan.edu.cn Landline: 36657724
	Ruiyue Ma, Senior Coordinator for the Undergraduate Program Division of Arts and Humanities	IB 3057	ruiyue.ma@dukekunshan.edu.cn Landline: 36657713
	Shuqian Xu, Senior Coordinator for the Undergraduate Program Division of Social Sciences	IB 3057	shuqian.xu@dukekunshan.edu.cn Landline: 36657708

	Jiayue Liu (Aurora), Administrative Assistant for the Division of Arts and Humanities & Social Science	IB 2A07	aurora.liu@dukekunshan.edu.cn Landline: 36657307
	Hang Su, Senior Coordinator for Language and Culture Center	AB 2060	hang.su625@dukekunshan.edu.cn Landline: 36657598
PhD Programs	Shuyi Wang, Senior Director for PhD Programs and New Initiatives	IB 3005	shuyi.wang@dukekunshan.edu.cn Landline: 36657089
Coordinator for Medical Physics	Claire Luo, Senior Program Coordinator for Master of Science in Medical Physics	WDR 1W027	kaimei.luo@dukekunshan.edu.cn Landline: 36657124
Coordinator for iMEP	Sihui Zhou, Program Assistant for Master of Environmental Policy Program	IB 2A02	sihui.zhou@dukekunshan.edu.cn Landline: 36657094
Coordinator for ECE	Yunru Pan, Program Coordinator for Master of Engineering (MEng) Program in Electrical and Computer Engineering (ECE)	IB 2A23	yunru.pan@dukekunshan.edu.cn Landline: 36658965
Coordinator for Global Health	Tiantian Qin, Program Coordinator of Global Health	AB 3A09	tiantian.qin@dukekunshan.edu.cn Landline: 36658733
Coordinator for MMS	Ting Zhang, Senior Program Coordinator of Master of Management Studies	AB 3C16	ting.zhang2@dukekunshan.edu.cn Landline: 36657888
Research and Labs	Kai Huang, Dean of Research and Lab Infrastructure	IB 3119	kai.huang186@duke.edu Landline: 36657272
Research Support Office (RSO)		research-support@dukekunshan.edu.cn	
Research office (talent programs)	Yuanyuan Zhen (Katrina), Coordinator for Research	AB 2106	yuanyuan.zhen@dukekunshan.edu.cn Landline: 36658758
Textbooks	Hemin Zhou, Library Coordinator for Learning Resource Management	LIB 1010- 1W004	ug-textbook@dukekunshan.edu.cn or hemin.zhou@dukekunshan.edu.cn Landline: 36657864
Book chapters, articles, or films for teaching	Ying Zhu, Senior Coordinator for Access Services	LIB 1010B	ying.zhu814@dukekunshan.edu.cn Landline: 36657289
Courses-related library training sessions, citation management tools, research consultations	Andrew Lee, Associate Librarian for Research and Instruction	LIB 2007	andrewyanqing.lee@dukekunshan.edu.cn Landline: 36657191
Archive Librarian	Ryder Sewell Kouba, Archives and Special Collections Librarian	LIB 2021	rydersewell.kouba@dukekunshan.edu.cn Landline: 36658946
Data and Visualization Services	Siti Lei, Data and Visualization Librarian	LIB 2011	siti.lei@dukekunshan.edu.cn Landline: 36657686

