



**Minutes of the Academic Council
Thursday, March 23, 2023**

Erika Weinthal (Chair, Academic Council / Nicholas School of the Environment): I want to start by welcoming everyone here today. I know it's hard to come inside on such a beautiful spring day. This is also, our annual faculty meeting and we look forward to hearing from President Price shortly -- and then gather in the hallway for the reception. I'm going to begin with some announcements and then some Academic Council business.

First, the Academic Council election has concluded and on behalf of ECAC I extend our congratulations to a number of newly elected members to the Council. So, warm congratulations, and our warmest thanks to those members who continue for another year in their terms. You can find the roster for next year on our website under the tab that says committees and members.

Today we have two significant milestones to recognize at Academic Council. First, we are recognizing and honoring the Council itself. 2022 was the 60th Anniversary of the establishment of this body, which our records show met for the first time on October 18th, 1962 as the Academic Council, replacing what was then called the University Council. We also recognize the 50th Anniversary of the creation of the Christie Rules, in which Law School professor George Christie served as the chair of a committee that was established in 1972

to study and determine the best format for strengthening the role of the Academic Council in the university's decision-making process. A summary of those recommendations was distributed with my email message on Monday. What strikes me as important is that these rules have never actually been made a formal part of the Council bylaws, but they continue to be followed and supported by Duke's administration and are the basis for shared faculty governance at Duke. Coming out of the pandemic, has actually provided a unique opportunity to reflect on these institutions that compromise Duke's form of shared governance, because many other universities don't have such bodies as our Academic Council or this notion of shared governance, in which the faculty are consulted or provide input into all areas of academic life at Duke, but also interact consistently and meet in a meaningful way with the administration, with our staff, with our students, and also with the Board of Trustees. I also want to note over the last few months at ECAC we have been discussing the importance of preserving academic freedom and the concern around the apparent erosion of this principle elsewhere. Milestones and anniversaries are a time to pause and reflect, as well as celebrate those things that are important to us, but also are incredibly fragile. Thus, we should celebrate our shared governance model here at Duke, but remain vigilant in our commitment to academic freedom, and

also to advancing racial equity, diversity, and inclusion.

APPROVAL OF THE MINUTES OF THE FEBRUARY 16 ACADEMIC COUNCIL MEETING

With that I'm going to move to our agenda and begin with the approval of last month's meeting minutes. The February 16th meeting minutes were posted with today's agenda on our website. Are there any corrections to the minutes? May I have a motion to approve? Thank you. May I have a second? Thank you. Any abstentions?

[Minutes approved by voice vote without dissent]

CHAIR ERIKA WEINTHAL TO GIVE AN OVERVIEW OF THE FACULTY HANDBOOK OVERHAUL AND NEXT STEPS

Normally you don't hear me speak for a very long time, but today I am the main presenter until we have our address from President Price. What I am going to do today is talk about a lot of work that has been taking place over the last year on revisions to the Faculty Handbook. We will also move to a continued discussion, building on last month's discussion, about the Research Policies Manual because these are all integrated and interlinked. Before I begin with the overhaul of the Faculty Handbook, I want to begin by thanking those who signed on to really help with this project and have given significant time to it. Two people stand out, Karin Reuter-Rice from ECAC has played an incredible role in helping with the overhaul. Same with Cam Harvey, from Fuqua, and who is a longtime Council member. I don't think they

realized what they signed on to, and how deep a dive they would take into reading the Faculty Handbook. I also want to thank colleagues from ECAC, who've also been playing a supporting role as we discuss different parts, notably Scott Huettel, who has played a very important role in reading a number of the appendices. I also want to note, as I mentioned in our last Council meeting, we've had a PhD student from the Classical Studies Department, Alex Karsten, who has played an incredible role in organizing all the work that's been taking place, and has been compensated for this work. And then last, but not least, is Sandra who ensures that all the balls in the air for the Council land properly, and none of this would be happening if it weren't for Sandra. *(Applause)*

