

Duke University

DURHAM
NORTH CAROLINA
27708-0928

ACADEMIC COUNCIL
304 UNION WEST
BOX 90928

phone (919) 684-6447
e-mail acouncil@Duke.edu
fax (919) 681-8606

Minutes of the Regular Meeting of the Academic Council

Thursday November 18, 2010

Craig Henriquez (Chair, Academic Council and Professor of Biomedical Engineering and Computer Science): I think we'll get started. My timing is off today. I usually wait for the Provost and the President to appear – Peter and Dick usually come in almost on the dot at 3:30. They're not here today so it threw my timing off and I apologize (laughter). Welcome everyone – I'd like to call the meeting to order and get started as we have a pretty full agenda as you can see. I would like to ask for the approval of minutes from the October 21 meeting. [Approved by voice vote without dissent.]

Before I start, I want to let you know that according to the bylaws of Academic Council, the Executive Committee has appointed a five-person committee from the university faculty whose job is to nominate two persons to serve as chair of the Academic Council. The committee is **Dona Chikaraishi** (Neurobiology), **Linda Franzoni** (Mechanical Engineering), **Kerry Haynie** (Political Science), **Greg Wray** (Biology) and **Larry Zelenak** (Law and ECAC). Dona Chikaraishi has agreed to serve as chair.

As the bylaws also state, additional nominations may be made from the floor. So if you have names for potential nominees, please forward them to Dona through Academic Council. Any member of the university faculty who has given consent – I like that line! – is eligible to serve as chair of the council. The new chair shall take office on July 1, 2011, but needs to be elected no later than the February meeting of the Council which means that the official report of this committee needs to be presented to Academic Council at the January meeting. Hopefully at that time the committee will have a report with two names that will be presented for Council and the vote will take place in February.

Faculty Scholar Award

Our first item is the presentation of the Faculty Scholar Award report. If you don't know, the Academic Council in 1974 was looking for a way to get faculty to contribute to the Annual Fund, the University's capital campaign, and you can imagine that this is not always an easy thing to do. So, they decided to create the Faculty Scholarship Endowment Fund which would allow the faculty, through the Academic Council, to honor a few undergraduates for their excellence while here as Duke students. The idea was to create a scholarship in the name of the faculty for these students. Over the years, for reasons you can read about on our website – there is a long history about this – the funds from the endowment are being used to provide some additional scholarship money to the awardees within the constraints of any individual financial aid package... This award has come to be known as the highest honor that the faculty give to undergraduates and is one of the most enjoyable things we do as a Council.

I will now call on Professor Ben Ward, Chair of the Academic Council's Faculty Scholars Committee to present this year's report on the outstanding seniors who were recently selected for this honor.

Ben Ward (Philosophy): Thank you very much. Can you hear me? (laughter). Great, thanks! First thing I want to do is just thank the many people, including my student Hunter Treacy, who helped me get here today. Are there any other members of the committee who are here? If so, I would love for you to join me, otherwise I will be on my own. The members of the committee are **John Dolbow, Joel Meyer, and Louise Roth.**

The University could probably repair its deficit by charging faculty members to serve on this committee. I can't think of any other thing that I would rather serve on, much less chair, it is really quite an extraordinary thing. It comes fairly early in the academic year, at the

precise time when most of us begin to wonder ‘what in the world are we doing here again? Where do these strange students come from?’ And then we get these dossiers, 25 to 30 dossiers, from the various academic departments and programs that are just extraordinary; students who have done truly remarkable, outstanding things. So our faith and hope, in the educational enterprise, is completely restored and completely relieved and it’s just a wonderful thing. It’s the one committee that you will have to tear from me, I hope to hold onto it for as long as I possibly can, and my committee members feel very much the same way.

Let me just say a couple of things about what we look for because there is always a question there. We get usually 25 or so nominations from the various departments, there are a few departments who don’t tend to give us any for whatever reason, some who give us sometimes more than one, but all of the nominations we get are people who have outstanding credentials if you look just at the transcript – sometimes all As, maybe a B+ here or there, sometimes there are other oddities about the transcript, but the transcript doesn’t really help us very much. Sometimes the letters of recommendation are helpful, sometimes they’re not, and I say this to the

faculty because you are the ones who write the letters. If you say, “this is the best student that I have ever had,” everyone says that, it doesn’t say much. What we want from you is details. What is unique about this student? What issues is this student presented with? So we get a sense that the student is real. But by far the most important part of the dossier is the student’s own statement. Each student writes a three page or so statement about his or her academic or educational goals and the way in which the student’s work up until now has been projected and designed to achieve those goals and we choose a few students to interview.

We are not able to interview all nominees. This year we interviewed five. Each member of the committee reads the dossiers independently and then they all submit their “grades” to me independently. I do mine independently, then we sort of see where we stand. Sometimes there are huge differences of opinion, sometimes there is incredible unanimity so it falls out.

But the really exciting part, as I’m sure will not surprise you, is the interviews. The interview, anywhere

from 5 to 7 or 8 of the students, and those are intellectual feasts. We have very limited time, so we don’t have time to chit-chat, and we push the students really hard. It is not our job to make them feel comfortable in the interview, it is our job to push them, see what they really do believe, if they have thought about this or that, and we make a very important distinction in our task between academic performance – all of the students we get are excellent performers, after all, all you have to do to be a good academic performer is do what your teacher tells you to do, and most anybody at Duke can do that and there is much to be said for that. But we look for evidence of real independence, real intellectual engagement, and regrettably, regrettably few of our students at Duke have that, regrettably. Quite a number, but not as many as I would like.

So we look for evidence, for someone to emerge to us as a Faculty Scholar, substantial evidence, a real intellectual engagement, independence of mind has to be present, so we push them very hard. Sometimes the people who look really impressive on paper fall short in the interview process, that’s hardly a surprise, that’s happened to all of us, but there are always several who rise up and surprise us and delight us with their



resilience, with their independence and those are the ones we select as Faculty Scholars. I don’t know if any of the Faculty Scholars are here today. I know that one is in class, and you have seen from your report that the three people that we finally selected as Faculty Scholars are **Katherine Buse** from English, **Alan Guo** from Mathematics, and **Maria Huang** from Biology.