AI-related questions or the Game Studio use	Xueying Cheng, Systems Librarian	LIB 2023	xueying.cheng@dukekunshan.edu.cn Landline: 36657242
Other library-related questions	Mengjie Zou, University Librarian	LIB 2027	dkulibrary@dukekunshan.edu.cn or mengjie.zou@dukekunshan.edu.cn Landline: 36657027
Writing & Language Studio	Kris Hiller, Associate Director of the Writing and Language Studio	AB 2101 Or AB 2035	DKU_WLS@dukekunshan.edu.cn Landline: 36657390
Center for Teaching and Learning, Pedagogy, Edu Tech, and research in teaching and Learning	Haiyan Zhou, Director of Center for Teaching and Learning	IB 3019	haiyan.zhou@duke.edu Landline: 36657285
	Hanbing Lin, Senior Educational Consultant II	IB 3018	hanbing.lin@dukekunshan.edu.cn Landline: 36657551
	Luisa Li, Senior Educational Technology Consultant I	IB 3A09	fan.li355@dukekunshan.edu.cn Landline: 36657647
	Mengyu Ma, Educational Consultant III	IB 3A10	mengyu.ma@dukekunshan.edu.cn Landline: 36657189
Career Services (Student Worker)	CCT East 1019		student-work@dukekunshan.edu.cn or careerservices@dukekunshan.edu.cn Landline: 36657554/36657379
CAWS (Counseling and Wellness Services)	CCT-East Wing-4F		caws@dukekunshan.edu.cn Landline: 36657520
Campus Health Clinic		CCT- E4200-4F	campushealth@dukekunshan.edu.cn Landline: 36657228
Visa, residence permit, visa invitation letter, Employee Center	HR Mobility Team	ADB 2203 HR Office	hrmobility@dukekunshan.edu.cn
Compensation and Benefits, Tax, Insurance, International wire transfer	HR Compensation and Benefits Team	ADB 2203 HR Office	hr_C&B@dukekunshan.edu.cn

2026-2027 Major Convenors

Major	Major Convener	Division
Applied Mathematics and Computational Sciences	Cristiano Villa	NAS
Arts and Media	Jung Choi	AH
Behavioral Science	Wen Zhou	SS
Computation and Design	Ben Bacon	AH
Cultures and Societies	Mengqi Wang	SS
Data Science	Mustafa Misir	NAS
Environmental Science	Chuanhui Gu	NAS
Ethics and Leadership	Quinlan Bowman	SS
Global China Studies	Kim Hunter Gordon	SS
Global Health	Meifang Chen	SS
Materials Science	Xiawa Wang	NAS
Molecular Bioscience	Anastasia Tsigkou	NAS
Philosophy, Politics, and Economics	Lincoln Rathman	SS
Political Economy/Quantitative Political Economy	Liuchun Deng	SS
Humanities	Joe Giacomelli	AH

Helpful Links

Faculty Handbook

[FACULTY-HANDBOOK- 2021_V7.pdf \(dukekunshan.edu.cn\)](https://www.dukekunshan.edu.cn/faculty-handbook-2021-V7.pdf)

Bulletin for Undergraduate Instruction 2026-27 (scroll down the webpage)

<https://ugstudies.dukekunshan.edu.cn/>

Policies and Procedures

- Academic Policies and Procedures: <https://www.dukekunshan.edu.cn/faculty-affairs/policies-and-procedures/>
- Research Policies: <https://www.dukekunshan.edu.cn/research/policies/>
- Administrative Policies: https://hub.dukekunshan.edu.cn/regulation_all/regulations/
- UG Academic Procedures and Information: <https://ugstudies.dukekunshan.edu.cn/academic-policies-and-procedures/>

Registrar Office (<https://www.dukekunshan.edu.cn/about/registrar-office/>)

- Academic Calendar: https://newstatic.dukekunshan.edu.cn/mainsite/2026/01/23100144/DKU-Acdemic-Calendar-2026-2027_260115.pdf
- Course scheduling and registration
- Exams and grade reporting
- Undergraduate Student Information System
- Email: dku-registrar@dukekunshan.edu.cn

Academic Advising (<https://dukekunshan.edu.cn/en/academics/advising>)

- Provides resources to aid faculty member advising
- Helps direct students with critical, personal issues to appropriate help
- Supports tutoring program
- Provides advising programming for students
- Email: advising@dukekunshan.edu.cn

Office of Faculty Affairs (<https://www.dukekunshan.edu.cn/faculty-affairs/faculty-home/>)