One thing that this project has underscored is that over the many years that the Faculty Handbook has existed, all the edits and updates that have taken place have been made in a very piecemeal manner. Files in the Academic Council office indicate that there has been no true overall for at least 30 plus years. So, this is something that has sometimes been done in a very haphazard and random way. In some ways, it's not even a Faculty Handbook, but it is a manual or a directory, because it has lots of information about different parts of the university that can now be found on the newly revamped Provost website. I just want to give you a few examples of what's in the Faculty Handbook so you understand what we've been working with and looking at over the last year. Currently, there is language indicating that when a faculty member retires they can maintain a subscription to the Duke Chronicle, and sign up to receive the Duke Daily. So, for the Chronicle reporter here,

this actually means the physical copy of the Chronicle that I don't think exists today. But even more to give you a sense of the era in which this handbook was written – “The University provides insurance on typewriters and calculators for faculty when in use on Duke premises,” it doesn't even mention computers. *(laughter)* There are links to documents that were signed by the former Provost, not Sally Kornbluth, but Peter Lange who stepped down from that position in 2014. So, you might ask “Why now?” I hope it's clear. In many ways, the last two years have provided an opportunity to do some housekeeping and to look under the rug and clean things up especially as we've returned to the classroom and we're launching new initiatives, such as the Duke Climate Commitment we heard about at last month's meeting. One more point to give you a sense of the era which it was written - if you had comments that you wanted answered, you would mail them to a PO Box in the Allen Building. And I don't know if there is a box somewhere with comments -- I've never seen one. *(laughter)*

The edits that are being made are a full attempt to really bring the Handbook into the modern era. To have it be more of a Handbook than a directory where you can find much of this information online. We plan to send you a line edited and a clean copy in advance of our April 20th meeting. You will see that there are notes on what was removed, where there's technical edits, and where there's substantive edits. There are things that you will see removed like the section on the Libraries because all of that information is widely available online. It just tells you what the different libraries are at Duke, and what library privileges exist. Or sections on

Alumni Affairs, because there's a lot of information on just different units at Duke which isn't really a Faculty Handbook. But, I will note there are some substantive changes that we are making that will require votes, such as revamping appendix N, which deals with the Faculty Ombuds and the Faculty Hearing Committee. Some of this should be obvious, because we now have an Office of a University Ombuds and it is different from what the Faculty Ombuds looked like five years ago. Also, Appendix Z. There have been faculty and university requests for us to look at this, so we sat down and did a deep dive to look at the policy on consensual, romantic, or sexual relationships between faculty and students. Some of you might remember this was brought to the Council a number of years ago, where the focus was largely on the undergrad population. This time we are looking at relationships with graduate students. We will share that with you again prior to our April 20th meeting for feedback, and then a vote occurring May 11th.

We also recognize that we weren't able to do everything we thought we would set out to do. I thought this would be cleaning up some things, and when you start reading it you realize there are lots of inconsistencies and issues that required more work. But, also things that we just couldn't get to that have come out of Academic Council meetings. Issues that, I think, still requires some time and we don't want to do this too quickly. And these deal with issues of professionalism, and how faculty should conduct themselves and hold each other accountable. So, these are issues that I think need to be ongoing for the faculty to really tackle in a meaningful way. This is the beginning of a process to update the

rules by which we govern ourselves and our relationships with the rest of the university. I will note that some of our colleagues refer to this as our foundational document, our Constitution. I really, again, just want to say, please read this because we want this to be a document that is useful, and that reflects our forms of shared governance, and how we govern ourselves as faculty and our rights as faculty.

One of the things we realized was there was no preface to the Faculty Handbook that actually said what the Faculty Handbook was about. *(Refers to slide.)* The Christie Rules weren't in the Faculty Handbook. What is our shared governance model? We have inserted a preface to the Faculty Handbook. This really defines the mutual understanding of our faculty and our administration regarding those policies and procedures and as such it represents the foundational document for Duke's culture of shared governance. We wanted to codify, in some way in the Faculty Handbook, the Christie Rules and to note that the Academic Council is the primary delegate of decision-making powers retained by the university faculty. And that we play a very important role in providing input into all decisions that affect academic affairs. Also, the last sentence, "Both the Duke faculty and its administration affirmed the role of shared governance..." Which we think was really important to have this upfront in the Faculty Handbook. So, I would encourage you, when you get the full document to read this closely.

