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## Minutes of the Regular Meeting of the Academic Council

Thursday November 29, 2012

**Susan Lozier (Chair of Academic Council / Nicholas School of the Environment):** Welcome everyone – if I can have your attention, we will start our meeting. Good afternoon and welcome to the November Academic Council meeting. I trust everyone had a lovely Thanksgiving and that you are looking forward to the next holiday season, which is just down the road, past a few miles of classes, exams, and meetings, past several blocks of papers and clinics and then reached only after you have collected a Get-Out-of-Jail-Free card from the Registrar (laughter). Speaking of respites, I want to remind everyone that there is a reception following our meeting today, just outside in the hallway. Consider this a come-as-you-are social event that doesn't require an RSVP, a date, or a gift, where you can talk about work if you like, you don't need directions and, best of all; you have already parked (laughter). Please plan to stay for a while and join us for the reception.

### *Congratulations*

Before we begin our meeting, I have two announcements. First, on behalf of the Duke faculty, I would like to offer congratulations to Duke senior Kenneth Hoehn of Canton, Georgia. Kenneth has just been awarded the prestigious Marshall Scholarship. As reported in Duke Today, Kenneth, an Angier B. Duke Scholar studying evolutionary and

computational biology, plans to use his award to pursue a doctoral degree in evolutionary genomics at the University of Oxford. Congratulations to this distinguished student (applause). Second, I also offer congratulations to Coach David Cutcliff for being named the ACC coach of the year earlier this week. Well done (applause).

### *Approval of Meeting Minutes*

I will now ask for the approval of the October 18<sup>th</sup> meeting minutes. Are there any corrections or edits? May I have a motion to approve? A second?

*(approved by voice vote with no dissent)*

### *Update on Academic Council's 50<sup>th</sup> Anniversary Plans -- Council Conversations*

As you are all aware, the Council is celebrating its 50th anniversary this year. In my remarks during our October meeting, I mentioned that Richard Predmore, Professor of Romance Languages and Chair of the Election Committee, called the Duke faculty together in 308 Flowers for the inaugural meeting of the Academic Council on October 18, 1962. Following our meeting, I learned from José María Rodríguez-García, Professor of Romance Studies and member of this Council, that Duke's Spanish program awards a pres-

tigious student prize each year named after Richard Predmore. Furthermore, Professor Rodríguez-García contacted Predmore's son, Michael Predmore, a Professor of Iberian and Latin American Studies at Stanford, to inform him of our remembrance of his father's role in the inauguration of this Council. Professor Predmore responded with effusive thanks for this remembrance of his father. I very much appreciated the communication from Professor Rodríguez-García. Learning the connection attached to that typed name on the yellowed pages of the 1962 minutes was like the pleasure of finding a crocus buried beneath fresh snow. Who knew it was there?

In October, I introduced the Council Conversation series that will commence next spring as part of our anniversary celebration. If you recall, the purpose of these conversations is to reflect on aspects of the University that have significantly altered over the past fifty years, consider what challenges and opportunities those changes have brought and then focus on how these changes will shape the University in the decades ahead. The first Council Conversation will be at our January Academic Council meeting and it will focus on the structure of the University. Questions to be addressed include: How has the transition from a department-based institution to one where the research and teaching missions of the University are a shared responsibility among departments, institutes and centers impacted the University? The faculty? The students? Where does this institutional diversification lead in the decades ahead? How does the addition of a global campus challenge the structure of the University and our understanding of a campus community? Discussants for this conversation will be: Karla Holloway (English), Tom Nechyba (Economics) and Warren Grill (Biomedical Engineering).

The second Council Conversation will take place at the February meeting and will focus on Teaching and Learning at the University. Peter Burian (Classical Studies and Theatre Studies and a former Chair of the Academic Council) will moderate that conversation, and the discussants will be: Ian Baucom (English), Brenda Nevidjon (School of Nursing and a member of this Council) and Mohamed Noor (Biology).

The third and final Council Conversation will take place at the May meeting and will focus on the Professoriate: Phil Costanzo (Psychology and Neuroscience and a member of ECAC) will moderate that conversation, and the discussants will be: Dennis Clements (Pediatrics and Global Health and a member of ECAC), Anthony Kelley (Music ) and Sunny Ladd (Sanford School of Public Policy).

When I introduced these topics at the October meeting, I was asked, by council member Jane Richardson, if Council members could suggest discussion questions. At the time I answered, "Indeed." And so today, I will again encourage you to contact me if you have suggestions for these discussion topics.

*Presentation by Dr. Mary Brown-Bullock, Executive Vice-Chancellor, Duke-Kunshan University*

Moving to our next agenda item, I would now like to introduce Dr. Mary Brown-Bullock, Executive Vice Chancellor for Duke-Kunshan University. Dr. Bullock is the former president of Agnes Scott College and a scholar on Chinese history and US-China relations. She earned her undergraduate degree from Agnes Scott College and her Ph.D. in Chinese history at Stanford University. Dr. Bullock has been involved with education in China since the late 1970s when she served as the director of the Committee on Scholarly Communi-

cations with the People's Republic of China, a committee sponsored in part by the National Academy of Sciences. Dr. Bullock is currently a senior scholar at the Woodrow Wilson International Center for Scholars, was the director of the Asia Program there and from 2007 until 2012 served as a distinguished visiting professor of China studies at Emory University. In addition to numerous journal articles, she is the author of *An American Transplant: The Rockefeller Foundation and Peking Union Medical College*, which President Brodhead has now recommended to me twice....he is a big fan of the book (laughter) and now let me also pass along that recommendation to all of you. As executive vice chancellor, Dr. Bullock will be DKU's senior academic and administrative officer. At present, Dr. Bullock is immersed in DKU planning and, as part of that planning, is working with faculty on this campus to develop academic programs for DKU. ECAC has asked her to relay to the Council this afternoon her vision of how these academic programs may coalesce and evolve in the years ahead. Dr. Bullock, welcome to the Council.