Are any of them here? Alan, do come forward. Is Ezra with you? We invited them to bring their faculty mentors along, **Ezra Miller** has served as a faculty mentor. Katherine is in class, this is Maria Huang who is in Biology along with Alan Guo is in Mathematics along with Ezra Miller who is his mentor.

In addition, we have two students we have suggested with honorable mention. Neither of them is here: **Caitlyn Drescher** in Neuroscience and Chemistry is in class, we didn’t insist that she skip class to come, and **Jared Dunmon**, who is in Mechanical Engineering

and Economics is on his way to Indiana for a Rhodes interview. We thought we should let him go to that (laughter). At any rate, your job is to ratify what we have done, but before we do that I think that all of these people, including our wonderful faculty mentor deserve our heartfelt applause (applause). So it is my happy task as chair of the committee to recommend these nominations to you for your approval.

Henriquez: All in favor? (Aye). Thank you very much.

Ward: Thank you indeed.

Henriquez: I want to personally thank Ben on behalf of the Council for his indefatigable dedication to the Faculty Scholar Award Committee through his service as chair, he mentioned you'll have to rip it away from him. It is now sixteen years of consecutive chairmanship duty – a record I know for any committee on campus. It has been a challenging year for Ben but he has called this a labor of love and the council is very grateful for his hard work in maintaining the quality of the evaluation process. I also want to thank the other committee members: John Dolbow, from Civil and Environmental Engineering, Joel Meyer, NSOE, and Louise Roth, Biology, for their efforts of the evaluation of these students. I also want to extend my personal congratulations as they leave the room to all the nominees from the departments across the University and particularly the five we honored today for their outstanding achievements and contributions.

Global Duke Update

We'll get to our next item which is an update regarding Global Duke, as the slide projector turns on. Some of you were here last November when we had the first of two presentations regarding the establishment of a permanent campus, built for Duke in Kunshan, China. As most of you know, the Fuqua School of Business will lead the first phase with plans and eventually offer degrees. Right after the groundbreaking in China last January, Sandy Williams, who had served as senior advisor for international strategy for Duke University and led much of the early discussions of Duke in China, left Duke to become the director of the J. David Gladstone Institute in California. Greg Jones, who is here with us today, was serving as Dean of the Divinity School at the time, agreed to step down as Dean and assume the responsibility of overseeing Duke's global initiatives and become the Vice President and Vice Provost for Global Strategy & Programs.

Last year, the Academic Council lent its support to the first phase involving the business school and their efforts in China, but asked that the faculty have greater input in the process, particularly in determining the future plans in Kunshan that involve other schools but also in other initiatives that may go forward. Later in this meeting, ECAC will ask for your support for a resolution to create a Global Priorities Committee to provide a formal mechanism for this faculty input, so we'll talk about that after Greg's presentation.

China is not the only place that Duke is looking to engage and Duke is not looking to create campuses everywhere it engages. ECAC has asked Greg to share with the Council more information about where we are currently with regard to international activities and the current thinking on broad strategy guiding international initiatives. We had also intended for Greg to update us on China, but Greg has asked that we defer that discussion until next month's Council meeting because there are several developments that are happening right now as we speak in China. In fact, Greg just returned from China last night at midnight so I don't know what time it is, and he doesn't know what time it is, but he is very jet-lagged and we are very grateful that he is here today. While we could have deferred the entire discussion until December, we thought that it would be important to have a discussion about the overarching plans and priorities for the global initiatives so that is what we will focus on today.

So I will ask that we don't ask questions about Kunshan today, and that we will defer those to December. What Greg learns over the next two weeks regarding Kunshan and the developments there, he will present to us here before presenting to the Board of Trustees at their meeting which is actually the day after the Council meeting. So if anything comes out of that, and I'm not sure what will come out of that and we want to forward some recommendation from the Council, we have 24 hours to do so, but we can at least make that known to the Board of Trustees. So Greg, I will let you give your presentation.

Greg Jones (Vice President and Vice Provost for Global Strategy & Programs): Thank you Craig. It's a great delight to be here with you and to give you a sense of where we are overall and some sense of what my office is charged to do, and to also give you a sense of why I think it is critical that our office be engaged in significant work regardless of whether the Council and the Trustees have decided to establish a campus in China. I should also add that the conversation about China (just to elaborate briefly on what Craig said) will



be presented to you at the December meeting and then to the Trustees for discussion, but the final proposals are anticipated to go to the Trustees in February, so there will still be time beyond the 24 hours that Craig indicated.

There are lots of moving parts, and I can say coming back last night, I had four very significant meetings in China this week, three of them went extremely well, one didn't go quite so well. That is what we are going to be working on over the next two weeks. I wanted to again go back to the strategic plan of 2006 just as a reminder of what set us, in some ways, on this trajectory, that Duke has long recognized that we cannot be a great university without being an international university. We operate in an interdependent world where what were once hard and fast borders are now permeable, where individuals are part of an increasingly global community, where problems transcend traditional boundaries. That was articulated further in a speech that President Brodhead made to the faculty in October of 2007. Here are just a few key quotes: "The single highest necessity for a University is to attract and retain the highest level of talent in its faculty and students, and draw the world's best and most creative minds. Wherever our students come from, we owe them the chance to immerse themselves in the world's cultures and learn how to work with people from widely diverse origins. The deepest challenges we face, in economic development, environment, security, health, arise across borders must be solved across borders. We must be international to be part of that solution. Duke needs to be out in the world not only to serve, but also to learn."

I think there are several distinct advantages that Duke brings to this trajectory. Let me just pause to say that going global is the flavor of the month in higher education. *The Chronicle of Higher Education* now has a separate global email that they send out. It seems like every day I learn about some university doing something new somewhere else around the world. It would be a mistake for us to think that we are just trying to jump on a bandwagon or to follow a trend. In many cases much of the thinking of why we ought to be doing that has been driven either by publicity or by a desire for tuition revenue, both of which are bad reasons, neither of which are Duke's rationale, and in fact Michigan State closing its campus in Dubai at significant loss is an indication of these kinds of problems. Or as I have somewhat, rather colloquially put it, Ben Wildavsky wrote an interesting book that came out this year called *The Great Brain Race* about higher education and its global developments to which my thought, after reading the book, was if there is a great brain race, it is not at all clear what the course looks like or what the finish line is (laughter).