- Supports faculty development initiatives regarding reappointment, tenure, promotion, Duke-DKU Faculty Mentoring Program, annual faculty evaluation, pre-tenure sabbatical application
- Provides DKU internal grants including Summer Research Program Grant, DKU-Duke Collaborative Grant, DKU-Duke Faculty Travel Grant, and Faculty Scholarship and Travel Grant
- Works with faculty assembly committees and non-faculty assembly committees on faculty development
- Supports the development of faculty-related policies, maintains Faculty Handbook
- Email: dku_facultyaffairs@dukekunshan.edu.cn

Center for Teaching and Learning

<https://www.dukekunshan.edu.cn/center-for-teaching-and->

[learning/about-ctl/](#))

- The Center for Teaching and Learning (CTL) plays a key role in helping DKU faculty to create the highest quality educational experiences for students.
- The CTL works with faculty to implement proven, evidence-based strategies for effective student learning. We offer training on educational technology, consultation on syllabi, and instruction in specific classroom techniques to improve the practice of teaching and learning.
- The CTL is guided by an educational philosophy based on active learning, team collaboration, interactive classrooms and learning assessment.
- Email: dku_ctl@dukekunshan.edu.cn

Research Support Office

(<https://www.dukekunshan.edu.cn/research/research-support-office/>)

- Assistance in search of funding opportunities,
- Preparation and review of project proposals,
- Preparation, review and negotiation of collaborative agreements,
- Review of budgets and budget splits for subawards,
- Set up of awards when funded,
- Negotiation and oversight of research contracts,
- We request and review interim research and finance project reports periodically,
- We request and review final research and finance project reports, and
- We monitor compliance with policies and regulations throughout the entire life of sponsored projects.
- Email: research-support@dukekunshan.edu.cn

DKU Information Technology (<https://it.dukekunshan.edu.cn/>)

- NetID, email
- Network access
- Computer software
- ePrint
- VPN: Cisco AnyConnect
- Zoom
- Email: service-desk@dukekunshan.edu.cn

Canvas (lmstransition.duke.edu)

- Canvas (<https://go.canvas.duke.edu/>) is the learning management system at DKU and Duke University. Instructors use Canvas to manage their courses and organize learning activities because Canvas empowers them to
 - share content such as the syllabus, assignments, and resources with students
 - facilitate interactions and collaborations among students via Discussions and more
 - provide feedback and post grades easily

- effectively communicate with students via emails and announcements

Canvas course sites are automatically created and displayed for each instructor and teaching staff.

Please check the DKU Canvas website for more information:

<https://ctl.dukekunshan.edu.cn/canvas/>.

Duke Box (<https://box.duke.edu>)

- Duke Box is the secure equivalent of Dropbox
- Duke Box is a place for sharing secure documents with specific individuals
- Duke Box is accessed with the DKU User ID and Password

DKU Intranet (<https://hub.dukekunshan.edu.cn/>)

- Duke Kunshan Intranet is an internal platform for the DKU community, which includes access to application portals, directory, campus events, university regulations, and Trade Union
- Duke Kunshan Intranet is accessed with the DKU User ID and Password

DKU Event Calendar (<https://calendar.dukekunshan.edu.cn/events>)

- This platform has been designed to serve as the central hub for all events within the Duke Kunshan University community, providing an easy-to-use, comprehensive calendar where students, faculty, and staff can stay informed about upcoming activities and gatherings.
- It is strongly encouraged that faculty, staff, student groups, and all event organizers to utilize this new platform to promote your events. By posting on the DKU Event Calendar, you make it easier for everyone to discover and engage with your events, creating a dynamic and interconnected community.

How to Post Your Event through DKU Event Calendar:

1. Visit <https://calendar.dukekunshan.edu.cn>.
2. Log in with your DKU credentials.
3. Click on “Add Event” and fill out the event details form.
4. Submit for approval – once approved, your event will be live for all to see.