**Dr. Mary Brown-Bullock (Executive Vice-Chancellor, Duke-Kunshan University):**

Thank you Susan. It is indeed a pleasure and very exciting to serve as the founding Executive Vice-Chancellor of Duke-Kunshan University (DKU). As a newcomer to the endeavor--and I truly am the newcomer--I have been tremendously impressed by the planning that is going on here at Duke. All sectors of the University are involved and as I've said in other settings, I feel much empowered because I feel I have a university at my back, so I'm glad to have you as we begin this. I've also been impressed by the passion and commitment of our two sponsors: Kunshan City and Wuhan University. In my thinking about DKU I have been inspired by a phrase from Duke's own mission statement, "to advance the frontiers of knowledge and contribute boldly to

the international community of scholars." This is what the Duke-Kunshan project is all about. Creating a new university in China--in a China that is pushing across the boundaries of economics, culture and science, which will certainly expand the frontiers of our knowledge. And how better to contribute boldly to the international community of scholars than to create a new Sino-American institution. I joined this project because these are worthy, exciting, and I believe, attainable goals. This is a pivotal moment in higher education. Chinese higher education, authoritarian Chinese higher education, is turning to the United States for a model of liberal arts education. And American universities are seeking new ways to really forge authentic links with China's intellectual community. The big question of course is how can we do this? What guidelines should inform our efforts? I concur with the general plan to date. DKU should evolve organically from Duke's own educational model, but it should be innovative and relevant to 21<sup>st</sup> century China. The institution building process should be incremental, sustainable, and culturally attentive.

Let me begin with just a few of my thoughts about the Duke model, and I hesitate in front of this group. Somewhat surprisingly, China's educational leaders are seeking new models of effective governance. They aspire to have an independent board of trustees and also to have real faculty governance. Several weeks ago, Chancellor Liu attended several planning meetings with Duke faculty, including the China Faculty Council. He kept telling me, "I want DKU to emulate these traditions. I try to do some of this at Wuhan," he said "but I couldn't really be successful. We need to be successful in modeling faculty governance at DKU." I'm especially pleased also that the DKU Board of Trustees will meet for the first time in December under the leadership of Duke Provost and also DKU Board of Trustees Chair Peter Lange. So, we

have a beginning, really, of two forms of this institutional governance. Of course, in addition to your governance structure, academic excellence, interdisciplinary model, freedom of academic inquiry and innovation are also core Duke values. The governing documents are replete with references for how DKU can make sure that it has a very strong academic curriculum. Current planning includes the possibility that many courses, especially in the beginning, will be taught by permanent Duke faculty. That sets a very high bar for myself and others who then try to expand the faculty rosters in the years to come. The first MA programs at DKU will be Duke degrees and Duke MA programs. They've already been carefully vetted by your various faculty processes to meet Duke's academic standards.

Interdisciplinarity – the graduate programs and undergraduate courses currently being discussed are almost all very interdisciplinary. These will be really exciting, very stimulating for Chinese students but I think also for Chinese faculty because they are quite used to a very rigorous, discipline-bound model of education. Freedom of academic inquiry is also enshrined in the governance documents but we all know that here the devil is on terms of what happens on the ground. I was encouraged by Chancellor Liu's comments weeks ago when he answered questions very openly and for the record on academic freedom in China and his expectations for academic freedom at DKU. I'm really quite confident that DKU is being provided the political space, really the space, to develop its curriculum, its faculty discussions, and student participation in a very open way. But I don't want to soft pedal the issue and I really have felt that we should, from the beginning, make sure that DKU is known – we shouldn't hide behind this issue, we shouldn't wait for an incident. We should really from the beginning make sure that DKU is known for its wide embrace of such values as aca-

ademic integrity, academic responsibility, and academic freedom.

Innovation – DKU offers a really fascinating and I think very promising platform to explore and to test innovative teaching and curricular ideas that you're developing here at Duke. China is an ideal location from which to experiment with the rapidly changing, rapidly growing new models of distance learning. These can potentially transform what we can do at DKU. We are, I think, just beginning to think about what they mean but I think these will also inform at the same time what happens here at Duke. We will be able to also have reciprocal exchanges using these new technologies. These are some of Duke values that need to be represented in DKU.

But, I also want to say that DKU needs to develop its own distinct identity. The phased and incremental approach really provides us with time to experiment and to evaluate a curriculum that is distinctly relevant to DKU's location. It's located in the most prosperous region of China. What does that mean for the kind of curriculum that should evolve? And most fascinating, it's also a region that is rediscovering its cultural traditions and its cultural heritage, so it's about much more than just making money. In China, it's also about trying to discover their traditional roots. We're beginning with graduate programs in Global Health and Management. These are signature programs for Duke, but I think they also form a potential core around which other programs can evolve because we are also looking at programs in Economics, Environmental Science, Clinical Research training, and Medical Physics. I think you can see how this could create a cluster--a cluster that might really have something to do with the environmental and economic determinants of health in China. This would create a very distinct and very strong nexus, an identity for DKU. We need to think about what kinds of forms this might take. What other clusters make sense? We can't forget the

Humanities. There are some fascinating proposals that are being considered - courses that I would love to take and you'd probably love to take on the Silk Road, on comparing science and technology in Western and Eastern traditions. The study of the United States is almost a void in China. Can we envision programs that might lead to an undergraduate cluster or even an MA in American History, Culture and Society? That would really put us on the intellectual map in China. I'm delighted that Laurie Patton and Nora Bynum are chairing a committee on teaching the Liberal Arts in China and they're considering some of these questions. Members of the committee will travel to China next year to begin to map out where the most innovative Chinese undergraduate programs are taking place and they're going to be thinking about how best to collaborate with Chinese leaders in the liberal arts. I will be surprised if this process over the next several years doesn't yield insight not just into how we should teach at DKU but ways to improve undergraduate teaching and learning in the United States. And we need to design a university that is sustainable financially and intellectually. Kunshan City is allocating financial resources, extraordinary financial resources, but it's also allocating human resources. They've already decided to develop what they are calling a knowledge community that's going to be funded by a Hong Kong developer just across the street from DKU. It will have space for start-ups for science and technology companies and also apartments and markets and restaurants. They want DKU to be an intellectual hub for their well-educated citizens and we need to think creatively about how we can bring the citizens of Kunshan into DKU.

