

**Minutes of the Meeting of the Academic Council held via Zoom  
Thursday, March 18, 2021**

**Kerry Haynie (Chair, Academic Council / Political Science / African and African American Studies):** Good afternoon, everyone. Welcome to our March meeting which I will now call to order. As you know, the March meeting is also our annual faculty meeting. We look forward to hearing from President Price a little bit later.

I have one announcement as we begin. The Academic Council annual election has concluded. On behalf of ECAC, I want to extend our congratulations to all newly-elected as well as re-elected members of the Council. You can find the complete list of members for AY2021-22 on our website at the Committees and Members tab. Thanks, also, to all of our colleagues who opted in for the Academic Council election.

***APPROVAL OF THE FEBRUARY 18, 2021  
ACADEMIC COUNCIL MEETING MINUTES***

**Haynie:** Next, we'll move to the approval of the minutes from the February 18 meeting. The minutes were posted with today's agenda on our website. Are there any corrections or additions to the minutes?

*[Minutes approved without dissent]*

***UPDATE REGARDING SUMMER AND  
FALL 2021***

**Haynie:** Next, we will hear an update on our operations for the upcoming summer and fall semesters. I welcome to our meeting Mary Pat McMahon, Vice President for Student Affairs; Gary Bennett, Vice Provost for Undergraduate Education; and Jennifer Francis, Executive Vice Provost. They are here today to tell us more about the planning that is underway for the summer and fall terms.

**Jennifer Francis (Executive Vice Provost):** Thank you, Kerry. I'm going to show a few slides and mention a few things as we go through this. The first thing I wanted to mention, we're going to talk briefly about spring, a little bit about summer, briefly about fall, and then I'll turn this over to Gary and Mary Pat.

Just a quick summary on where we are with spring. Our total enrollments remain similar to fall at about 16,300 students. That's about 6,600 undergraduates who are enrolled in some form or another, and about 9,700 graduate and professional students. Of those 6,600 undergraduates, there are about 6,000 who are here. About 3,600 are in Duke housing and about 2,400 are in off-campus housing. Obviously, there is a difference between those. We have about 600 undergrads

who are in a variety of remote settings and are choosing to be in their homes, et cetera, during this semester. This semester, we are offering slightly upwards of 3,500 courses. That's across both undergrad and graduate. About thirty percent of those are either fully in person or have an in-person element to those.

For summer, we are planning, as we have announced before, a very Duke-centric summer 2021. We've invited all Duke undergraduates who are participating in any for-credit summer session classes, or – and this is a new piece – any approved co-curricular activities that we have been inviting faculty and other groups on campus to propose to us. Examples of those include DukeEngage, virtually, Data+, Bass Connections, working in research labs, virtual internships, et cetera. We've been amassing applications for those and we're still looking at the numbers coming in for those pieces. Summer session for-credit courses will also be open to non-Duke undergraduate students as we have done in previous years. I will note that we have already indicated that we do not plan for any Duke-sponsored travel for undergraduate students this summer. Lastly, and importantly, we are planning to continue both baseline surveillance testing as well as social distancing and masking throughout the summer. We've been corresponding with schools about tentative plans around that baseline surveillance testing.

Lastly, for fall, at this time, we are anticipating that Duke will be operating close to normal, with a return to in-person campus activities. A couple caveats. First, that could easily change. Secondly, we are, of course, going to be

adhering to any CDC and state guidelines. Right now, for example, we don't know what the guidance will be with respect to social distancing. We're just going to have to wait to see what we learn from that. One of the reasons, obviously, is that social distancing is quite critical for planning classroom scheduling. It's one of the reasons that we moved registration for the fall away from March and early April. We knew we would not have information on that until June and July. We are monitoring this very closely because we know that the earlier we can start making plans, the better. We're looking into that, we're asking the right questions, but there's no guidance currently about social distancing [for the fall].

We are aware that travel in some form or another may continue to be disrupted. At a minimum, we would expect some global travel restrictions, but we don't yet know whether there will be restrictions that, for example, might be linked to having or not having the vaccine, or what the other restrictions may be with regard to visa travels. We have not, therefore, made a final decision around undergraduate travel for fall 2021, such as, but not limited to, study abroad. With that, I'm going to turn this over to Gary, and then Mary Pat will give you an update on how things are going with our campus activities.

**Mary Pat McMahon (Vice President, Student Affairs):** I'm actually going to start. Thank you for letting us run through all of this information this afternoon. Thanks to everybody for all that is happening at the graduate, professional, and undergraduate levels with our students.

I imagine part of the update is going to involve how it's all going with our students. Talking about the aggregate numbers now, when we talked about the Duke Compact in the summer, we were hoping we were thinking too far in advance in terms of not just one-month and two-month compliance rates, but six, nine, twelve months, and it turns out to have been prescient to be thinking about that. We set up a communication strategy that allowed us to reach students on a regular basis so that they would know what was going on as much as possible. The Office of Undergraduate Education sends out a weekly message. Gary and I send a joint update message biweekly to all students, and then we send a monthly conduct message out. One of the hidden successes of our engagement with students this year has been that over seventy percent of students read those messages. The conduct one actually gets a higher open rate. It also goes out to faculty, staff, and key affiliates at the university, and we're getting better over time. We send messages to families too, because there's so much happening, so much change, keeping people in the same conversation as much as possible is our constant goal. Things change frequently so it's never a linear progress point either. We've used various formats through the town halls, video introductions, newsletter formats, quite a bit of social media, which reaches more of our undergraduate students than we've ever reached students before. We're really pleased with that. We have a great partnership with University Communications to amplify particularly important messages, and with school communications officers too. So, thanks to everybody's teams for helping with that.