I think that Duke has a coherent understanding, and I think some significant advantages. One of them is if you think the kinds of challenges that President Brodhead had talked about in terms of problems transcending boundaries, Duke's strong interdisciplinary and interschool commitments and collaborations position us well to wrestle with the kinds of issues that President Brodhead indicated. It's the kind of thing that when I'm talking to people in other cultures and the people say that is the issues that we think other people are wrestling with, how do we do other sustainable development? We actually have schools that talk to each-other and we have interdisciplinary centers that actually generate quite a

great deal of interest and excitement. We have the kind of faculty leadership to address those kinds of challenges that are being felt and the concerns that are addressed in a variety of cultures. Our insistence on high quality I think is really an important advantage and it's one of the reasons why, as we have looked at establishing the campus in Kunshan and the medical school in Singapore, we have done it not by saying that we are going to establish an undergraduate degree in a way that the number of universities like Michigan State in Dubai or Nottingham in Ningbo or Liverpool in Yang-Su province, where they have started with undergraduates, have tried to do. It is very hard to pull that off – a full degree program with high quality.

Also Duke's focus on knowledge in the service of society is one of the real key issues that we are seeing in conversations with partners. The way I've tried to think about the intersections of what our strategy is, and I'll come back in a little bit to distinguished strategy and programs, but it is to create a virtuous cycle, to think about global challenges that both require and enable interdisciplinary and inter-school collaboration.

They both require it and they enable it, so some of the conversations we've had for example, about working in another culture, have brought about fruitful conversations between Global Health and the Nicholas School of the Environment. The intersections, because some of the questions, for example in the Yangze River Delta, can't be addressed simply as an environmental question or as a health issue. That is going to lead to innovation at the intersections of education, research, and engagement. Some of that may be in a new degree program, may be in a new way of teaching a traditional degree program, new ways of thinking about the kind of research that needs to be done, the kind of cross-cultural collaborations in research, where findings generate new agendas, new ways of thinking about how we engage potential partners, and networks that are embedded and connected in key regions of the world.

At the heart of Duke's strategy is not to have simply one branch campus, or to presume that wherever we go we're going to have a big footprint, or necessarily any physical presence, footprint, that's not a given that we want to create a new version of Duke anywhere. That's NYU's strategy in Abu Dhabi, where they are virtually trying to recreate NYU now in Abu Dhabi, that's not Duke's strategy, but it's rather to have embedded and connected relationships and institutions in key regions of the world and that network model...it is important to say that also it is not a hub and spoke, that over time I would hope it would be the case that there could be intellectual collaborations that might move for example from Brazil to India without either literally or metaphorically having to come through Durham. Research collaborations, for example, with Duke-affiliated people. When all of these are working together I think it creates a virtuous cycle, that then the more networks you have, the more you are able to specify and articulate the global challenges, the more there is fruitful collaboration across disciplines and schools in significant ways.

I want to describe briefly different tiers of Duke's global activity. At one level, it is individual faculty and students who are engaged in international relationships, and indeed, much of the most fruitful kind of collaboration originates because of relationships and research projects that are faculty-to-faculty where student interest comes from a particular region or wanting to engage a particular region. Then you rise to the level of programs that are particularly focused on particular units or institutes or schools; and then at the largest level are sites where there are physical presences and degree granting activity.

What does that look like in more detail? At the individual faculty and students level, we have 2,300 foreign students currently enrolled at Duke, the undergraduate enrollment in the first year student this year was 8.8% international. There were more than 4,000 trips abroad by Duke faculty and staff, and approximately 800 Duke undergraduates study abroad, that's exclusive of the international travel of things like DukeEngage, that's through global study.

At the program level there are more than 75 Duke activities, of more than 25,000+ expenditures operating abroad, there are more than 605 entries of overseas activity that are reported on form 990. Form 990 is a government required form for long-term international relationships that involve people and expenditures of money across cultures.

Currently at the site level, we have the Medical School in Singapore that will graduate its first class next summer, the plan for the establishment of the campus in Kunshan, we don't know if there are going to be others, that's one of the other questions that we need to wrestle with.

There are risks in any of these kinds of activities that require ongoing vigilance. There's a reputational risk that we both ensure high quality in everything we do and that anything we commit to doing we execute very well. Johns Hopkins took a significant reputational hit when they made an agreement with Singapore that didn't work out, the exit actually hurt. Same thing with Michigan State and Dubai. If you actually make a commitment to do something, it's important to execute.

Insuring finances and sustainability: At the heart of Duke's motto is that we've got to grow the pie, not redistribute the pie so the plan and the rationale behind the approval of Kunshan was significantly dependent on the promise of the support of the municipality of Kunshan and a commitment to raise additional funding both for the development of the infrastructure and the programs. I'll talk more about the specific issues of costs and revenues at the December meeting, but finances and long-term sustainability are significant issues. Maintaining the integrity of Duke's standards is obviously really important.

Looking at the stability of the region and the quality of the partners, doing due diligence so we pay attention to where is this a region we think we can be for a long time? There is no guarantee on that. If I just think about my own work in Africa, for many years Kenya was seen as probably one of the most stable, if not the most stable

country and then all of the sudden it had a significant political disruption. But still you have to do due diligence on the stability of the region and also on the quality of the partners. With whom are we going to be working? Are they people we can trust? Are they relationships we can be proud of over the long term? Obviously there is safety and security on multiple levels, fundamentally for students and faculty traveling to and from or living there, security, both physical and also things like IT and other kinds of issues around the campus.

These are core principles, I apologize for the small wording on the very wordy slide, but I think it's important that they be listed. Many of them, I think, were actually part of the original presentation that Sandy Williams gave to the Academic Council for what we do in global engagement: to meet or exceed Duke's standards for academic quality, to preserve Duke's integrity, enhance Duke's reputation, to engage partners for their clearly shared goals, to focus on regions that maximize faculty for student learning opportunities, places that emphasize Duke's multidisciplinary strengths and dexterity in implementing cross-school programs, create and cultivate significant opportunities for faculty in schools, units, in the region, to complement and enhance Durham based programs, prioritize programs with the strongest intellectual rationale as well as prospects for financial sustainability, be a good citizen of the region, to develop connections and build assets there together, and to minimize the encumbrances risked and to maximize the freedom for Duke given that we are working within specific cultural contexts.