Finally, culturally attentive. We'll all agree that DKU should be culturally attentive to its location in China, to its role as a Chinese university, but what does this mean? It surely means more than a campus designed with

water features that evoke the canals of Kunshan and Xuzhou although that, let me tell you, is pretty nice. It needs to go much deeper and I look forward to extended discussions with you about what being culturally attentive means in creating a university. But let me suggest a few areas. The first is that we should take joint-venture seriously. I had some early doubts about the role of Kunshan City and the role of Wuhan University. I certainly didn't know, and still don't fully appreciate, how we're all going to work together but we are working together. I have come to realize that the success of DKU is dependent on both of our partners. Not the financial success, although there is that, and not the government approval, although we do need to finalize our government approval, but I believe it is in the aspirations of both Chinese sponsors that DKU will have its greatest potential for success. When I was traveling with Jim Roberts in China several weeks ago, it suddenly occurred to me after many long discussions that we are on the same team. They do want a world-class university. They're willing to experiment, to take political risks that we can't even imagine. We need to listen to their ideas about the Chinese context and to trust their instincts if we want DKU to grow deep roots in China.

Second, I think we need to rediscover values in China's own educational and intellectual history that resonate with our own even though there may be differences. One can certainly argue that the Confucian education was far more like a liberal arts education than the system China has today. Speaking truth to power was highly valued. Confucian scholar ministers were admonished to bring bad news to the court even if it would have all kinds of implications. Now, I must say that the practice did not always end well for the messenger (laughter) so I'm not sure how much resonance we want with this. But, there are deep traditions that I believe can be re-imagined. And finally, we need to take the

long view to appreciate that the ultimate success of DKU will depend on the degree that it can attract outstanding Chinese faculty as well as outstanding international faculty. The great America-China colleges of the first half of the century, colleges that formed the foundations of Peking University, Fudan University, and Tsinghua University were successful because they became places where a new synthesis of Western and Chinese learning took place. So if we pay attention to value-based, relevant, incremental, sustainable, innovative and culturally-attentive concepts, then I believe we will be successful in the larger goal for DKU to contribute to the transformation of Chinese and American education, to boldly advance frontiers of knowledge and contribute to the international community of scholars. Thank you (ap-  
plause).

**Lozier:** Before I open the floor to questions, I just wanted to mention that Dr. Bullock mentioned academic freedom. In my introductory remarks I said that she's involved in DKU Planning for Academic Programs. But those of you who were on the Council last year know that many questions about DKU that came up were about academic freedom. At that point Provost Lange assured the Council he would work with ECAC and we would talk about a process for Duke faculty to consider more deeply how we would go about monitoring or assuring that there would be academic freedom. Last month, at the Academic Programs Committee, Provost Lange and I had a discussion with APC members about this process. It was decided that APC would invite Dr. Bullock to a meeting in the spring, so she would be directly involved because ultimately she'll be responsible on the DKU campus for ensuring there is academic freedom for everyone in the DKU community. So I just wanted to let everyone know that she focused here on the academic programs as well as her overall vision, but she's also going to

be involved in the discussions about academic freedom. Does anybody have any questions for Dr. Bullock?

### *Questions*

**Dan Gauthier (Physics):** I have a bad cold, so I'm sorry. It was very interesting to hear that there might be an incubator next to the campus, but you said it was going to be mainly a science and technology incubator. That seems to be a mismatch with the programs that you talked about for DKU.

**Brown-Bullock:** I think it is different from what has been talked about for DKU. I think Kunshan City has its own goals for what it thinks it needs to do to develop technologically. But I do believe they hope there'll be some synergy and I think they would be very open to ideas of how our ideas for an incubator might influence theirs. They've certainly asked for us to help brief some of the people who are planning to start this development. So I think that's a very good question.

**Gauthier:** If I could just follow that up with another question. Certainly entrepreneurship across the curriculum is going to be an emphasis here on campus for the coming years. So it might be good to see if we could transport some of that to DKU.

**Brown-Bullock:** Well in the original planning, there's a concept of an institute, really a research center, for entrepreneurship and I see Wendy Kuran nodding her head vigorously in the back because she's been involved with a number of people in China about how to maybe make this take place. So I think you're right and I hope you'll sign up and stay involved.

**Jim Cox (Law School):** So Duke when it was formed, at least history tells us, made a pretty good running start by breaking open the

checkbook and being able to move faculty from around the country and it did that periodically for a time. Really a two part question. Does the culture and regulation in China permit us to do that, so that you can develop a faculty there from other institutions and are we willing to do the same thing?

**Brown-Bullock:** Let me say first, the Chinese would love it if we did that. There's certainly the culture and even in their own culture of trying to bring outstanding Chinese back with major packages for research and for compensation from people around the world.

**Cox:** I'm talking about recruiting in China itself quite frankly.

**Brown-Bullock:** I think they would be open to our recruiting in China. There is more mobility of Chinese scholars across institutions than there was maybe 10 years ago. Now we have not actually come up with a plan, but certainly Wuhan University and some of the other universities have expressed great interest in having their faculty teach at DKU. So I think that's a very good point. How do we actually make that happen? At the moment we don't have a funding package that deliberately looks at that but the programs that we are starting include the concept of faculty who are residents in China and so we will have to begin looking at who can come. We're very centrally located so I think it should be fairly easy.

**Tolly Boatwright (Classical Studies):** I wasn't present at the earlier discussions of this but I'm very much interested in the question of language. You stressed rightly the international aspect of the interdisciplinarity, none of that can work if two sides don't speak each other's language. So can you just tell me a little about how Chinese will be taught? How the students coming from Duke will be culturally sensitive?