I'm going to just go through what to expect in April when you get this large document on Box. I'm going to start with some of the things that we are removing. As I said, the very short section on

University Libraries. We are removing in the appendices the bylaws for different schools. We have asked each school now to put them on their school website, because these are owned by the schools. Instead, we will have one appendix that will have links to all the bylaws. So, you can go, and then click on the bylaws. But, sometimes what happens is schools are updating their bylaws and tweaking them, and we may not get the most up-to-date version. So, we have something that's outdated in the Faculty Handbook, where the schools have made some revisions. So, this is a way where you would link directly to a school's bylaws. The financial conflict of interest policies are going into the research policy, so they're not being removed. They're just going to be combined into research policies. Student records policies - this is about students, it's not about faculty. Use of university lands and facilities - this belongs to everyone. This is not something pertinent to faculty only. All these policies are on our university website. We're still talking about the Duke Community Standard because what's in the Faculty Handbook, I think, is outdated and we need to decide whether we want it there because there's a section on faculty, or whether this would just be under Student Affairs where it is currently.

There's a lot of technical edits happening, at this point, to the Faculty Handbook. Some of these are just updating names of units. Some of these are cleaning up the faculty appointment, promotion, and tenure process to make sure it actually reflects what is happening at the University to date. Some of the changes that we've made here [at Academic Council], for example, we had a conversation about creating a tenure track option for professors in the Creative

Arts. So, that has now been inserted into the Faculty Handbook, and trying to make sure all of that is in place. We are still working on Chapter 6 [Faculty Responsibilities with Respect to Students], we're waiting for feedback from a number of units in the university that deals with faculty responsibilities with respect to students, because a lot of this has changed during the pandemic. A lot of issues related to accommodations for students, where these are things that are required now, and it is not clear that is the case in the Faculty Handbook. So, we're working to update Chapter 6.

There are a lot of technical edits happening in the appendices, too. You will see those when you get them. But, it's everything from governing documents to university committees, because committees have changed over time. Travel.....All of that will be technical edits. The ones that I mentioned before, the substantive edits, which I will ask you to read really closely because these two appendices are really important for due process for faculty, but also it reflects how we want to behave as faculty at the university in relation to our students. And these will have independent votes. What we will do is have all the technical issues be one vote. So, it's up or down. And I am asking you to actually read this very closely, because if you have comments to send them before next Academic Council meeting. We want to catch everything and make sure all the revisions are ready for a up or down vote on the technical side, and then have a deeper conversation on the substantive revisions to Appendix N and Appendix Z, and those will be individual votes.

In terms of our conversation from last month about the Research Policies

Manual, ECAC has been continuing to have conversations about the creation of a separate manual. The underlying reason is that research policies apply to everyone in the university. They don't just apply to the faculty. There are large numbers of staff and students who are engaged in research on the campus. With the understanding that there is a need for a separate Research Policies Manual, we've been trying to figure out how to determine the implementation of that to ensure that there is faculty input on research policies, that there is oversight, and that the faculty are consulted when it comes to any changes in policies that affect the research environment at Duke. Part of the reason of moving this out and not having it in two places, again, is similar to the fact with bylaws, you may have changes being made that are just tweaks on the margin and then you may have inconsistencies between what's in the Handbook and what's in the Research Policy. So, we're trying to figure out how to make sure they are the exact same in two places. The Faculty Handbook is already on the Provost website. (*Refers to slide.*) The Research Handbook would be right next to it. If you were to go and look at the Faculty Handbook, you will see a link to the Research Manual. So, you could go directly there. But also, we will keep an appendix in the Faculty Handbook that will be in the table of contents and link to the Research Policy. So, if you click on it you will go directly to the Research Policy. What we've been doing on top of that is really working with Jenny Lodge's office to strengthen the governance mechanisms for faculty to be involved in all the committees that are evaluating changes to research policies. Have it formalized so that Jenny's team has to come to ECAC several times a year to update on what is happening in the

Research Office and working with ECAC to determine what needs to come to Academic Council either as information or for a vote. So, this is part of the process. There was a document shared with everything that went out in this last email. I hope you had a chance to look at it. It's trying again to formalize a process for faculty oversight and input into research policies at Duke.