Another piece of how we've ensured regular communication with our students has been working with the graduate and professional student government and our undergraduates, in constant communication. A lot of texting, a lot of standing meetings, and a lot of continuous circling through. We get real-time feedback from the students as to what their concerns are, things that they're hearing about, confusion, things like that. We had a student advisory board in the summer and fall at the undergrad level, we continue to meet with the graduate and professional advisory board now, and that's been tremendous as well.

On the accountability side, how this strategy has gone, we want to make sure people know what's going on as much as we can, with everything changing, and then positively lift up and encourage great behavior, people making sacrifices, people trying to join us in this effort. We have 14,000 students who by and large, day to day and week to week are working incredibly hard to get us through this. Same with our faculty, staff and community partners. Emphasizing that has been part of our strategy so that students feel that we're not just looking at the pieces of the conduct in the Duke Compact compliance that are out of sync with that. It helps our students who are making so many sacrifices feel seen and understood. We do have accountability measures in place for our students. The conduct message that goes out monthly, like I said, that gets a lot of attention. In sending that out, we try to help students understand that there's a progressive disciplinary process. We categorize flagrant violations. Plenty of students have had non-flagrant, health-intervention style conduct interventions. They're not wearing a mask in the hall,

they had people in their room when they weren't supposed to. Those students have had educational conversations with Housing, Residential Life, or DuWell, our wellness team. There's a lot of redeployment in the on-campus support for the pandemic year, several hundred people in different roles than they would be in a normal year. Some of that is the conduct team. The conduct team has grown significantly because we've reappointed quite a few folks over there. At this time last year, we have two and a half times the cases that would typically be seen, most recently 2019-20.

We're focusing on the good stuff. I mentioned flagrant violations: students hosting large events, students who are not following isolation and quarantine protocols, those are the ones that we really pay attention to. We have seen students issued one- and two-semester suspensions. Some were in the fall, more so far in the spring because of that accumulating factor related to repeat recidivism, which is part of our Duke Compact disciplinary outcomes too. If folks have questions about specific student conduct cases or incidences, the same way I wouldn't talk about anybody's own disciplinary outcome, I wouldn't be able to give actual updates about specific cases that are open right now. Our effort has been to get that aggregate information out there on a regular cadence.

**Gary Bennett (Vice Provost, Undergraduate Education):** I know you're eager to ask questions, so I won't take much time. I just want to note that we're in a challenging moment for the institution in the midst of our stay-in-place order, but I'm happy to tell you that Mary Pat and I have been walking around

campus and engaging with our students in the last couple of days and we pretty consistently encountered the same theme, which is, I'm managing my way through this current lockdown, but I'm eager to get through this semester and get back to normal this summer. Our kids are the same kids they were a month or two ago, and frankly, they're demonstrating a significant amount of resilience in a challenging moment. I'm pretty excited about summer. It's going to be a very different summer for us from an academic perspective.

I just want to amplify one of the points that Jennifer made, that we will have students in residence on campus for both our curricular and co-curricular opportunities for the first time. So, for labs like mine, that often have students in them in the summer, but often Duke students couldn't live on campus, we'll have that as a possibility now. We're seeing record demand for Data+, we have virtual DukeEngage programs. As Jennifer mentioned, despite the fact that there may be some barriers to taking students abroad in the fall, we're planning as though we will be able to do some international travel in the fall and we're seeing record demand there as well. All told, all of us, our students included, are looking for that return to normal and we are planning for that, at the same time that we're managing and trying to anticipate the contingencies that might be necessary along the way.

I want to amplify one point that Mary Pat mentioned, which is that there has been a lot of attention paid to our utterly world class testing program in the last couple of months, but I don't want to miss the opportunity to acknowledge the efforts of literally hundreds of our colleagues,

particularly in Student Affairs, also in the Office of Undergraduate Education, but particularly in Student Affairs, who have been redeployed and working multiple hours, sixty hours a week, away from their families, in the late evenings to ensure the safety of this campus. So, my hats off to Mary Pat and her entire team for serving us so well.

**Haynie:** Thank you, Gary. I echo your appreciation for the long hours that folks are putting in. Thank you for keeping us all safe. Provost Kornbluth, do you have anything you want to add before we turn to questions?

**Sally Kornbluth (Provost):** I'll just add my thanks. This team has been unbelievable. The behavioral interventions cannot be understated. Gary mentioned the excellence of the testing, but it's really the work of Mary Pat, Gary, and their teams on getting the students to make a partnership that has really helped us. Even in this time while we've had this surge [of COVID cases], this has been fundamental in helping us to work with the students to get it under control but also do it in a way that addresses student mental health issues. I think that's been really important.

**Haynie:** Thank you, Sally. I have one question. In the presentation, we heard quite a bit about how we're going to proceed. Will we be hosting events on campus in the fall? Is that allowed? Can we have a conference or symposium on campus where we bring outsiders to campus?

**Francis:** I think it will depend, honestly, on the guidance that we get from the state and the CDC.

**Haynie:** So, we shouldn't plan anything, or we can plan something tentative?

**Francis:** I would probably plan on virtual, and then as a fallback, we can do something on campus.

**Haynie:** Great, thanks. Any other questions? [pause] Seeing or hearing none, we will move on. Thank you all for the presentation. We appreciate it. We'll be in touch, I'm sure, as things develop. Again, thanks so much for all that you're doing and I know you all are working long, hard hours. It's much appreciated.