**Brown-Bullock:** I think you're speaking about two levels of language--both the culturally sensitive language but also English and Chinese, if I'm hearing your question correctly. The language of instruction is English. We do anticipate that some of our Chinese students may need some help but increasingly their language is really first rate in terms of English. So I don't think that's going to be a serious problem. We also need to look at how we encourage our international students to become at least proficient at some level in Chinese. So we are talking about both aspects of that: how to focus on language. But I hear your question to also say how they speak the same language. I remember the first group of Chinese social scientists that came to the United States that I was involved with and they met a group of American Marxists and we all thought it would be a perfect fit and in fact they just simply didn't speak the same language. We are going to have to look carefully at orientation programs for all of the students in terms of how they communicate. But other schools that have had international students with Chinese students have been quite successful. They've not seen serious problems.

**Jocelyn Olcott (History):** I apologize if you've already addressed this but I remember a question arising last year about whether there will still be controls over internet access and access to social media on campus. Has that been resolved?

**Brown-Bullock:** We anticipate students will have the same internet access that students here at Duke do. An awful lot of time and attention has gone into the hardware and the software of that and they'll have access to Duke's library. We've discussed that at the Nanjing Ministry of Education. We wanted to make sure that your internet library, your e-library, would count because they have this old fashioned "you need a certain number of

books per student” and we didn’t really want to ship all those books over there.

**Jocelyn Olcott:** There wouldn’t be government control over content or access to any sites?

**Brown-Bullock:** Sometimes the internet shuts down in China, and sometimes you lose access to certain search engines. But there are ways around that and the Duke people have been very careful. I’ve talked to them about how they are setting that up with a VPN access, which is one way to do it. So it will appear as though they are here at Duke.

**Lozier:** Anymore questions? Thank you, Dr. Brown-Bullock (applause).

*Presentation by Richard Wagoner,  
Chair of the Board of Trustees of Duke  
University*

As a prelude to the introduction of our next speaker, I am going to take us back for a moment, again, to 1962. When we last met on October 18<sup>th</sup>, I informed you that the first meeting of the Council was on October 18<sup>th</sup>, 1962. Well, the second meeting of the Council was fifty years ago to this day, on November 29<sup>th</sup>, 1962, and it was convened by the chair elected at the October meeting, William B. Hamilton, Professor of History, and a 1936 Ph.D. recipient from Duke. Most of the business conducted that day focused on the by-laws that still largely govern this Council. But also on that November 29<sup>th</sup>, the first of the Council’s standing committees were established. There were four: 1. Practices and Procedures of Academic Freedom and Tenure; 2. Committee on Elections; 3. Committee on Faculty Benefits and 4. Committee on Establishing Various Forms of Liaison with the Appropriate Committees of the Board of Trustees. Or, for short, the CEVFLACBOT

(laughter). I made that last part up (laughter). On that November afternoon, Professor Hamilton noted that the purpose of this fourth committee would be to explore various modes of effective cooperation and mutual understanding between the faculty and the trustees. Though I have been here at Duke some years shy of the fifty since Professor Hamilton expressed this desire, I think I can safely state that regardless of whether the calendar year is 1962 or 2012, the starting point for cooperation and understanding between the faculty and the Board is effective communication.

And it is on this note, that I am pleased to welcome Mr. Richard Wagoner, chair of Duke’s Board of Trustees to our meeting today. Mr. Wagoner has been a member of the Board since 2001 and has served as chair since 2011. When I first met Mr. Wagoner in July of 2011, shortly after both of us had assumed our new positions, he expressed a desire to strengthen the communication channels between the Board and the Duke faculty. Since that summer, Mr. Wagoner has met each semester with ECAC. In addition, the Executive Committee of the Board of Trustees meets with ECAC each fall and the full Board and invited faculty meet each spring. And today, as the first chair of the Board to address the Council on matters of University governance, Mr. Wagoner is taking another, much appreciated, step toward direct communication with the Duke faculty.

Mr. Wagoner is a Blue Devil. He received a B.A. in economics from Duke, graduating summa cum laude in 1975. From there he went on to Harvard University, receiving an MBA in 1977. A large fraction of Mr. Wagoner’s career was spent at General Motors, which he joined in 1977. At the time of his retirement in 2009, Mr. Wagoner was the chairman and chief executive officer of GM. Mr. Wagoner’s commitment and service to



Duke run deep. In addition to chairing the Board of Trustees, he is also a member of the Trusteeship Committee, the Duke Health System Board of Directors and the Fuqua School of Business Board of Visitors. On the occasion of this year's 50th anniversary of the Academic Council in which we celebrate the faculty's role in University governance, Mr. Wagoner will address the Council on the role of the Board in University governance. Please join me in welcoming Mr. Wagoner (ap-  
plause).

**Richard Wagoner (Chair, Duke's Board of Trustees):** Thanks. Good afternoon. This is a historic occasion for several reasons. First of all, despite going to many classes at Duke, I think it's the first time I've ever sat in the front row (laughter). I ask that to please be submitted to the minutes for something historic. It is really an honor for me to have a chance to speak to you all, but I have to admit when the invitation came I was a little bit intimidated. I've had a chance, over the years, to read various addresses given to this group by President Brodhead and Provost Lange, as well as some of Dr. Lozier's comments and they've always struck me as highly professional, well researched, filled with witty comments and quotes from history and literature. These are characteristics which are generally completely void in any speech that I give (laughter). Therefore, I was thinking that I may be getting in over my head. So after some negotiating, I think we've decided that we would call this a little bit more of a conversation and so I'll talk for a little while and then we'll open up for Q & A and try to get on the topics of greatest interest to you. I stress that I'll talk a little while because frequently as I begin a speech I remember a story. It's actually about a philosophy university professor, not one from Duke, who one year decided as his final exam to do something different, so he just had the exam consist of one question. The question was "If you had one

hour left on earth, how would you spend it?" So he--this is in the old days when you passed exams out to people--observed that some students responded quickly and turned in the exam, others stayed there for a period of time, and then he took these back to his office and he began to grade them. He came upon the exam paper of his best student and so he was anxious to see what she wrote in her blue book. He opened it up and was very pleased to see that she indicated that if she had one hour left to spend on the earth she would spend it in his class (laughter). He was very flattered and gave her an A. The next semester he was walking across campus and he saw the student and flagged her down and asked how her summer was and chatted a little bit and said "by the way I was flattered with your answer on my exam. I'd be curious as to why you would spend your last hour on earth in my class?" And she said "well Professor, it's like this: every hour in your class feels like an eternity" (laughter). On that note, I will be brief today (laughter).