In order to do this work, we need to increase our capacity on multiple levels. Among other things, we need to add expertise in key faculty and administrative areas, whenever we are looking at searches and when we are building administrative support, we have to think what does it mean for Duke to be engaged globally rather than simply thinking of itself as a Durham campus that may have a couple of international activities. So it's an ongoing process...

I also serve on the DART committee, so that in a time when we've been looking to cut expenditures, we can't just be simply adding positions, either administratively or in terms of faculty, we have to think about how we prioritize vacancies and develop that kind of strength going forward. We have to improve administrative and academic processes for global operations, that's in every administrative unit across the board, to get much better at those kinds of issues among other things, just dealing with currency fluctuations becomes a significant financial issue, but we also have to be respectful and honor the kinds of human-resource issues that exist in other countries. We have to develop the external financial support to minimize the cost of current operations. Our development staff does not have international development arm, so that we don't have, in central development, and neither do the schools have significant databases of who our international alums or parents are. We've got to get much better at developing that strategy. I was actually in Brazil this summer, and

just happened to be in a conversation with someone with no Duke connections, who said, “You realize that there is a Duke student whose parents own half the ports of Rio.” And I nodded and said, “Yes.” I have absolutely no clue, I said “You’ll have to remind me of the name” (laughter).

We’re going to have to get much better if we are going to be involved and engaged. It’s actually an opportunity because one of the challenges is, particularly for international alums, they often have a hard time justifying supporting Duke in Durham, but if we are actually asking them to provide philanthropic support for their own region they are likely to be far more interested in support.

And last, improving processes for discussion review and approval of initiatives. Craig already talked about the proposal that you will vote on in just a few minutes about a global priorities committee. I think we need to do a lot of work across the faculty. We are organizing dinners to bring faculty across schools together to just talk about research and what they are doing, how they are developing collaboration, what kinds of things can help – ways that we get feedback about where the boulders are in the river for particular research. I’ve had individual faculty members from multiple schools come and say, “we’ve got a big problem with x” and what it really doesn’t mean so much as we have a big problem, is “I can’t get my research done because we have an administrative blockage in a particular place.” But also we need the Global Priorities Committee, there is now going to be an ad hoc trustee committee that is beginning to work on these sorts of issues in a more coherent and sustained way. At the last couple of meetings of the boards of trustees, I have moved rapidly from one committee to another to talk about the global dimension of whatever that other committee is, but it means that it is a very quick step in and step back out.

There was discussion in the Academic Priorities Committee this fall that has global dimensions. We need better committee structures and informal processes in order to discuss, review, and improve initiatives as they develop in the coming years. My office, the Office of Global Strategy and Programs, was established as of July 1st, in some formal sense it brings together what Sandy Williams’ position as senior advisor for international strategy that reported to the President and the Office of the Vice Provost for International Affairs that reported to the Provost. [Gil Merckx](#) is continuing to work in my office as Director of International and Area Studies. He oversees the Title VI centers.

I have a very cumbersome title and the reason is because it is to say that it is a vice-provostial position to try and coordinate the schools and the academic units that report to the provost, but it’s a vice-presidential role because it also works with the areas that Dr. Trask oversees and serves as a liaison to the health system. I’m not responsible for Singapore. Our office does not oversee the work of the health system or the Singapore campus, but it is to serve as a significant liaison with Mike Merson who oversees the Singapore campus to

work with Dr. Dzau at the intersection of their initiatives and those on the campus side.

The programs part of my title is to say that we need to do as good a job as we can at enhancing collaboration and coordination of new and existing programs across the campus. That happens in a variety of ways, one of things we are trying to do is to get a little greater coherence about MOUs that are assigned so that we have some sense of those and also that there is some sunset clause because one of the things that happens is that there are MOUs that may be signed by one particular unit and they think that it is just between that department and some university in Asia or Europe or South America, but the university there thinks that it is a collaboration between Duke and them, so they send a researcher who wants to spend six months sitting at the feet of Craig Henriquez and he says, “Where’d you come from?” Giving greater clarity about who is signing the memorandum of understanding with whom, for how long, and having some process of renewal is part of what our office is trying to do with the programs level.

It is also at the very basic level of helping introduce people on campus to each other. There are people who are working in the same country who are Duke faculty and who don’t know that there is another project going on within that country. So creating synergy is actually very helpful and sometimes also really critical to learning that we are now obeying the law. The more activities, if you remember more than 600 activities reported on form 990 means we have heightened attention from tax bureaus and from Ministries of Health and Justice and other organizations within a country and we have to be sure that we are complying. That is the coordination level of the program level.

In terms of strategy, it is to suggest that there are also places where the university is going to place institutional bets. One was made with the Medical School in Singapore, a second one with a campus in Kunshan.

I think it’s important to note that the second clause here on the screen, that is working with at least two schools or units within a region. Our goal is not to create mini-Dukes anywhere. I don’t think it would be possible, but I certainly don’t think it is wise. Rather to say when there are multiple schools or units, and by units I’m referring to things like the signature institutes where there is shared strategic interest in working together, there is a significant opportunity for Duke, precisely because of that intersection of global innovation networks that I think we then need to be marshalling the university’s resources, but as the Global Priorities Committee work is going to be, we have to make sure we do due diligence, vet them, decide is this really worth the long term commitment because we want to be there not as tourists, but become really good citizens of whatever region we are committed to.

My office is designed to be a small catalytic staff, there are currently six people in our office. Rather than creating shadow units of everything, we want to be in liaison relationships with other offices and help to build capacity, whether that is people within schools and units

or other administrative units. For example, [Laura Brinn](#) was hired by [Mike Schoenfeld](#) to be Director of Global Communications; she reports to Mike Schoenfeld, she works closely with my office. [Bill Nicholson](#), hired in the Legal Counsel Office to focus on global legal matters reports to [Pam Bernard](#), works closely with my office. Very briefly, we have created a series of administrative work streams. These are designed to bring people from across campus to look at where the issues are. We have a human resources work stream, financial services, student administrative services, student life, academic services, research administration, communication, community, government relations, facilities and space management, technology infrastructure.