#### ***ANNUAL ADDRESS TO THE FACULTY***

**Haynie:** The next item on the agenda is the President's address to the faculty. This should be Vince's fourth time presenting to the faculty, but it is actually his third. As you might recall, last February we cancelled the meeting due to inclement weather, and the rest of the spring was cancelled due to the pandemic. We're happy to welcome Vince here with us today to present to the faculty his annual address.

**Vince Price (President):** Thank you, Kerry, for the kind introduction. We'll take advantage of this virtual moment to work through a formal presentation, and then I'd love to take questions as well. I'm very grateful for your leadership in this extraordinary moment for our university.

Let me also say thank you to every member of our faculty for your commitment to our students and colleagues over the course of the past year. I know that teaching, conducting research, and providing clinical care in this pandemic has required an enormous amount of flexibility. And I know well the

sacrifices you have all made, and continue to make.

At the outset of the academic year, when I addressed our new undergraduate Class of 2024 at our first-ever virtual convocation from an empty Duke Chapel, I noted that our academic community had in fact faced, and had overcome, similar challenges before.

A century ago, Spanish flu raged through 1918 and 1919, and was still a presence when Trinity College welcomed the incoming class of 1924. The flu pandemic, then as now, brought with it masking, business closures and quarantine, even in those earlier days of public health understanding. But life at Trinity College went on. Classes met. Research was conducted. And yes, faculty meetings were held.

Perhaps most remarkably, in the midst of the flu pandemic, Trinity faculty members and administrators were actively engaged in articulating a new vision for the future—and indeed, just few years later, in 1924, their small liberal arts college was transformed into our research university, one that would go on to win the world’s respect.

Today we are again engaged in the same ongoing process of institutional transformation and evolution, one that has truly never ceased. And since I last addressed this Council, we have made remarkable progress.

To be sure, we are not yet out of the grips of COVID, as Jennifer just noted. The recent and very concerning growth of positive cases among our undergraduates, which has necessitated the restrictions put into place this week, reminds us that

our work is by no means done. But by working hand-in-glove with our medical leadership, faculty, staff, public health experts and local leaders, we have successfully carried out our core missions for more than a year. And we can now begin to see our path out of the pandemic and look forward to a brighter future.

In a few short years, as we mark the 100-year anniversary of the creation of Duke University in 2024, like our Trinity College forebears, we will together guide our institution into a new century.

Looking ahead, we remain focused on the tenets of the strategic framework, *Toward our Second Century*, developed over my first year in consultation with faculty, trustees, administrators, students, alumni, staff, and members of the Durham community. As you may recall from our previous conversations in this Council, this framework is organized around five fundamental foci:

First, *Empowering People*, investing more decisively in our extraordinary faculty, students, and staff, recognizing that their accomplishments comprise the true measure of our institutional excellence;

Second, *Innovating in Teaching and Learning*, better fusing our research and educational missions and leveraging new technological and pedagogical approaches that meet the evolving needs of a new generation of students;

Third, *Renewing our Campus Community*, ensuring that all who call Duke home share a lived experience that is increasingly inclusive, equitable, engaging, healthy and vibrant;

Fourth, Partnering with Purpose, strengthening relationships in Durham and serving as a collaborative catalyst in our region to advance innovative economic development while improving community health, housing, and education; and

Fifth, Engaging our Global Network, better supporting and harnessing the talents of our alumni and friends, throughout the full arc of their lives, in a Duke without walls that invests continuously in developing ourselves and each other to reach our full potential.

I've often noted that the framework begins and ends with Duke's people and is centered around community. It's rooted in the understanding that our university is only as strong, as healthy, as collectively capable and accomplished as our faculty, students, staff, clinicians, and alumni throughout the world. It represents a "people-first" shift of emphasis in our investments: less emphasis on investing in new buildings—the physical infrastructure—and more emphasis on investing in the people who work and teach and study and live in those buildings—our human infrastructure.

So, let me highlight for you today our work and progress in each of these five areas.

First, we must invest in exceptional scholars—and we are. A major driver of Duke's rapid ascent among global universities was strategic faculty recruitments in the 1970s and 1980s, many focused on the humanities and social sciences. Today, with the leadership of Provost Kornbluth,

Chancellor Washington and our deans, we're increasing that upward trajectory. Of Duke's faculty members who are also members of the National Academies of Sciences, Medicine, or Engineering, and the American Academy of Arts and Sciences, fully twenty percent have been either named or hired in the past three years.

And we're seeking this excellence through diversity. Across all schools, the percentage of women on our regular-rank faculties also now stands at an all-time high, at thirty-seven percent. The percentage of faculty from underrepresented groups is also at an all-time high. With the creation of the Office of Faculty Advancement three years ago, the number of regular-rank Black faculty at Duke has increased from sixty-seven to over eighty—a nineteen percent increase across the university.

We'll build on this modest success, energized by our institutional commitments to social equity and anti-racism, with an emphasis on strategic cluster-hiring in areas where underrepresented faculty are lacking; with support from a newly awarded gift of \$10.5 million from The Duke Endowment; and by directing resources for our science and technology initiative to diversify our STEM faculties.

As you know, strengthening Duke science and technology is a key element of our strategy. We're driving our initial faculty recruitment efforts around signature areas identified by the faculty and trustees who served, two years ago, on our Advancing Duke Science and Technology Task Force—furthering data science and machine learning, advancing

materials science, and unlocking biologic resilience.

To these ends, we secured \$100 million in new funding, half from the Duke Endowment and half from our Health System, and we expect similar investments to follow. We assembled review panels with university and Duke Health science leaders, who have defined selection criteria and consider prospective candidates from schools and departments for targeted funds. These efforts have already seen success—sixteen extraordinary new hires in Trinity, Pratt, and the School of Medicine. Two of the new faculty are members of national academies, one is a Howard Hughes Medical Institute investigator, and the remainder are judged to have high potential for election to the national academies. And importantly, we're investing in faculty already at Duke, and have been able to retain several of our top faculty who had strong offers from other leading research universities.