I thought I would respond to the opportunity today by asking and responding to a few basic questions about the Board of Trustees. I think that will lead to some interesting dialogue and questions. First: who is the Board of the Trustees? The Board of Trustees consists of 37 members who are quite diverse in many senses--the traditional measures of diversity. We have young trustees, we have--we call them regular trustees, because they don't like to be called old trustees. We have trustees throughout the United States and from outside the United States, although probably not enough of those yet, trustees with backgrounds in really all aspects of careers: from academics to religion, to law, business and medicine. But there's one area where we're not particularly diverse, in that most of us have some roots here at Duke. In fact, I think something like 85 to 90% of the Trustees have a Duke degree, either undergrad or

grad, some both. Virtually all of those who don't have a degree from Duke either have children who went to Duke, or have another close affiliation with Duke like say being President of Duke--President Brodhead is a member of the Board of Trustees. He fully qualifies as a Dukie at this point. One other thing that we all share, again while being a relatively diverse group, is a tremendous passion for Duke and a commitment to Duke's future success. And I think in that sense we share a set of values that are common with all of you as well.

Next point, what does the Board of Trustees do? We have a rather elaborate, well written, three page document detailing responsibilities of the Board of Trustee members here at Duke. I think I can capulize it though in a couple of statements. The Board of Trustees is a senior governing board with overall responsibility for advancing the University's mission and goal and in doing that there are really three headline items that we do, or spend our time on. First of all, is to make sure the University has a good plan for the future. We call that a strategic plan--a direction that we want to go in. Second of all, it's our responsibility to make sure the University is well managed; that the plan that we've laid out is being implemented and that the leadership of the University is at the highest levels. And third, and very importantly, the Board has a responsibility to make sure that the University has adequate resources to execute the plan. That is, in the comprehensive sense that we have an adequate endowment; that we have robust budgets; that we consider the Health System as part of that conversation as well and obviously the Board would've been heavily involved in the creation of the Capital Campaign as many of you were as well. One of the things, and probably the most important thing that the Board of Trustees does not do, is to run the University. That's a responsibility that is delegated to the

President and his staff. I think really one of the keys to ensuring that the Board is effective is to make sure that we as Board members recognize that, and at the same time effectively exercise the responsibilities that I outlined to you. And sometimes those lines of responsibilities are not perfectly clear, so it's very important that there is an open and honest communication process between the administration and the Board to make sure that we really are working on the right stuff. I should say, as I begin here, that I've had a chance to be involved in many organizations, both as being a CEO and on the other side being a Board member. And I would say the relationship of candor and openness and respect that we have with the administration leaders, particularly Dick, Peter, Tallman and Victor, is as good as I've seen and I think the Board members would back me up on that and they feel like they have an opportunity to be heard and respected in their views. I think it's very healthy and something that's really worth working on. And, as we've read in the paper over the last year or two, when that is not in place in a University it can actually lead to severe and negative consequences. So we're cognizant of that, and we work at it, and we think that's really important.

A word on how the Board of Trustees operates. It's obviously a big responsibility and virtually everybody who's a member of the Board of Trustees has other things that they do, so the question is how do we fulfill those responsibilities in an optimal and efficient matter? The Board meets quarterly for about a day and a half, I guess people are usually here for about two days. There is an Executive Committee of the Board which consists of 9 or 10 members of the Board that meets in the other months--the off months or almost all of them. The Board also has a number of standing committees, I think it's nine standing committees to which a lot of important business is delegated and frankly a

lot of very important discussions and decisions are taking place at the level of the standing committees. We also have a number of what I call "related activities" when we spend time at meals with undergrad students, faculty, and administrators to try to make sure we get a sense of what the issues are on people's minds and what do they think the Board should be working on. I'd say there's never enough time to do as much of that as we'd like to, but I think there's a good amount of time to do it and I think over time as a Board member you get a chance to get a pretty good sense of that. We take interest in the facilities: what's new at Duke? What's going on if somebody wants to build a new building somewhere? And we try to make sure we have an understanding of the place of Duke University, which is important. And then Board members have a range of individual initiatives and activities they take on to enhance their engagement with the school and these include things like speaking or teaching in classes. Many trustees monitor or mentor students and others work most closely with individual faculty members on areas of interest or expertise. What we really want to do with all this though is to make sure that our trustees have a good sense of the key people at Duke, the key issues at Duke and really as much texture as we can sense about what's really important, what's going on. And while I think we do a good job of it, it's something that we always need to continue to work at.

A topic I think of relevance and importance to you is the interaction between the Board of Trustees and the faculty. I guess I'd like to start by stating what I assume is obvious to everybody but is nonetheless a very key point. The Board of Trustees fully understands and embraces the critical role that the faculty plays in Duke and Duke's success. I suspect everybody knows that, but there shouldn't be any confusion about it and I say

that with the greatest confidence that I could get a unanimous resolution passed tomorrow if there were any question on it. Our Board members understand that basically our business is education and research, and you are the people that do that for us and so we appreciate it and recognize that you are critical to our success, both historically and what we're going to do in the future.