These are groups of people – they are not formal committees, they are work streams that are trying to say, where are the issues? What are the deliverables? To look at our current processes, procedures, staffing technologies, are they supporting the needs of global programs that we have in foreign sites, including the respective roles of central services and services provided by individual schools and programs? To provide recommendations on the best ways to solve gaps if current processes aren't optimal for those sites as well as thinking about third-party contractors and vendors.

Third, a checklist of support requirements for specific administrative domains that need to be taken into account. Fourth is to look specifically at the Kunshan campus and be sure that we are ready to operate it when it is ready to go in a couple of years and then to make recommendations about process, policy, staffing or technology changes that need to be made here in Durham to support global programs more effectively and efficiently.

<http://global.duke.edu/> is easily accessible from the home page with stories and other information about things that are happening both here in Durham and around the world, for students and faculty. There is now a global interactive map that is part of global.duke.edu, I'm really proud of this work, [Christy Parrish Michels](#) in my office did extraordinary work in the last year to try and find as much as possible of what is happening in various countries so that if you go to this map now and click on a country you will find first a sense of our assessment of Duke's level of activity, from high, for example in Kenya, all the way to non-existent in Greenland.

But what I think you will find if you spend some time clicking on the map is that there are an awful lot of places that you might not have imagined where Duke has a specific research project or a DukeEngage initiative, or some other kind of partnership. Is this 100% accurate? By no means. When it first went live I'd say we aimed for about 65-75% accurate and then we got a whole steady stream of emails from people telling us "how could you not know about my brilliant initiative/major project?" We were happy to add every one of those. If you find your own project not listed or your best friend's or your worst enemy's or your school, your unit, send [Christy Parrish Michels](#) in my office an email and it will be up there as soon as we can get it uploaded.

But this is really instructive so that people can see what each other is doing, but also if you are interested in exploring, if there is an RFP you're interested in exploring, you can find it on that map.

Lastly, on the global.duke.edu website, we have a whole series on information and guidance ranging from international travel and how to do that in terms of resources that Duke provides. If you are traveling overseas, we have a contract with International SOS, that if you have a medical problem or if there is a political crisis, you can contact them immediately and they will mobilize whatever resources you need. On the website, it will download a card that you can stick in your purse or wallet, have it with you, we've used it with students, we've used it with faculty and staff. Various resources, but there are also some pretty important things on here like export controls, there are easy ways when you are traveling abroad that you can find yourself getting into trouble unwittingly and so we hope that this website will be a resource to everybody who is doing that kind of work.

Our office is still in development, we've got lots more work to do, let me just conclude by noting we do not oversee Global Study, what's often been known as Study Abroad, or DukeEngage, those both report to the Vice Provost for Undergraduate Education Steve Nowicki; I work closely with him. We also don't oversee International House; it reports to Larry Moneta; we also don't oversee visa services, that reports within the health system. We're trying to develop collaboration and liaison but while we have got an awful lot on our plate, there are a number of really important other offices to address. With that, let me stop and invite questions, comments, any concerns or ideas that you want to share?

Questions

Raphael Valdivia (Molecular Genetics and



Microbiology): Do you have any coordination with the Graduate School? There is a very talented pool of potential graduate students and whether we can plug into them or try to coordinate interviews or things like that.

Jones: Well, we work with all of the deans, so yes I work very closely with Jo Rae. I'm not quite sure about the question of the coordination-of-

interviews component of your question.

Valdivia: For example, if one of the faculty members was highly involved in a particular country and he wanted to have some outreach program to recruit graduate students in a particular area, is that something we would coordinate through your office or something that would happen in the Graduate School?

Jones: We can certainly help, but it depends on what the country is, whether we have any knowledge or expertise or connections that can help with that. What I would say is that the more we gain capacity in particular regions, the more we will be able to be a resource in those kinds of ways. And I should mention that, and this will be part of the presentation in December, but as we look toward establishing long term relationships and regions and potential for developing long-term collaboration and raising money, where people might do some of their work here in Durham and some of their work in their home country will be part of the kind of funding that we are hoping to get from people as we expand that kind of capacity.

What I would say is that when in doubt, contact us. If we are not able to help you because we know nothing about the country or because we're overloaded, we'll let you know. On the other hand, there is one particular faculty member who had applied for a grant that required some mentoring of doctoral students that is going to involve some countries where we are actively involved and I am quite eager to see how much we can be a resource to learn in ways that might help to build Duke's capacity. So it is a case-by-case basis, but when in doubt, contact us and we'll let you know. If we can't help we'll try to find somebody else that can.

Sunny Ladd (Sanford School): Could you talk a little bit more about how Duke thinks about which regions or which countries to get involved in, mainly in China. I understand that, but why not more Latin America, just how do we think about it?

Jones: It is a fluid process and I would say that we are still developing the criteria. That's one of the first topics that I want to talk about with the Global Priorities Committee about. I will say that factors have been major population centers that are going to influence the 21st century, so the BRIC countries are pretty obvious, countries who at least think about or worry about, but secondly I'd say where there is significant human need that needs to be addressed. I think Africa needs to be, for example, particularly on the health side and has been a focus in a variety of ways.

Third, where Duke's resources currently are, so one of the reasons for India is there's more activity I think across the University in India than any other single country currently. Now, part of the challenge we've had is figuring out how you bring all of that together in India and given the government constraints and the Foreign Universities Bill and the tradition of complicated philanthropy that has made it harder to figure out, but Duke has huge resources there...Brazil, actually, is pretty high on my list of an interesting place to explore and part of it is because we actually have two very high profile scholars, Miguel Nicolelis in Neurobiology who has his own work in northeastern Brazil, and Renaldo

Lopez in Medicine who is actually in collaboration with the Duke Clinical Research Institute just recently started a Brazil Clinical Research Institute and so we have two people who are engaged in very significant research. That's a really interesting project.