Our initiative in science and technology is paired with a broader effort to seek support for faculty across the disciplines. Newly endowed faculty chairs, with gifts now targeted at \$3 million apiece, will be a cornerstone of our forthcoming centennial fundraising campaign, planned for launch in early 2024. This year we secured our first two \$5 million Presidential Distinguished Faculty Chairs, and there will be more to come. Our effort will support not only science and technology but all of our faculties, as presently our faculty endowments lag considerably behind our peers.

Let me say here that, in a year when all of us have made sacrifices financially in this moment of budgetary pressure, I know it

strikes some as difficult to square our present context of austerity with investment in our faculty. But our strategic cuts this year have been undertaken precisely because we need to emerge from COVID as well-positioned as possible to maintain or extend our market-competitiveness. And we will. Our pruning is undertaken to vitalize Duke, to enable new, vigorous, and strategic growth when conditions are conducive.

Likewise, empowering people will require making new investments in supporting our extraordinary students. This year, applications to most of our programs reached historical highs, including 50,000 undergraduate applications, and our acceptance rates will as a result likely be at historical lows. Again, we seek excellence through diversity, with our undergraduate student body now forty-five percent white; twenty-nine percent Asian, Asian-American or Pacific Islander; twelve percent Black or African-American; twelve percent Hispanic or Latinx; and two percent Native American.

We now provide financial aid to half of our undergraduates, remaining need-blind in admissions and steadfast in our commitment to meeting the estimated financial need of every admitted student. Student access and affordability remain core priorities, as well as very deep challenges, across all of our educational programs.

Turning again to undergraduates by way of example, the cost of attending Duke as a percent of median family income has grown by fully one-half over the past fifteen years, although it has leveled off and declined somewhat over the past three. Because of disproportionate family income growth during this period, among



wealthier families—those who do not qualify for financial aid—the actual cost of attendance as a proportion of family income appears to be relatively constant on average during this fifteen-year period. And because of our generous financial aid commitments, the median aided family has in fact seen the net cost of attending Duke, as a percent of family income, decline modestly.

Still, these overall patterns obscure increased financial pressure on families in middle and upper-middle tiers of the income distribution. They are also costly, achievable only with a financial aid budget that has been growing extraordinarily rapidly—projected to increase by ten percent next year alone—and will need to be addressed to ensure that the Provost’s funds earmarked for strategic investments are not unduly impinged.

For all of these reasons, student financial aid is another top fundraising priority. Last year, the Provost and I made available \$50 million of the funds recently received from the sale of the Lord Corporation for a financial aid challenge, with the goal of raising \$100 million toward undergraduate financial aid endowments. Our School of Medicine is in the process of securing a record gift to support student financial aid, and this will be a core priority of every school in the upcoming comprehensive fundraising campaign.

Empowering people also means investing in our talented staff members, across Duke University and DUHS, who are vital to our missions of teaching, research, and patient care. Our staff have been magnificent this year in helping us

navigate COVID, both on campus and across the Health System.

Shortly after my arrival in 2017, we announced our commitment to increase the minimum wage for all Duke and DUHS employees and full-time contract workers to \$15 per hour. Last year we overhauled and improved our parental leave policy for staff and faculty, the first time in more than fifteen years. And in our work to rein in costs this past year, we purposely distributed cuts in a progressive fashion to insulate our least advantaged employees from as much harm as much as possible, providing pay increases to those earning below \$50,000 annually and working to keep our staff in regular full-pay status throughout the year.

The second focus of the framework, transforming teaching and discovery, especially by leveraging technology, has taken on new urgency in the context of the pandemic. Duke’s Office of Learning Innovation, announced in 2017, has been working in close collaboration with the Office of Information Technology to help Duke take tremendous strides, by partnering with faculty to promote student-centered teaching, conducting research on the effectiveness of new instructional techniques, developing online courses and programs, and exploring new learning and teaching technologies. Learning Innovation is not only helping us navigate COVID, but also advancing a variety of initiatives, including digital citizenship modules with OIT’s Innovation Co-Lab; a flipped-learning model for a master’s program on basic science research in the School of Medicine; and workshops on course design and online learning for Divinity School faculty.

And we are reimagining doctoral education. The Office of the Provost has been working with the schools to implement recommendations of the 2018 RIDE [Reimagining Doctoral Education] Committee report, announcing that all Ph.D. students who are in their five-year guaranteed funding period would receive twelve-month stipends beginning in fall 2022. And last fall, the Association of American Universities (AAU) chose Duke as one of eight participants in the pilot cohort for their national Ph.D. Education Initiative.

Our third strategic focus, fostering community on campus, has without doubt been challenged by COVID and the social distancing it has necessitated. But here again, we continue to see progress in making the campus a healthier, more vibrant place to live, learn and work. This past summer, after several years of work through our Healthy Duke initiative, we successfully made the entire campus tobacco-free. We're making new investments in student and employee mental and physical health and wellness, recognizing that the life we are living outside of the classroom or lab has everything to do with our success.

To that end, we are working to revitalize the residential experience for our students. Two years ago, our university task force on the Next Generation Living and Learning Experience explored innovative strategies for optimizing Duke's residential educational experience for the 21st century. Since then, with the leadership of Mary Pat McMahon and Gary Bennett, we have turned our attention toward implementation. We're designing a "Duke 101" series of co-curricular courses to support life skills, career development, and well-being;

organizing houses on West Campus into diverse communities (or "quads") and linking them to East Campus residence halls in ways that deepen connections across class years and with faculty and alumni; we are also delaying rush into selective living communities so that sophomores are assigned to housing independently of any rush process.