How do we get to know you and what you do? There's again a number of ways that the Board does that. We get regular reports from Provost Lange about key appointments in the faculty and key developments in the faculty. We, in fact, on Saturday morning are going to have a strategic review of the faculty from Provost Lange, which we do from time to time and the deans of each school report to us on a regularly scheduled basis. And you can imagine that a significant portion of their report discusses what they're doing, what their faculty members are doing, and what the initiatives are in their faculty and how they need more funding to hire more great faculty (laughter). Your deans, by the way, are among the best lobbyists I think I've ever seen (laughter). There are other ranges of interaction. From time to time, faculty members are asked to come and present to the Board on a specific topic of interest, and we always find those very interesting and I wish we had more time for those. Faculty members participate in all of our standing committees and they participate in search committees. I got to know a number of faculty who were on the search committee for President Brodhead. I remember that as a terrifically interesting experience. You all participate on review committees, which again is very important and a great way for faculty and students and Board members to get to know each other. We have tried to schedule, I think as Dr. Lozier mentioned, regular interactions with faculty members and Board members--sometimes faculty members will

present on given topics, sometimes more broad conversations. Then again, a number of Board members know individual faculty members and have had a chance to work with them. I would like to take this opportunity to thank Susan and your predecessors at ECAC who have put a lot of time in making sure that we can arrange regular, and let me say, effective and efficient interactions between the Board and faculty members. I've enjoyed the chance to sit down with your executive committee every few months and get always, let me say, candid input on views of import to the University (laughter) and always helpful as well.

Lastly, I'd like to summarize maybe what's most important, which are the key issues that we're concerned about right now. I'm sure I will not mention them all, and I suspect that I won't mention a few that are important to at least one of you, so before you get angry with me please, if I forgot to add something to my list, remember to ask about it later. I just this morning jotted down what I think are the big ones that first come to mind. I'd start out with a view that many of us have, as does the University leadership, that this is an interesting and exciting time in higher education, but also a time which feels like we're at the portal of significant change. And, really, change in many aspects that we've grown accustomed to. I mean the developments with online and digital learning are moving fast and in interesting ways. And we're asking questions like what does this mean for us? What does this mean for opportunities to innovate in teaching and learning? How can we use this to make our Duke education more effective? How can we use it to enhance research? We don't know the answers to those questions, but we're very pleased to see that we're actively engaged in that experimentation at this early stage. At the same time, there is a tremendous growing body of questions about the financial models of research universities:

the affordability of tuition and funding of that tuition. Likewise, a lot of funding for research that we do appears to perhaps be under some pressure over time. What does this mean for us? And what do we need to do to position Duke to be able to respond robustly if any of those traditional assumptions change?

There's also another area of great interest to us all, which I would broadly define as the student experience. We obviously are very interested in academic programs that we offer to our students, but there's a great interest among the trustees regarding admissions, and admission processes and the kind of students that we're successful in attracting here and how they do here and what they learn. Things like DukeEngage and housing are something that we need to be concerned about. Social life, athletics, and this issue of, I'll put it in business terms, what kind of return on investment are our students getting here? People that come and invest \$200,000 for a degree, what are they getting out of that? Is our traditional measurement of that sufficient going forward? Do we need to think about some ways to more directly measure that? It's a topic that there's interest in. It's a tough topic, but we'd rather talk about it now than have someone else figure out the way we're going to be measured in the future, and then have to react to that. We spend a lot of time and have a lot of interests in the Health System. The Health System has its own Board of Directors for a lot of good reasons but a number of our trustees are members of the Board of the Health System because that's such an integral part of Duke--of what we do, of the research we do, and obviously our brand and this is an area of the economy that's under as much, or maybe even more, change than the education system. So we need to be on top of that and it's fascinating and interesting and at this point we feel that we're moving in the right direction, but we're not exactly sure what point we're shooting

for because the ground rules are still being defined. So it's very interesting but very important that we get it right.

The Board has had, and continues to have, a lot of interest in the innovation and entrepreneurship initiative of the University. In fact, a Board member who started with me, Kimberly Jenkins, actually resigned early from the Board so that she could lead some work on that for Dick and Peter and I think she did a good job of that. There are a number of Board members who, by virtue of their own background, have expertise in this area, so we're interested and supportive and want to follow that. Global issues have taken a lot of our time and are of great interest. Mary's comments today were interesting to me. It's really nice to have a chance to meet her. I think back to our first discussion about this idea of maybe doing something in China to today. And it really hasn't been that much time, but it's been a lot of work and many of you have been involved in that and we appreciate it. I suspect we are just at the beginning of this journey. And from my own experiences in working in China, I'm very bullish on the opportunity and recognize that every step is not a smooth one, but I am convinced that the opportunity for the University is great if we play it smart. I couldn't be happier that we have an opportunity to do it in a way that I think is very cost efficient for us and yet has a lot of exciting prospects which Mary began to outline for us.

The Capital Campaign sounds a bit mundane. I think we all know this is just critical to the future of the University because if the funding model is not going to work as it has in the past, and even if it does, the fact is if we want to take on some of these key strategic initiatives which your deans and you have identified, we need more resources. We're fortunate to have a very supportive alumni base, nonetheless raising three and a quarter bil-

lion dollars particularly in today's environment is not an easy exercise. We're off to a good start, and the Board is interested in following that closely. Three board members are co-chairs of that: David Rubenstein, Bruce Karsh and Anne Bass, so we will be following that closely and supporting it.

This might be a little surprising to you all, but we spend, particularly at the leadership level of the Board, quite a bit of time with President Brodhead on the topics of what we would call in business, progression and succession planning for the University because that's very critical. We understand that leadership's important, and by the way appreciate the work that we did about a year ago with ECAC to begin the process to arrange for the review of and subsequent appointment of President Brodhead for a new five-year term which we're all excited about, but it goes deeper than that. So we spend ample time with him at the leadership level of the Board, talking about that and understanding people's plan to try to ensure that we have a strong leadership group, a well-trained leadership group and a diverse leadership group. All those areas require attention and planning, they don't just happen.