With that, I want to make sure that we're going to have enough time to turn it over to President Price for his talk. We can take questions. We have about 15 to 20 minutes that we have allocated if we would like to have questions. I know Jenny is here too. We can open it up for questions, for follow up from last Academic Council meeting, or in general about the handbook.

Don Taylor (Sanford School of Public Policy): How much shorter is it going to be? Like half?

Weinthal: Half? Maybe? Yes.

Barak Richman (Law School, ECAC): Well, we're increasing the font size.
(laughter)

Weinthal: It will hopefully be a more substantive document where it's not...a directory.

Jenny Lodge (Vice President for Research & Innovation): And searchable.

Weinthal: And searchable. Yes, that's the other thing.

Anne West (Neurobiology): I just wanted to confirm. I think you said this, but I want to be sure. So, it's going to be a

discussion at the April meeting, and the vote at the May meeting. Is that correct?

Weinthal: Correct. This is just to prepare you all for lots of reading. Just in time for finals and all of that, end of the semester. You get a big document coming your way.
(laughter)

Joe Izatt (Biomedical Engineering): Thank you so much, Erika, for the responses to some of the comments from the last discussion. Good to reiterate that a little bit. Some of the concern that I've heard voiced in removing major chunks from the Faculty Handbook and moving them into another document which may be next to it or not. You were sort of struggling with the words input and oversight. It is pretty clear, I think, that the contents of a Faculty Handbook reflect shared governance and are basically owned by this Council and approved here. So, we sort of have veto power over the Faculty Handbook. Will we have veto power over the Research Policy document in the same way that we do over the Faculty Handbook?

Weinthal: This is a great question. Part of this is, we're not technically removing it. It's going to be in two places. There will be the free-standing Research Policy Manual, but we will have the table of contents which links directly. So, it is still in the Faculty Handbook, but we, as faculty, never go in and actually write the research policies at Duke. They are brought to the faculty for discussion, for input, and we work on them with the Office of Research. Such as we did with the data policies that came to us here. This is really working together on what policies mean at Duke for carrying out research. Some of these have to adhere to Federal guidelines. So, there are certain

things that we simply cannot do. But if there are big issues that are really Duke driven, and Duke wanting to do something different than other universities that is not mandated by the Federal government that would come to Academic Council for a discussion, and that could be a vote because it is not something that is required by the Federal government. But, it could be Duke wanting to hold ourselves to higher standards.

Jenny Lodge (Vice President for Research & Innovation): I think I'll go back to what Erika said about the Research Data Policy and the process we use. And basically, we've modeled that process for input on how that was managed. There was a draft policy written that got sent out to a whole bunch of faculty. It came here. There were a lot of comments that were made. Those comments were sort of collated and there were some changes that were made to the policy based on those comments. Then other things that we couldn't change or that there was too much risk to change, there was a rationale provided back to the faculty in terms of why that change didn't happen. And those were posted with ability to, you know, sort of connect. And there was a lot of discussion, because this was a big policy. There was discussion here, there was discussion in schools, there was discussion in departments. So, we had a huge amount of faculty input. I'll just say, I think that process makes for a much better, much stronger policy. And that's the model that we're going to be using in the future.

Betsy Albright (Nicholas School of the Environment): My question is process focused on the vote for Appendix N and Z. I'm assuming that's an all up or all down.

Is there an opportunity to do line item voting? Or would that get too messy? If I really am opposed to one paragraph per se?

Weinthal: I'm hoping that everybody reads those appendices before the next meeting, and we can have that discussion. Like if there is one sentence, one paragraph that really bothers people - we can talk about that and think about how you tweak that language. But this, in some ways, next meeting of Academic Council is almost a working meeting, which we haven't really done often. Then we get to May where it's going to be up or down and that we would have incorporated all the edits prior. It may or may not pass, depending on how the faculty view this.

I guess you're all ready for, you know, getting that email early April. Please look at your inbox. If you see something coming from me or Sandra do not ignore it, now that you know what's in it.

PRESIDENT PRICE TO GIVE ANNUAL ADDRESS TO THE FACULTY / ACADEMIC COUNCIL

So, with that, I think we're actually going to start a little bit earlier, and we may have a reception a little bit earlier, too. I'd like to welcome President Price to the podium to give his annual address to the Faculty.