The other criterion that I work with is, is it sustainable over time? So the great challenge for figuring out what we could do across several schools across Sub-Saharan Africa is figuring out how it is sustainable financially. In my earlier life as a Dean, I worked with Fuqua and Global Health on an initiative with the Robertson Foundation in Uganda, now you spend as much time writing grants as you do to establish your presence.

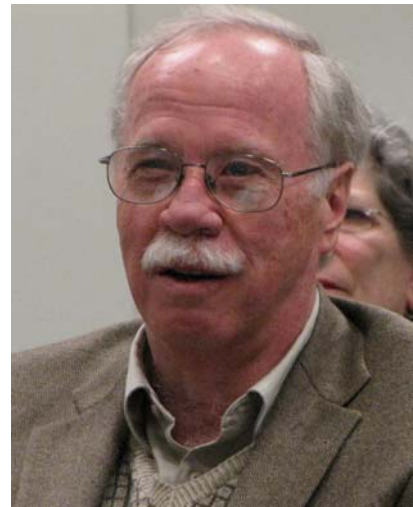
So those are some of the criteria. I don't know exactly the criteria that went into the decision about Medicine going to Singapore. I think there need to be other criteria, but sometimes as you establish a relationship in one place, you then discover that they're interested in connections somewhere that leads you in a similar way. I think we need to be exploring them, but when it comes to the strategic level I think we have to do a lot of prospecting and very little committing. So we need to spend a lot of time looking at why before we actually decide to commit.

Ladd: Just as a follow up, could you briefly summarize where our international students who are now here come from or where they're committed or what role if any the fact that we have students from particular places and things?

Jones: It depends by school but I think that the single largest percent, I actually don't know those numbers off the top of my head, but I think the single largest number at the undergraduate level are now Chinese, but I don't actually know the numbers but they have been changing over the past five years.

That's a really good question and we're trying to leverage as we look at a region, we're trying to engage our current students and say what do you think? What's possible? What's not? Where is the right part of a region to go? If you take a country like Brazil, it's not exactly Rhode Island (laughter), and part of the challenge is the interest of the School of the Environment is going to be up in the Amazon region, that's not going to be where the Business School's interest is, it's going to be down in Sao Paulo and the interest of the students who want to study abroad is going to be in Rio (laughter) so those are challenging questions. I think your points are really important, we've got to do a better job of inventorying who our current students are as well.

John Payne (Fuqua): You had a slide on risk vigilance which I found very important and you



also made the comment that many, many other universities, in fact every university I have been on in the last couple of years, there is someone talking about global strategy for the university. Is your office set up, or thinking about setting up, something that might be viewed as competitive intelligence, so we actually systematically learn from both the successes and failures of other institutions that are going down this same very broad path?

Jones: Yes. We are currently embarked on a project of doing two things: looking at what our peer institutions are doing anywhere in the world and what any institution is doing in regions where we have a particular strategic focus. For example, we're looking at what the University of Chicago is doing. Well, in China, they've decided they are going to have a conference center in Beijing and that's about it but they are offering a degree program through their business school in Singapore. So we want to understand what our peers are doing in various places, when it's a degree program, when it's a conference center – those sorts of things. But then also looking at, if we're going to be in China, we need to know not only what our peers are doing, and by peers I also think we have to look globally at peers so that Monash, University of Singapore, Oxford, Cambridge, people like that, but we also want to know, what other universities are just happening to show up in regions where we are going to be and what are their strategies, ideas, how are they planning to fund things? So I learned on my most recent trip to China, that the University of Arizona was meeting with Yang Su province officials but they were going hat in hand saying we have no budget back home to spend anything, what can you all provide for us to be in this region? We want to know these sorts of things. We're also spending as much time as we can learning from failures so that we've studied Johns Hopkins experience in Singapore or looked at Michigan State's in Dubai, there are some other places that I wouldn't want to be quoted that I think have been considerably less than successful (laughter) and trying to understand why that is.

I think in most cases it has been when you go in with the wrong motivation, you go in thinking that it is going to be a quick fix for things back home, and you think it is going to generate large amounts of revenue.

Payne: There have also been a few times when we have had less than great success.

Jones: We have also ourselves. That is also true. And I should add that the other side of that is that I think the biggest problem has been when schools have started with undergraduate programs, because it is just way harder to pull off even just the number of courses ... Yale's experience in Singapore is going to be really interesting, I mean you probably saw, I think every person who had ever set foot on Yale's campus got the email, that was sent out by the president talking about them starting this. It was very well crafted, it's a really interesting program, but they are talking about hiring 100 Yale-quality faculty to live permanently in Singapore for 1,000 students and three residential colleges. They are

not going to give a Yale degree but even at that scale, boy, that's an awful lot to try to pull off.

Phil Costanzo (Psychology and Neuroscience): Just a question and maybe this is too long an answer to get to, but you talk about going into a country and prospect, what criteria might you use to move from prospecting to going further to take that next step, what is that next step,



and then what is the involvement of the rest of the university community in deciding that next step?

Jones: It's partly when people tell me that there is some significant Duke reason why we ought to be thinking about something that doesn't look like we're just going there because everybody else is going there. So we are actually going, and I will present this in December about how we moved through Kunshan, which I was actually a part of, but it may start small and several Duke faculty members say "Hey, there's a place". So Brazil for me, even as late as April, it wasn't anywhere in what I was thinking about in terms of a top six country, several Trustees said to me that there are hardly any western universities there, largely because they speak Portuguese and that's a barrier and makes it harder to think about how you connect to the rest of South America, but they said it's a growing economy, there's huge educational needs. When I was down there, one educational official said to me, "We have a problem. We have a French system of higher education, with a Portuguese bureaucracy and it's not blended well," and so I said there's a huge need for something to happen. We happen to have key resources here, so I came back, met with political leaders, University people, business leaders, some of our alums, there are alums there who said we'd be glad to provide financial support and they seem to be people positioned to do so. So I came back and said, "Hm, that's interesting." So then I met with Miguel and Rinaldo and said that the problem is that they have two very different ideas in two very different regions of the country. They are not necessarily competitive, it's just where their own particular research and interests are. That then prompted me to inquire from some other people, deans, and what I was surprised was one dean, who is not particularly interested in doing a lot of prospecting said, "Oh, and Brazil we'll be there tomorrow," and I thought, oh, that's interesting.