Finally, an area that's probably the least flashy of anything that I'll talk about, but in some ways is as important as any, is Board governance issues which take up a lot of our time. Richard Riddell does a great job in staying on top of the latest trends in Board governance. The expectations of Boards have gotten higher and higher, greater and greater and again I'll repeat, we've seen some cases where without good governance, bad things happen and can cause a university significant consequence. So, without trying to be overly bureaucratic, we really do try to put ourselves in a position that we can say with confidence that we have best practices in governance. And if we can learn something from

others we take that on and we do so, whether it's audit activities, Board operations, review of Board members, things of that sort. So, as you can see from this, and this is not a comprehensive list, there are a lot of things that we're working on. We try to do it in a way that's effective and efficient, and we try to keep in mind what our role is on the Board. It's not to run the University; it's to oversee the University. So it's a fine line we walk, but one that we really try to stay focused on where we as a group can add value and not be repetitive with things that you and others at the University do. We recognize these are interesting times for the University and, in some sense, challenging times but we think they are full of opportunities. I made an observation at the launch of the campaign in September, the Duke Forward campaign, and I observed that this is an exciting and challenging time and it's interesting that James B. Duke, when you look back into the '20s and '30s he--in exactly the same kind of uncertain and risk environment--made a huge bet, which has resulted in, I think against all odds, Duke University with its success and acclaim today, and where we are. And I suspect if JB were here now, he'd look at the uncertainty and the challenges we face and say this is exactly the kind of environment where Duke can shine and move to the next level. So our Board of Trustees looks forward to working with you and all the faculty members to make for Duke, the next fifty years as successful and exciting as the last fifty years. Thanks very much (applause).

### *Questions*

**Phil Costanzo (Psychology and Neuroscience and a member of ECAC):** You mentioned 37 individuals on the Board and a lot of them attended Duke University, probably bringing with them some aspirations and memories of the University--some ideas about what it ought to be. How does this

come together into an advisory plan? What is that process like?

**Wagoner:** So, I think the biggest challenge is everyone brings their memory of what Duke was like when they were here (laughter) and that is kind of our frame of reference and with few exceptions there's in most cases a gap of something like 20-25 years from their memory and what has happened. So I think this is why we find that things like regular interactions of the key players here that are living in today's world, on top of today's issues, and today's challenges is important. So again, undergrad students, grad students, faculty, administrators, it's really important, so we don't waste a lot of time saying "You know when I was here..." and occasionally someone has said that at a Board meeting (laughter) but we really do try to provide the opportunity for all of us to get as much up to speed as possible. So we're working off the framework of today in looking forward, with obviously great respect for the past. And we all have great memories and that's one of the reasons that we're here, but we really do try to keep looking forward so we want to build on the great parts of our University. Our direction needs to be where we're going next, not what was so great about fifty years ago to be honest.

**Emily Klein (Nicholas School of the Environment):** So each of the schools also has their own Board of Visitors, is there a formal relationship between those? In other words, somebody from individual Boards of Visitors are on the Board of Trustees? How do they interact?

**Wagoner:** That's a very good question. There's not a formal relationship but I suspect if we counted--I'm kind of looking at Richard--I would say a significant majority, if not 80 to 90% of Board members have previously served on the Boards of Visitors of one

or another school. One of the processes that we use to try to think of who might be good candidates for Board members is that we'll talk to deans and very frequently they'll advise us of Board of Visitor members who have been active, have added value, and have the right characteristics. So it's a critical part of our process, although it's not overly formalistic. We do, I suspect, have people who have been on just about every advisory board and I think that kind of helps because it means that trustees have a little more preconditioning of what's going on here now from the perspective of the Nicholas School, of Fuqua, of the Law School, of Arts and Sciences and so on, and I think that helps some.

**Lozier:** Actually since the focus is so much on the trustees themselves, something that the Council members may be interested in, and maybe already know this, but Mr. Wagoner mentioned there's the Board of Trustee Standing Committees and faculty members serve on those. One of the standing committees is the Trusteeship Committee and there are two faculty members who serve on that committee which selects the next trustees. And it's always the past chair of the Council, so Craig Henriquez and the current chair of the Council. So, I think that might surprise a number of faculty members, that there are faculty members on that Trusteeship Committee.

**Wagoner:** And if I could add actually, Craig helped us and Susan is helping us now too, but one of the things that, believe it or not, is a little bit of a challenge, is that we like to have on the Board people with academic backgrounds. But, it's not as easy to find, for example to get someone who's a President of another university, that's a little difficult, although we have people who used to be university presidents. So, we've gone to and I think regularly go to our ECAC representatives and ask if you know people in the aca-

demical world who you think would be good Board members. We are all ears. I think of a guy like Bob Richardson, who served on our Board for twelve years and he was just terrific, he brought a terrific perspective from his background as a distinguished professor. So I think if you've got good ideas of people you think would be great members of the Board of Trustees we would love to have them.

**Laurie Patton (Dean of Arts & Sciences):** I find myself wondering, because you were talking about it, if you could characterize some of the conversations between the entrepreneurs and the educators on the Board. I've just had a very enriching experience when we added a couple of key educators, Duke graduates, on our Trinity Board, which absolutely transformed the conversation. And I think vice-versa, and I know there are also scratchy places where there are different perspectives around, for instance, the financial models for higher education and so on. I'd love to hear your thoughts on that.

**Wagoner:** Well I think, believe it or not, sometimes business people get on a Board of a university and they think that you run a university like a business and they're not used to, for example, having a faculty (laughter). And so it doesn't usually cause problems, but it can at least cause ulcers for university presidents and deans and stuff like that. So I think that's the nature of having someone on the Board who can provide context. Just as, to be fair, on the flipside having someone who has business experience on the Board of Trustees can bring tremendous value because there's a lot of aspects of running a university which are very much like a business, particularly as opportunities become available globally, and taking into account budget pressures. So this is where a diversity of perspective with a shared, common purpose among a Board is critical and you've just given a good example. Sometimes we see

some of the issues that arise at other universities, and we don't revel in those but we try to understand what went wrong there and could that happen to us, and what can we do to avoid it. And I think sometimes you see cases where there's too much influence of a business group and it leads to decisions which are probably good from a business perspective but don't work in a university environment. I would say sometimes making sure mix is effectively managed can be a challenge--as required for the President and the Board leadership, but I would have to say in the case of the Duke Board, the collegiality is really impressive and it's my sense that people feel like they have a chance to state their views. So, I think we've got a pretty good balance there right now and I hope that continues because I think it helps us get work done more efficiently.