Vince Price (President): Thank you, Erika—and thank you for your truly exceptional leadership of this Council. It has been a great pleasure to work with you, and I know you are not transitioning out until the end of this academic year but as I said earlier you might be counting the days already. When you hand over the reins, you will be missed. I also want to

recognize the members of ECAC for the work that you do in so many ways. Talking, not just with me, but various members of our leadership team as we sort through any number of issues. I have been impressed by the degree of candor and just the value of your input. I also want to give congratulations to Trina, our incoming chair. It's a joy to look forward to that opportunity. I am grateful for the many ways you have already offered your leadership to Duke, and I look forward to working closely with you in the months to come.

It is perhaps fitting that my annual reflections to this Council fall after spring break. That we've had some time to look back before we begin the final sprint to the end of a semester and to reflect a bit on where we are right now. On the year that is passing and what a wonderful year it has been. We've launched QuadEx, which is a very thorough revision of our residential life program here at Duke. We've launched the Duke Climate Commitment. These are initiatives that are transforming the student experience and our campus sustainability efforts.

We have added extraordinary new deans of the Graduate School, Suzanne Barbour; and Trinity College, Gary Bennett. We celebrated two Rhodes Scholars, a Mitchell Scholar, and two Schwarzman Scholars. And this has been an exceptional year for our faculty as well. Ingrid Daubechies received the Wolf Prize for her tremendous contributions to the mathematical foundations of image processing, remote sensing, and digital photography. Kafui Dzirasa of the School of Medicine and Amanda Randles of Pratt received the prestigious NIH Pioneer Award for championing creative solutions to pressing medical challenges. Susan

Alberts received the International Frontiers of Knowledge Award for her groundbreaking work in Ecology and Conservation Biology. Leela Prasad of Religious Studies was elected to the American Academy of Religion's executive leadership—she will serve as president next year. The Anti-Defamation League honored Abdullah Antepli of Sanford with the Daniel Pearl Award in recognition of his extraordinary advocacy for peace and reconciliation. Priya Kishnani of the School of Medicine received the North Carolina Award, the state's highest civilian honor, for her lifesaving research on pediatric rare diseases. Three faculty members—Lawrence David, Chantell Evans, and Gustavo Silva—were among 25 awardees of the Science Diversity Leadership Awards from the Chan Zuckerberg Initiative. And we've celebrated five new members of the American Academy of Arts and Sciences and the National Academy of Sciences. These reflect just a few of the tremendous accolades received by our faculty over the course of this year—I really could go on all afternoon. So, let me say congratulations to all of you for your extraordinary work in your teaching and discovery here at Duke. I am proud to call you all colleagues.

This year is also extraordinary, as Erika pointed out, as it marks the 60th anniversary of the Academic Council. That is a remarkable testament to Duke's commitment to shared governance. For six decades, this body has given faculty a strong and vital voice in shaping the university's strategy and direction. The existence of the Council has unquestionably been to the great benefit of our university. It may surprise you that it arose out of difficult circumstances: the so-called Edens-Gross Affair. The

received history of this affair—as a conflict between the then-president’s commitment to Duke’s identity as a regional institution and the vice-president for education’s vision for transforming it into a global university. That received history is actually untrue. What did happen was a series of administrative squabbles that penetrated the Board of Trustees and the Duke Endowment Board. And the structure then allowed the Duke Endowment Board, effectively, to control university affairs. And it drove divisions between these boards, precipitating the President’s resignation, the dismissal of the Vice President for Education, and the widespread unhappiness among the faculty. As any veteran of institutional quarrels will tell you, this conflict was perhaps as much about personalities as it was about vision or direction. But we remember it because it reflected a moment of profound change—a transition from the Duke we were to the Duke we have become. Within a few years, it prompted the creation of the Office of the Provost and the creation of this body—and with it much of our contemporary and far more functional practice of shared governance at Duke. It’s nice to see that (*refers to slide*), as of 1960 tension was subsiding. Today, Duke sits in a position of real leadership. We also sit at the confluence of strong societal and economic currents of financial challenges and the disruptions of a post-pandemic labor market; of political tensions and questions of open inquiry and respectful discourse; of the continued promulgation of disinformation; of the opportunities and threats posed by technology; and of the fraught mental health and wellness landscape of our student population but also for our faculty and staff. Taken

together, I believe this is a moment of transition just as profound as that of the 1960s. And we are rightfully asking ourselves again some challenging questions. What should change, and how quickly should we change it? What is our shared vision for the future, and how should we arrive there? How can we position ourselves to not only lead but to thrive in the century to come?