In light of the growing urgency to address climate change, we've intensified our efforts to make Duke more environmentally sustainable. We entered into an historic agreement this year to supply more than half of our energy needs from solar power in the coming years. We also launched a strategic task force, again with trustees, faculty and student representatives, on Climate and Sustainability at Duke. The task force, together with additional faculty working groups, will help articulate our next-level sustainability vision for our educational mission, our campus operations, and our research—through investments in strategic areas of scholarly focus that build on our distinctive strengths across the university.

And we continue to build our campus community through the arts. Provost Kornbluth and I formed an Arts Planning Group in 2018 to revisit the last strategic plan for the arts, completed more than a decade earlier, and develop a new comprehensive strategy for the arts at the university. Duke Arts, now under the leadership of our first full-time Vice Provost for the Arts, John Brown, has continued to find ways to infuse the arts more effectively into the undergrad curriculum, to expand the range and scope of DukeCreate workshops, is elevating our engagement with the arts community off campus, and is

implementing other recommendations of the Arts Planning Group.

A critical aspect of fostering community is reaffirming and communicating Duke's core values. We've sought to incorporate these values into our strategic work at every level, including a reanimation of our Presidential Awards program to align with our values. We've launched initiatives to assess and improve the work environment across campus for women and minority populations, and have strengthened our research integrity programs.

Perhaps the most salient initiative is our work around antiracism and equity. This past summer, I charged the Provost, Executive Vice President, and Chancellor for Health Affairs with identifying specific anti-racist actions and implementation plans, in keeping with and across all five areas highlighted by our strategic framework. We've sought to move decisively and without delay to mobilize every part of our enterprise by redoubling existing efforts and by initiating significant new programs.

I want to thank our faculty and staff for the way they have embraced this mission. People have stepped up. We've seen numerous and thoughtful antiracism programs developed, and I know discussions are taking place across the campus around how to live out our commitments. But we have to ensure that antiracism and equity remain long-term priorities for Duke, woven carefully into every aspect of our institutional strategy and culture. To that end, the Offices of Institutional Equity and Faculty Advancement are collaborating closely with the deans on a new, comprehensive campus climate survey for faculty,

students and staff, which will guide our work and help assess our progress. We will be launching the survey later this month.

The fourth area of focus in our strategic framework is forging purposeful partnerships in our region. Strengthening ties with Durham will be a vitally important priority in the years ahead, because our relationship with the city is richly reciprocal—Duke wouldn't be Duke without Durham, and Durham wouldn't be Durham without Duke.

I am fully committed to deepening our productive collaborations, engaging more openly with partners and critics alike, and strategically aligning our core institutional missions of education, research and patient care with the needs and aspirations of our surrounding communities.

Duke's Office of Durham and Community Affairs, under the leadership of Vice President Stelfanie Williams, is working to better coordinate community-support programs across Duke Health and Duke University. The Durham and Community Affairs team is also seeking to partner in stronger coordination with academic units around civic engagement across the schools, and—most importantly—bringing a stronger strategic focus, more pronounced community-needs orientation, and measurable impact to our initiatives.

This year's strategic task force on Duke and Durham Today and Tomorrow is taking stock of current engagement initiatives and advising on ways the university can best advance in the five areas of focus Vice President Williams and her team have identified: affordable

housing and infrastructure; food security and nutrition; early childhood and school readiness; college and career readiness for workforce development; and nonprofit capacity in Durham and the Triangle. In recent years, we have provided \$12 million to support affordable housing, \$8 million in grants to Self-Help to support community investment; and \$5 million for pandemic relief through the Duke-Durham Fund. All of this work is in keeping with our newly articulated commitments to anti-racism and greater social equity.

Looking ahead, I also see great opportunities for regional partnership in research translation and commercialization. The Board of Trustees spent last year learning about this topic and exploring opportunities, again with our faculty and administrative leadership, to expand our efforts in partnership with industry and other institutions of higher education.

Duke's programs to promote research commercialization have become progressively stronger over the past three years, thanks to leaders such as Robin Rasor, Executive Director of the Office of Licensing and Ventures. Since 2017, Duke has launched forty-nine startups, ninety percent of them located in North Carolina, and generated nearly \$175 million in licensing revenue from 339 agreements.

From our year-long study, we emerged with a compelling vision to better attract companies to the region; build on regional strengths in biotech manufacturing to attract corporate R&D; facilitate coordination with area research universities around a major and shared focus of research—for example, climate change, or artificial intelligence and

health; and attract more venture capital to the region. Today's announcement that Google is establishing one of their engineering hubs here in Durham is a result of Duke's leadership in these areas.

Under the leadership of Sandy Williams, our Interim Vice President for Research and Innovation, we are moving forward with planning to help realize these ambitious goals. Our portfolio of sponsored research remains incredibly robust at over \$1 billion annually and growing. We rank highly among the very best research institutions nationally. And our regional opportunities are even more substantial, with Triangle universities and research nonprofits, including Duke, bringing \$4 billion annually in research to our region.