**Brenda Nevidjon (School of Nursing):** I'm curious whether the Duke-Durham in the Triangle relationship is something that the Board also addresses or pays attention to and how you also get the feel from the citizens of the area and not just within the University?

**Wagoner:** That is an area that is of great interest to a number of trustees. We actually review it regularly through one of the committees, through the activities of, for example Phail Wynn, is a member of that committee. President Brodhead, I would say, updates us regularly. Dr. Trask obviously has a hand in a lot of development issues and so I think if someone has been on the Board for a relatively short time you get a pretty good perspective of what's going on--particularly and most fundamentally regarding whether the relationship with the University and the community is on a positive vector or a negative vector. And we've seen it go various ways during my time on the Board. My sense is that it's going pretty good right now and we all from our experiences in academia or busi-

ness understand that we're in Durham. This is our home and we're going to be here forever so this isn't like if you've got a plant in an environment that doesn't work you must move the plant. We're not moving this plant (laughter) so we've really got to make sure we work well in this environment and we should be supportive and we should expect to be supported and we need to create the environment to do it and my sense is through some good stuff that's happened and through some tough times over the last five or six years, we've really seen as constructive a relationship as I can recall for a good while. I'm sure there's always going to be issues but bottom line is yes, it's higher on our radar screen than my ranking here would've suggested.

**Lozier:** I was just going to say we aren't moving the plant but we have been moving the smokestacks (laughter).

**Wagoner:** True, true.

**Dennis Clements (Pediatrics & Global Health, Member of ECAC):** As positive reinforcement to that last question, I give kudos to our students who work in this community a lot. I mean they are unbelievable in what they do out in the community. They are our best representatives for their work they do in nonprofits etc. I was going to make an observation from being on a committee on the Board of Trustees that sort of reinforces Laurie's point, which is that I think it's incredibly valuable when they are talking--I'm on the Audit Committee--about issues that I can say from what I see from inside where I am, what's happening. I think it's very instructive to the Board of Trustees and I really appreciate the opportunity to be there to give them that opinion.

**Wagoner:** That's a good observation and trustees recognize that and appreciate it. In



case there's any confusion of this, the Audit Committee is not like the sexiest committee to be on (laughter). There's some pretty tough stuff and the fact that we have Jim (Cox), Dennis, people like that who've added a lot of value, we really appreciate it.

**Tom Robisheaux (History/Chair, Arts & Sciences Council):** I would be interested to hear how the Board and you view a liberal arts education and its challenges right now. We just heard of our new venture in China and China is looking at our liberal arts education as something very desirable and every day in terms of the Chronicle you hear some news story about universities trimming out humanities departments, cutting out foreign language instruction, charging more for a history education than an engineering education, I mean the list goes on and on. We're in a transition time and for some in the humanities, it's a very challenging time. I just wondered how that looks from way up there at the Board level?

**Wagoner:** Well, I mentioned that there's really candor and openness but I have to say in this area it seems like the President of the University has a specific interest in the humanities and therefore provides very good protection of it, as we talk about key issues. I think actually this is a case where because of Dick's background it really helps make it clear to everybody that amidst all these competing issues--costs, we need more people in engineering and science--Dick is a very eloquent spokesperson for the value of a liberal arts education, as is Peter. I guess I haven't really done the tally, haven't looked at it this way among Board members, but I would say of those who went to Duke a significant majority actually have liberal arts degrees of some form or another. I think to be honest, people get it. I mean there might be some tussling around. You know, do we need more Chinese professors and less you name it, but

that's the stuff you guys have to work out. I think it's the case where informed people who look at things like the developments in China and see that they are growing the economy, that they've got more engineers than us, they're going to crush us and then you go "hmm did you hear by the way that they're really putting in a big effort to institute" or as we learned from Bill Kirby "reinstitute excellence in liberal arts." Then you say "hmm maybe we ought to be a little careful about rushing down a path which kind of leads us from something that's been great." I have no doubt, just as all courses of study at Duke are going to undergo change with some of the stuff we talked about today, liberal arts will undergo changes as well. But my sense is that the commitment is great and willingness to fund initiatives and appropriate innovation and attract the right students is no less than that either, there's an understanding of that. This is where, by the way, this whole discussion of what's the value of a Duke education. Rather than say "that's too hard, you can't value it" I think some thoughtful discussion of, and you all can help us on, how do you make real, what's the value of what someone gets from a liberal arts education? We can advance that discussion, we can help do it, and we can help a lot of people and avoid having a US News & World Report ranking start next year, which ranks the value of a liberal arts education in a way that we think is not that good. So, I think trying to get out ahead of this and thinking about it is something that I've asked Susan and ECAC members if they've any thought processes on it, we would welcome it. I'm sure Dick and Peter would as well. Thank you very much (applause).

**Lozier:** Thank you very much. We appreciate your time and your remarks.

I have one last item before I adjourn the last Council meeting of the semester. As we head

into the month of December, which can bring not only the crush of the semester's end, but also the rush of holiday travel, holiday shopping, house guests, parties, and crowds, I want to offer some small solace to all of those introverted academics, like me...sort of (laughter), that worry a tad about finding our way through the season with our wits intact. And so, I end our meeting today with a poem by Saya Zawgyi, a 20<sup>th</sup> century Burmese poet:

### **The Way of the Water-Hyacinth**

Bobbing on the breeze blown waves  
Bowling to the tide  
Hyacinth rises and falls

Falling but not felled

By flotsam, twigs, leaves  
She ducks, bobs and weaves.

Ducks, ducks by the score  
Jolting, quacking and more  
She spins through--

Spinning, swamped, slimed, sunk  
She rises, resolute  
Still crowned by petals.

Good luck making it through the holiday season (laughter). I will see you on the other side, with wits intact and still crowned by petals (laughter and applause). With that our meeting is adjourned. Please join me, Dr. Bullock, Mr. Wagoner, and my colleagues from ECAC in the hallway for our reception.