The most visible manifestation of this moment of transition is in our leadership. (*Refers to slide.*) It is a very good thing when the world looks to Duke for great leaders. As in the case of Valerie Ashby, now the president of UMBC, and Sally Kornbluth, now the president of MIT. We have also recently announced that Gene Washington will be stepping down as Chancellor this summer after eight years of transformative leadership and the historic creation of our new Duke Health Integrated Practice. These transitions leave roles to fill, but Duke will be going from strength to strength.

As I mentioned before, we’re so thrilled that Gary Bennett is already several months into his tenure as Trinity Dean, having taken the baton from Mohamed Noor, who was a fantastic interim and is serving in a new capacity as Vice Provost for Academic Affairs. Likewise, Jennifer Francis has been a truly outstanding leader in her current role as interim Provost—working directly with me, other senior leaders, and ECAC to help move Duke forward. And Chris Simmons has been equally terrific as our interim Vice President for Communications, helping us position Duke’s internal and external identity amidst a complex landscape for higher ed. Both the Vice President for Communications and Provost searches are nearing completion and have

attracted exceptional talent. We have engaged faculty leadership from across Duke's schools in these important searches. Thank you to those committee members who are with us today.

The second area of continued transition is in significant new strategic programming. Since my last presentation to this Council, we have made extraordinary progress on campus-wide initiatives under the five areas of the strategic vision. Our goal is to empowering the boldest thinkers, transform the way we teach and learn, strengthen our campus community in every way we can, partner with purpose in our region, and engage our global network of alumni and friends.

Let me just give you a couple of brief updates on things that have been transpiring on each of these fronts. Under the leadership of Vice President for Research and Innovation Jenny Lodge, Duke Science and Technology continues to move forward in extraordinary ways. With a focus on three primary areas—materials science; computing; and biologic resilience—we have raised more than \$300 million to hire 26 faculty members, retain others, and make significant investments in our research capacity. I am thrilled that we've also launched two DST seed grant programs, which this year supported research by 29 additional faculty members. What's particularly exciting about Duke Science and Technology is that it coincides with a renewed emphasis on research translation and commercialization, led by Robin Rasor. Last year, we launched 14 new startups and generated \$450 million in investment in Duke-launched companies. These efforts ensure that the discoveries that drive our future begin here, at Duke. As I mentioned earlier, we

launched QuadEx this fall thanks to the leadership of Mary Pat McMahon, Gary Bennett, Candis Watts-Smith, and many hands from across student affairs and the faculty. This reimagined approach to living and learning will equip all Duke students the kinds of skills, the opportunities they need to navigate complex issues in the world ranging from building inclusive communities, encouraging diversity of thought, promoting welfare and a sense of purpose, and supporting civil discourse. For the first time, every incoming undergraduate was able to participate in themed pre-orientation programs, and sophomore spark is guiding our second-year students through the transition to West Campus. And looking forward to launching the new old program, Bricks to Stone, to celebrate that transition. Seven faculty fellows are helping to lead the way and they are forming meaningful bonds with students outside of the classroom. The idea is to wrap our students in an intellectual committee and help them fuse their experience in the classroom and the residential experience more effectively. Already this is bearing fruit: a survey of members of the Class of 2026 showed that 94% felt they belonged at Duke. This is an extraordinary number in comparison to our peers. Only about 1.5% of our rising sophomores requested a different quad.

We're also turning our attention to creating stronger community ties in the graduate and professional student population. Implementation of the Reimagining Doctoral Education initiative, which was launched under the Together Duke academic plan. It is transforming the experience for PhD students on campus. There are significant opportunities for continuing

improvement and greater coordination across all our programs, with Suzanne's arrival in particular.