Fifth and finally, our strategic framework commits to a distinctive vision for lifelong engagement. Our people-first strategy is rooted in the understanding that preparing our students for lives of purpose, fulfillment, discovery and accomplishment cannot end at commencement—certainly not in such a rapidly changing world where the half-life of information and skills is so brief, and where the premium on continuous professional adaptation has never been higher. As we work to promote student-centered teaching and learning, we will do well to harness the extraordinary knowledge and expertise of our global network of alumni and friends, to call on them to more fully engage with current students as mentors, with our faculty, and with other alumni throughout their lives. Along these lines, our 2018-19 strategic task force on Activating the Global Network proposed a long-term, distinctive vision for the future where Duke alumni, students, faculty and staff

are part of a cross-cutting, ever-evolving network; where on-ramps for engagement are simplified and streamlined, and where the university is a partner in continuous career support and education, before and long after graduation.

Efforts to realize that vision are now underway. Duke Alumni is closely coordinating with our new Assistant Vice President and Career Center Director, Greg Victory. In support of building a more robust and unified infrastructure for lifelong learning and to provide our schools with a stronger platform for online educational programs, Duke Continuing Studies is moving from Trinity College to the Office of the Provost. And the Forever Learning Institute, launched this year, is an interdisciplinary, virtual educational program exclusively for Duke alumni. Participants can choose from one of four tracks—The Human Experience, Social Movements & Change Agents, America Today, and Advancing Health & Wellness—or feed their curiosity and enroll in multiple themes.

This outline highlights only some of the many ways Duke is moving forward, guided by our strategic framework and supported by the efforts of an extraordinarily diverse and skillful community of students, faculty, staff and alumni. We're doing this notwithstanding the pandemic. I am grateful to the countless numbers of people who have been engaged.

We do this at a challenging moment, with current and likely continuing financial pressures, but we do this with confidence. We will need to be efficient, thoughtful, and strategic in our expenditures, and at the same time creative and equally

strategic in our search for new revenues. Notwithstanding the operational and financial headwinds, we are on a trajectory to recover from the pandemic and enter a post-COVID environment better equipped than ever to lead in global higher education.

Philanthropy is a very important part of our strategy. Thanks to the work of our deans, development officers, and so many others—most importantly our generous donors—we have raised well over \$500 million each year over the past three years. Considering revisions in the way we now tally gifts, this easily meets or exceeds our fundraising during our last campaign, Duke Forward. Indeed, fiscal years 2018 and 2020, at \$517 million and \$519 million respectively, were the third- and second-highest fundraising years in Duke's history—eclipsed only by the final year of our last campaign, and this is in spite of more conservative counting and the pandemic affecting much of our work last year.

Importantly, funds raised for faculty have increased by seventy-three percent over the past three years. Similar philanthropic successes—and even better to come—will be critical to our future: Last year, we created 120 new endowments, including seven new endowed professorships and fifty-three newly endowed funds for scholarships and fellowships.

The issues that we face today—systemic racism, climate change, the financial and social headwinds of a changing, post-pandemic world—will not be addressed in one year, or ten years, or even a quarter century. They will define the course of the next hundred years to come. But I hope that when some future Duke President a century from now goes

digging through the archives, the story of this extraordinary moment will be that we rose, all of us together, to meet the challenges of our day, and prepared well to seize the opportunities of the coming decades.

Thank you for your ongoing leadership, and your partnership, to that end. I would be delighted to take your questions.

**Haynie:** Thank you, Vince. Please use the “raise hand” function for questions. I have a couple questions in the queue already, Vince, and one picks up where you left off in terms of fundraising. The question is, has the vision for the upcoming campaign changed as a result of the pandemic in terms of the goals that we set and the amount we want to raise, or the vision or strategic thinking about the campaign?

**Price:** It’s a great question, Kerry. Last year, the first thing we did as we realized we were facing the pandemic, was revisit the strategic framework and ask ourselves, as the world appears to be changing, does the framework need to change? Our sense was no. If anything, it’s highlighted the directions we’re moving in. I think it’s actually accelerated progress to some extent. With respect to the next campaign, we’re early in the process. We’re working with the schools to articulate school-level priorities that roll up into higher university-level priorities. As I described here, in a broad sweep, there is no question in every one of our schools that support for faculty and students is at the top of this list. It’s not that we won’t have capital investments we need to make, but we need to be smart about those investments in physical infrastructure and look to renovate more than build new. Our thinking about space and visualization absolutely has changed

as a product of COVID. That will shape some of our thinking going forward. We’re working with our donor community. My sense is that the markets are pretty frothy. That creates a good philanthropic moment in the short run. Who knows how that’s going to play out longer-term. With respect to setting a target, we haven’t yet done the feasibility work. It will clearly exceed the Duke Forward campaign target, which, as you know, was \$3.75 billion and reached \$3.8 billion. It will be north of that. But we have not identified the precise target yet.

**Steffen Bass (Physics):** Hi Vince. I really appreciate what you have been telling us. The investment in the excellent science faculty that you have highlighted in your presentation of course also requires an investment in the physical plant and in the labs for these scientists. Unfortunately, in the sciences, over the last decade, we have been really lagging behind in that. My question to you is whether this is on your radar and whether you can give us hope that those great scientists will have great labs to do their work?

**Price:** It is absolutely on our radar. We have facilities to renovate as well. In the context of a comprehensive capital planning process, we’re shifting to a more disciplined, longer-term capital planning process. We need to think about the best use of the spaces we have already and perhaps relocating people to spaces that serve their needs, dry lab space as opposed to wet lab space, and some combination of renovation of existing facilities and construction of new facilities. And in the sciences, I think there will be a need for construction of new facilities. We’ve done some large blocking of where facilities might go. We haven’t

yet run those to ground in ways that will inform the capital campaign. But there will be capital fundraising targets assigned to specific priorities. In the sciences, that is an example of the priorities.