So it's gathering a lot of intelligence, it's conversations that are both planned and serendipitous, so I went to Dick and Peter and said, "Brazil," and they said, "We've got a lot on our plate right now" (laughter). Then I had a conversation with a graduate student who is very well connected she talked my ear off for an hour and a half and said "You've got 18 months if you want to be the first mover in Brazil."

So that's an example of how it kind of goes. Now I think I need to talk to the Global Priorities Committee, I talked to the Trustees, the group of Trustees that are advising me, and one of them lived in Brazil for five years and said, "We ought to be there yesterday," another one said, "I wouldn't fly there for a visit" basically is what that Trustee said, so weighing all of those things.

Fritz Mayer (Sanford School): So my question has to do with whether you can say anything general about our strategy with regard to partners in each country, specifically whether the extent to which we imagine



ourselves – this is a false dichotomy I understand – but going it alone with separate projects and partnering it with comparable and major institutions and universities to any of these places. It is the case that we enjoy this moment in history, a comparative advantage in this area, but these countries are all moving very fast and there are some very fine academic institutions and they have their strategies as well, and I'm curious about the extent to which you are thinking about that and the way in which Duke might or might not want to partner with some of these major academic institutions?

Jones: That's a great question, and it's a really important one and a complicated one. So part of it has to do with what the laws of a country require, and then we have to think about partners in multiple senses, so that our primary partner in China is actually the municipality of Kunshan. The law also requires us to have a sponsoring academic partner. And there are tradeoffs because of the quality of institutions and their

bureaucracies and where the interests of particular units are.

Just take India for example, where you don't have a requirement to partner with an academic institution. The Business School has had a long time partnership with the Indian Institute of Management Ahmadabad (IIM-A) but they don't offer other kinds of things so that it wouldn't make sense for Medicine to be thinking about necessarily being in the same city in that way.

What I would say is my own sensibility is that you want to have partners everywhere you are, whether it is a partner in the singular or partners in the multiple, I think is a very interesting question, and how you think in creative ways and how it might be an NGO, when it might be an academic institution, when it might be a city like in Kunshan, are things you might have to look at culture by culture, and it's also something to think about multiple relationships that may be with another... I had a conversation with my counterpart at Cambridge, and the question was might Cambridge in England and Duke in the US have something jointly we might want to do in another region? So I think there are ways to do that in thinking about that and I think we have to be creative. If there's any message that I hope is, besides just our aim to be of service to schools, units and faculty across the university, if there's any message that I really hope is communicated it is that we don't have a recipe where we're going to go in and say here's what we're going to do – you know, a kind of McDonald's franchise mentality that's our model, this is how we do international education. Whether it's the size of the physical space, which schools are where, what activities, whether it's degrees or no degrees, all of those things we ought to be thinking as carefully as we can and part of what's has been our gift as a university is the nimbleness that has enabled interdisciplinary work to work so well. As a younger university, we have fewer hardening of the categories, and I hope that we will keep that same perspective in thinking about partners in global efforts.

Henriquez: Thank you Greg – I just want to let you know that it's now 5:37 AM in Shanghai so it's time for breakfast (laughter). Thanks again and we'll look forward to your presentation in December.

Global Priorities Committee Approval

So this is a perfect time to segue into our request for approval for the creation of the Global Priorities Committee that Greg mentioned. I also sent an email out to the Council, so I hope you've had a chance to look at the draft of the charge to this committee. As I noted in September, and as Greg mentioned just now, China's not the only place we are looking – we may think about India and Brazil and Singapore and Abu Dhabi. And in all these cases, we feel that it is important to have a stronger faculty voice in the process. So, ECAC began discussions with the Provost and Greg earlier this year about creating a new committee with a structure that makes sense for these future projects. The Global Priorities Committee as envisioned would be a cross

between APC and UPC but for Global Initiatives. A committee that would consider both programs and the financing of such programs and also have faculty membership that would be vetted and approved by Academic Council. A key piece to this is to have input and a connection to the Academic Council as well as having broad representation of faculty from all schools with experience in programs abroad. So, the idea is to create this committee and there would be an institutional culture developed over time in their ability to react quickly to new initiatives and being able to understand what an MOU is and how to best craft it or react to it.

I should emphasize that GPC will not approve programs – the approval of programs will remain with APC as it currently is. But they will consider the global component of new programs and perform something called *site approval* which is a process needed for accreditation. This is a formal process and has multiple steps and can take many months – John Simon (Vice Provost, Academic Affairs) is very nervous about this as Greg brings more and more places to think about because this is a long process and requires some expertise. Then GPC will forward their recommendations to APC much like the executive committee of the graduate school or the MAC (Masters Advisory Committee) now presents their recommendations to APC. APC then presents their recommendations to ECAC, ECAC then presents its recommendation to the Academic Council, then it goes on to the Board of Trustees for final approval. The gauntlet just got a little longer, but we hope that it will actually improve the faculty governance over new initiatives.

ECAC would like to offer the following resolution: Be it RESOLVED – first of all before I do this, let me ask if there are any questions?

Phil Costanzo (Psychology & Neuroscience): In order to do these global initiatives, remaining limber is very important, right?

Henriquez: Yes – remaining limber is very important.

Costanzo: And faculty committees are usually not very limber – more like lumber (laughter). So, it's a question of whether or not this will really contribute to making these initiatives better or impede their progress?

Henriquez: Your point is well taken, in terms of how limber and nimble we need to be in terms of reacting. The hope is that we don't get to a point where we are always – where it's another opportunity for a one-month approval – when that happens we get into a problem. I think there was a sense last time with the Kunshan campus, this approval was moving much faster than we as a faculty were ready. I do appreciate that concern – I think, I hope, that once this process gets going, that it will develop its own sort of process and things will come in earlier. Right now, we're getting inklings of new initiatives that are coming through APC. Yes, some decisions may need to be made fairly rapidly on those, but we think that that can be done through this committee.