This fall, we also announced the Duke Climate Commitment, our campus-wide effort to seek climate change solutions and advance climate education. It's well underway and I hope you've seen the steady reports of interesting research projects that are flowing out of Duke. In January, we announced the Climate Research Innovation Seed Program, or CRISP—which is funding transformational research on sustainability and the environment. Funds were provided by the Nicholas Institute, the Provost's Office, the Nicholas School, and five additional schools across campus. 41 teams including faculty from 8 schools submitted proposals, and funding will be split between research awards focused on energy transformation and ideation awards focused on energy transformation, climate and community resilience, climate and environmental justice, and climate and data. We're defining the concept of climate literacy. Working with faculty to help sort out what this means and how it can be delivered effectively as part of our educational mission. And it's best demonstrated by the new university course on climate, which has been immensely popular. We're also piloting efforts to expand the Campus as Lab initiative in partnership with our campus sustainability efforts, which has achieved a 43% reduction in greenhouse gases and continues to move forward.

We are deepening our commitments to racial and social equity, and I am very grateful for the continued work of the Racial Equity Advisory Council and the

many faculty engaged in that process. The Offices of Institutional Equity and Faculty Advancement, which are driving this important initiative into its third year. We said at the beginning, "This was not an initiative, this was a movement. An institutional change of practice." And Duke is changing at the unit and local level. I think we are making real progress toward fostering a more inclusive campus community. In January, over three hundred campus leaders participated in a day-long retreat focused on racial equity. It was a terrific program—led by Kim Hewitt, Abbas Benmamoun, and Sherrilyn Black, with contributors from dozens of units. Looking ahead, we are working toward the release of the "Duke Annual Report on Racial Equity" or the DARRE, which will help units track and measure their progress. In the past two years, we've funded 35 faculty research projects supporting efforts to understand and address systemic racism, including 17 projects related to race, racism and the history of the American South and 18 projects related to racial inequality.

Our faculty is also changing in meaningful ways. In the past few years, we've hired over two dozen faculty members whose scholarship focuses on racial and social equity. And from 2017 to 2022, we made significant gains in demographic diversity, including a 51% increase in our number of Black-identifying faculty, a 30% increase in our Hispanic faculty, and a 17% increase in our Asian and Asian American faculty. These hiring efforts will continue apace.

In addition to transitions in leadership and ongoing initiatives, we're also breaking new ground in our goal of transforming teaching and learning for the next century. Last year, we completed

a forward-looking strategic thinking process, Strategy Team 2030, which focused on the goals and opportunities that will carry us through the remainder of this decade and beyond. As Sally outlined to this Council last year, the 2030 report recommended focusing on fostering a more cohesive and research-inflected undergraduate experience, building richer campus connections for graduate and professional students, and renewing support systems for research and scholarship. We are in the early stages of exploring how to implement these recommendations. But this work will remain an important focus for many years to come.

Likewise, there are significant curricular changes underway. One major transition will be the adoption of a new curriculum for Trinity, which I anticipate will include significant opportunities for collaboration and partnership with the other schools. And as I mentioned in my remarks here last year, the upcoming fundraising campaign, launching publicly in 2025, will support faculty and research across the disciplines. Already, we have raised amounts approaching the Duke Forward total, and we fully anticipate that this will be the largest campaign in Duke's history. Exciting transitions are underway with more to come.

As we mark this 60th anniversary of the Academic Council and look ahead to Duke's Centennial Celebration next year, we have an opportunity to celebrate all of the many transitions that Duke has made. Our transition from a small regional college to a global university. Our transition from a closed campus for the few to an open campus for all. Our transition from an institution hemmed in by disciplinary divisions to a community

that champions collaboration. We'll also be celebrating the things that haven't changed. Our values of integrity, service, and shared governance, our ambitions, and above all, our exceptional students, staff, alumni, and faculty. With that in mind, let me end by saying thank you for your support of the Duke we have always been, and the ever more extraordinary Duke we are destined to become.

(Applause)

Shai Ginsberg (Asian and Middle Eastern Studies): Two questions. One to the global and one to the local. First, is there anything in your vision about DKU? And second, relationship with the local community, especially in light of the rising gun violence in high schools?