**Haynie:** I have another question related to STEM, but it's from a different angle. The question is, with the focus on STEM and facilities related to that, coupled with the COVID pandemic restraints, is there a danger of us de-emphasizing the things that made Duke, Duke, i.e., the humanities and social sciences?

**Price:** There is a danger and we will avoid it. In general, the strength of our approach to any topic is that we can bring multiple perspectives to bear, multiple schools can enter into these conversations. Every university talks about interdisciplinary collaboration. Duke can lay claim to some unique successes on that front. In spaces where there is an opportunity for the humanities and the social sciences to inform the way we think about a Duke approach to the challenges of the future, there is enormous opportunity. For example, as we invest in areas related to computing, we have strengths in cyber security. We have strengths in all manner of humanistic and social scientific and policy expertise that can be brought to bear on where science goes. That's Part A of my answer. Part B is, we have to invest across the disciplines in our faculty. This is why I see such enormous opportunity and, frankly, responsibility, to raise chairs, not just in the sciences, but across our faculty. It's not just that we don't have enough endowed chairs, which is true. We do not have enough. The chairs we have are woefully underfunded. It's great to have eponymous chairs, don't get me wrong. They honor important people. But

it's even better if you have chairs that are backed up by resources that are fungible that allow our deans to make smart investments to move forward. There isn't a discipline across the institution where we can afford not to take that charge really seriously. It's doubling down on the strengths that we have. It will take some real thoughtfulness about where we grow faculties across the disciplines. That's something that the schools and the faculties of the schools themselves need to sort out in conversation with the Provost. I think it's a huge mistake to emphasize STEM at the expense of the humanities or the social sciences and those who understand the challenges best respond very favorably to an institution that demonstrates that we're committed to that liberal arts foundation that has always distinguished Duke.

**Sherryl Broverman (Biology / Member of ECAC):** Thank you very much for the presentation, Vince. We were brought into this experiment of moving everything online this past year in many different ways. How much do you think that is going to change the flavor of the experience of being at Duke in the future?

**Price:** I think it has both positive and negative aspects to it. The positive aspect is, we've been tossed into the deep end of the pool. Swimmers who were standing around, walking around the edge of the pool, not interested, have taken the plunge. I think that has allowed us, with open eyes, to see some real opportunities and possibilities here. There will be a number of institutions moving quickly in search of new revenues, expanding their online offerings. We would be smart to give that a lot of thought. Not just because it's a place to find resources, but because it's a way to extend our educational

mission, to new groups of students, to better serve the lifelong learning continuum I've described, and generate, if we do this wisely, resources in the process. The negative piece is that what we've seen to date has been the product of a lot building the plane while we're flying it. We shouldn't confute that with an optimally designed aircraft. We can't be too quick to judge the potential of a lot of these pedagogical techniques or new technologies based on our lived experience of the last year. That would be a terrible mistake because we just haven't given it the discipline and the thought that it takes to do it right. For example, there may be ways to combine, long-term, intensive, face-to-face high-touch, residential, on-campus experience that's alternated with professional experience, supplemented by that conduit through virtual learning opportunities, to remain connected to your academic community, and then come back into a full-time student mode much more thoughtful about what you want as a learner. None of our institutions are built particularly well to do these kinds of things. I just put that on the table as one opportunity, a blue-sky opportunity. I think that we should build on what we've learned but we should recognize that, because we were pushed into the pool and we were thrashing around in there, that's no substitute for really great swimming. This is an institution that can marshal the resources we need to get this right. I believe we will be a leader among our peers in this.

**David Schanzer (Sanford School of Public Policy):** Thank you, Vince, for a really terrific vision that is chock full of really promising things. I want to bring up the question of values and a topic you didn't touch on at all, which is China.

China is involved in a massive genocide that was named by the Trump administration and reaffirmed by the Biden administration. China has passed a national security law that would make it a crime for students visiting from DKU, Chinese nationals, to take many of the courses I and many of my colleagues teach. This is not even getting into the questions of what's happening in Hong Kong, with the massive oppression of millions of pro-democracy people in Hong Kong, issues that everyone else is very familiar with. None of these things were the case when the faculty voted to move forward with the DKU program a number of years ago. I'm just wondering what the status is of our evaluation of our relationship with China?

**Price:** Thanks for that question. While it's true that affairs in China have developed in ways that are not positive since we entered into this arrangement with DKU, it's not entirely clear that we didn't know any of these things. I wasn't here, but I use the collective "we," referring to Duke University and the faculty. It's a challenging thing for us to do. We did it for good reasons based on a belief that engagement, even with a country that engages in all manner of activities that we find objectionable, stood to provide benefit to the students who attend DKU and ultimately longer-term to China and the world. I don't think we're in a process where every year we re-litigate that conversation that we had. But we do monitor how well we're able to deliver on the promise that brought us to China in the first instance in terms of what we're able to deliver to the students who are taking courses at DKU and whether the restrictions cross a line with respect to academic freedom, for example, that would make the venture unworkable. So,



we're monitoring that. I don't think, at this point, we, collectively at Duke, want to step back from the vision that took us there. We look at this very carefully and constantly evaluate how well it's going. I've talked with Sally about this. Sally has a committee assembled to look at issues related to academic freedom. There are some bright lines that would make the venture unworkable. For example, our ability to operate our own VPN that creates an opportunity for our students to have discussions about Taiwan and what's happening with the Uyghurs and other controversial issues at DKU, which they do. So, we'll monitor that. It is a difficult circumstance. We do remain focused on the idea that constructive engagement remains one avenue to produce positive change, notwithstanding all of the very terrible things that you've highlighted. We are working actively with other institutions that have overseas programs and campuses in China and elsewhere around the world. We're calling ourselves the Society for American Global Education (SAGE), because we want to think about a collective voice that we could bring to these challenges as well. It's not just Duke University, but acting and leading with other institutions. You've raised some questions that we think very carefully about a lot, and there's no doubt we will be having more conversations going forward.