Greg Jones: Craig, may I make a comment? I don't envision lots of programs coming before this committee

– those kinds of things, I just worked out with Asian-Pacific Studies to institute a MOA with a university in Japan – that's not for this committee to spend a lot of time vetting – it's when there are degrees involved, it's when there are long-term commitments that will implicate the university. I'm actually eager for that kind of conversation and input because you shouldn't trust my judgment.

Henriquez: That's important – it's the degrees that we believe need the vetting and need the discussion.

Susan Lozier (NSOE): It seems like you really want this committee to be helpful in establishing guidelines, setting priorities, what countries are you going into and why? So, Greg mentioned we don't have the ?land, but what do we have? What is the overall university priority going into which country and for what program? It seems like we really need a strong faculty voice in developing this.

Henriquez: Yes, that's the other side of this. The degrees that will come forward that do need formal approval by this body and also they need a formal process for accreditation but I think that's probably the most important part of this committee is really in reviewing and renewing and rethinking this global strategy as more and more comes into play. As we learn more about the opportunities that are out there, there's a need to rethink that and I think this committee is in a better position to do it than probably any other committee.

Lozier: But not a committee that's just sort of reacting but establishing from the front where we go and why?

Henriquez: Yes, and I think Greg agrees.

Amy Abernethy (Medicine and Oncology): The other thing that would be good that I can see this committee do is to provide a faculty voice to substantiate some of the things that Greg needs, for example the university is going to need more legal counsel to assist Duke with these activities overseas, and so what I see as one of the things this committee can do is to function as a support structure and saying this is important and the faculty see this as important.

Henriquez: Absolutely and so that is one of the things that we felt was somewhat absent in the Kunshan process, that there was not enough faculty voice involved – there were faculty involved but not in the traditional faculty governance role where ECAC had a say as to who they were.

Marie Lynn Miranda (ECAC / NSOE / Pediatrics): Let me just emphasize as well, that in the charge to the committee one of the things that we wrote in there was not just reviewing potential new programs or strategies, etc., but monitoring ongoing activities and I think that a key role for this committee as well is going to be to say – okay, we've done a variety of things, let's set back and think about what are the evaluative things that we need to do, what kinds of metrics should we be looking for – that very much needs to happen strategically and deliberately.

Henriquez: Any more questions?

John Staddon (ECAC / Psychology & Neuroscience): I just want to say I'm not sure how nimble the university needs to be, I mean universities can last for a thousand years – it's not like designing a new app for an iPad (laughter).

Henriquez: Point, well taken. Any other comments or questions? Okay, so the resolution will be put forward:

Be it resolved that the Academic Council endorses the creation of the Global Priorities Committee. In accordance with existing faculty governance rules, members will be appointed to this committee in time for it to be functioning in the Spring of 2011.

No second is needed. All in favor? [approved by voice vote with no dissent].

Henriquez: you have your committee Greg – now get some rest (laughter)

Summer Salary Policy (again)

Last, is the approval of the language for the new summer salary policy, which will go into the Faculty Handbook. We typically don't approve all changes in the handbook, actually that's something that ECAC does. But this is a policy that affects the faculty pocketbook, so we thought we should give it a formal process and acknowledgement that the language is appropriate. The proposed changes were posted with our agenda, and Jim Siedow is here again. For those of you who were here last time – the ten of you who remained until 5:30 (laughter) last month to hear the debate about summer salary policy you enjoyed a lively discussion. We hope that we will not go much beyond – it's now 4:46 – beyond 4:48 (laughter)

Jim Siedow (Vice Provost, Research): I was going to say 4:47! (laughter)

Henriquez: The biggest issue that were raised was whether this was the best solution – and I think Jim convinced us that it's probably the best solution for Duke. And exactly how a ½ month in the academic year salary would be transferred back and Jim assured us that it would and personally make sure that we get our check. So, the language on the overhead – so it's a little bit worrisome when the language starts as one paragraph and the preferred language is now four paragraphs (laughter), but you can see that this is somewhat complicated. Are there any questions regarding this language?

Warren Grill (Biomedical Engineering): You intimated Craig that this could impact some way the faculty pocketbook – but if I understand the policy correctly, it will have no impact?

Henriquez: It should have no impact on the faculty pocketbook – exactly. It's a policy that involves the faculty pocketbook, but should have no impact on your pocketbook. Those getting summer salary now through federal grants should continue to get salary.

Siedow: It's designed to be revenue neutral. So, the faculty should have or will have...

Henriquez: they will have, they shall have – *shall* is the stronger word! (laughter)

Grill: I think we should make the policy revenue positive! (laughter)

Sunny Ladd (Sanford School): Craig, could you remind us in thirty seconds why these changes have to be made?

Henriquez: I can give it in thirty seconds, Jim can probably do it in more than thirty. Effectively, the issue had to do with the chance that if Duke is audited, the question that has come up at other universities regards how faculty are spending their time. The idea is that when you do a research project, you should get paid at the time that you are doing the research – so you cannot bank your time. If I did the work in January, I cannot get paid in June. Right now, all of the summer salary has been put in a position where we get it in an entire month. And when you get it in an entire month, you're not allowed to do any other work except work on that grant. And that puts us at risk, because if someone takes a vacation or happens to work on a class and the auditors come in and determine that, then Duke is at risk. What Duke is doing is what is being done at many other universities which is to spread that summer money either over three months, only give 2½ months of summer salary or as we're doing spreading three months over four and putting in a half month in the academic year.

Siedow: Several universities, including Yale, have already been dinged on this very issue.

Henriquez: And that's what's driving this – the potential that we will be audited. Any other questions? May I have motion to approve the changes in the Faculty Handbook regarding changes to the language to summer salary processing?

[passed by voice vote with no dissent]

Okay, so I gave you back at least ten minutes of your time, so thank you everyone. Next month, the meeting is on December 2, which is right around the corner. We hope to have a discussion on Athletics – a faculty-driven discussion on Athletics, in addition Greg Jones will be updating us on Kunshan and Duke in China. So, while December is traditionally not a favorite time for faculty to come to Council meetings, I think you will find this one to be interesting.

Respectfully submitted,

John Staddon
Faculty Secretary, November 27, 2010