**Haynie:** I'll just add that the Executive Vice Chancellor at DKU, Al Bloom, has offered to come to the Academic Council in the fall. We can arrange a time when he's in town so that he can attend a meeting. He would be happy to come. So, I think we should take him up on that offer. He's an expert and is on the ground there and can give us some more insights and information.

**Marin Levy (Law School / Member of ECAC):** You mentioned some critical investments in the faculty in the forms of the creation of chairs or further endowing chairs and also hiring. I was wondering if there was any thought to further investing in the faculty in a broader sense. I know some faculty have raised concerns about the raises in recent years not keeping pace with the rate of inflation. Is that also potentially on the table?

**Price:** Absolutely. Daniel Ennis [Executive Vice President] is on the call. We've been thinking a lot about this. We have to remain competitive in the marketplace for the best talent. We anticipate that we will bring back the university retirement contribution on July 1. There was contemplation, to be honest, about whether that should be in any way trimmed back. It's not. We'll bring it back at its previous state. We're looking at the salary pool for next year. We'll have a salary increase program for next year. We've released some initial guidance. We're looking at it very carefully. This year is looking more favorable than we anticipated. The salary program for next year will resemble what we've been able to offer in pre-COVID years. The larger question is, how do we make Duke the very best for faculty to do their work and feel rewarded? This is a region of the country that, for many years, could bank on a lower cost of living. That advantage is less of an advantage today than it was fifteen years ago. There are other advantages to being in the region. We have to constantly monitor this to make sure that we have programs in place that attract the best talent, retain the best talent, and not just retain them because of salary, but because this is where they want to be and they feel rewarded in every sense for being here. It's tough,

having gone through this year. We've asked for a lot of sacrifices from people. But our objective going forward is to be competitive. There are value judgements we need to make. In the short run, we tried to hold on to staff and not engage in massive layoffs. There were other institutions that made different decisions and laid off people. We're always going to have those kinds of judgements to make as a university. We will be very focused on salary equity issues, particularly gender salary equity issues and being disciplined and thoughtful about that. The short answer is absolutely. We need to look at our salary programs, and not just for faculty, but for staff. I have noted in every university where I have been, because the value proposition of the faculty is so clear, you get these discontinuities where there is a willingness to extend more by way of pay increases year over year for the faculty and far less focus on the staff, and then suddenly you start to see that you're challenged to retain the staff. That hurts the faculty. Faculty don't want to work at a university where we can't afford the staff to support the faculty. We have to be very thoughtful about this. And we will be. Daniel will be an extraordinary partner to us in this enterprise, I can say, just from my initial conversations and discussions with him.

**Haynie:** Vince, another question has come in about our global presence. Can you say a word about our global presence outside of China and beyond? What is the vision for Duke globally?

**Price:** It's a great question, Kerry. To start off, I emphasized, very purposefully, our commitments to Durham and the region. I've talked so much about that because it reflects my own conviction that it's the

right thing to do. I think it's also a critical move for Duke. Please do not interpret this as a focus on the local or regional as opposed to our global activities. We are a global institution. We have faculty doing extraordinary work in many parts of the world. That delivers tremendous value. Higher education, let's face it, has been international from its invention, initially more European international than global, but quickly global. It's never been a regionally constrained enterprise. We do have to find ways to do this. In a post-COVID environment, it's going to be rough. We have to look at travel, cost of travel, how we maintain programs. Because we have launched DKU and because prior to DKU we were very focused on Duke NUS, these are monumental exercises to launch universities elsewhere, it has resulted in a global vision and global presence and global brand for Duke, but less a global strategy. I'm not sure what the global strategy is for Duke and while we're not there yet, I've described a variety of strategic taskforces, Sally and I will need to work together and sit down and think about what our strategy is, what makes sense for us globally. We have these wonderful platforms and partner institutions. I wonder, in a post-COVID world, if there will be a higher need for inter-institutional collaboration to lift some of these large projects that are beyond the scope of even the wealthiest of institutions, and I would count us as one of those. Not quite Harvard wealthy, but pretty darn wealthy. Should we be thinking about some sort of global consortium of universities built around specific disciplinary or interdisciplinary enterprises? Those are the kinds of questions we should be thinking about. I don't have the answers to that. I do want to say that I am firmly committed to the

idea that Duke is a global institution. It is today and it will be tomorrow and will become more and not less global in the decades to come.

**Haynie:** Vince, thank you very much for your address. This information has been very helpful and good for the faculty to hear from you. We appreciate you taking the opportunity.

**Price:** I appreciate it, Kerry. If I could crib Benjamin Franklin, I've seen that backdrop of yours, Kerry, and all year long I've been asking myself, is that a setting sun or a rising sun? I'm going to call it a rising sun. I hope this isn't too relentlessly optimistic for those of you on the call who have just gone through a lot and given a lot and you must be feeling, as so many of us are, exhausted. I do firmly believe that we have navigated as a community very well through this pandemic. It's not over yet, but we've done extraordinary work and we will come out of this that much stronger, of that I'm convinced.

**Haynie:** Thank you. Ordinarily, we'd be adjourning to a reception. But since we're here, we're holding onto the money and we'll have a hell of a party when we're able to gather, hopefully in the fall we will throw a big Academic Council party out on the quad somewhere and have a grand old time. This concludes the business for today. Our next meeting is April 15. Stay safe and watch out for the storms that may be coming our way this evening.