Price: So, in response to the first question, Jennifer and I, the leadership team, the leadership at DKU, we spend a lot of time thinking about the institution. It's a remarkable success. It's first class, just to remind you, included a Rhode Scholar, several Schwarzman Scholars. 80% of them, I think I have that stat right, have gone on to graduate study. But it's a tricky time. There's no question about it. What we have been talking about is in a way, leaning into one of the original visions for DKU. Think about it as a platform for advancing research collaborations and in line with our commitments to drive research addressing climate change. It seems to me we have a tremendous opportunity, because that is a global challenge. It will require global cooperation. And Kunshan, as a coastal region is already pretty heavily invested, and we have excellent faculty who can work with us. Similarly, I think public health coming out of the pandemic, we recognize that is a global

challenge. So, the idea is to be a bit more research inflected with that opportunity, that asset that we have at DKU and think about how we can align our global activities better with our core interest and initiatives here at Duke.

With respect to local initiatives, Stelfanie Williams, Vice President for Durham and Community Affairs, has done a terrific job with our strategic community impact plan. This is really a plan that is not about what Duke can do for Durham, but a plan about what Duke can do in Durham. It's about what Durham can do with assistance from Duke. The five strategic areas we're focusing on is creating housing and infrastructure, affordability of housing, addressing early childhood opportunities and family development, opportunities for supporting public health - especially through food nutrition, access to nutrition - upscaling the workforce to be ready so when this innovation boom really comes into full swing it can serve the needs of the regional population and mitigate the migration of folks who will snap up jobs. All those things are core to reducing violence, I think, because that's the only way in the long run we will create a world where youth, in particular, see a viable future. In the short run, we're working very closely with the Mayor, with City Council to do all we can to support public safety initiatives. Some of the most recent data, that is over the past few months, looks a bit encouraging, but it has been a rough patch. And this is true, not just in Durham, but throughout North Carolina, and in fact, throughout the world. So, absolutely we want to partner, and we are partnering with Durham to do this, and we're particularly mindful because we have many faculty and staff who work every day in Durham. They're not all on

this campus. But it's not just about Duke. It's about creating an environment and not putting at risk the incredible turnaround that's been represented in Durham. There's still a bit of fragility economically, socially, and culturally to where we are. We don't want to see that put at risk, because of these public safety challenges.

Karin Shapiro (African and African American Studies): Just to follow up on Duke's international commitments. What are the university plans with regards to the various initiatives in Africa, South America and elsewhere in the world?

Price: I think the time is coming where we need to step back and think about a global strategy for Duke. My impression, we have these incredible signature projects like Duke NUS, DKU, we have wonderful clinical programs in Africa. We do a lot of things. It's not clear, to me at least, how they fit into a true global strategy. My own preference would be, that the core values and commitments that are reflected in the initiatives that we're launching here ought to drive our global engagements. That is to say, do more around addressing climate change. Because it is a global challenge. Energy transformation is incredibly important to so many parts of the world. Africa, in particular. That we think about addressing social and racial equity, not just in the Southern context, or here in Durham, North Carolina. But we think carefully about that as it relates to public policy and other kinds of programs. And as I say, public health is another area where we already have strengths. I don't want to articulate a global strategy because it should not come from a guy standing at a podium at an Academic Council meeting. It should come from a

serious engagement of the faculty and thinking through what a global strategy would look like. We have tremendous assets. We're already, as you point out, we're doing things all over the globe. The question is, what does it add up to? Is it synthetic? And is it producing the kind of returns that we would want to produce? And my sense is, a lot of institutions jumped into being global because they felt like they had to be global, particularly as it related to China and to some extent India, though India proved to be so complicated that it hasn't so much happened for American universities. This is not an exercise in empire building. It should be thoughtfully driven by core initiatives that we've committed to and thinking about the global context in which we can work. Best thing we have going for us is we do partnership really well. Both DKU and Duke NUS exhibit a unique capacity, as President here at Duke, to work with other institutions and build things that don't feel like a Duke venture. Early thoughts, but the time is probably right to start thinking more strategically about global engagements.

Polly Ha (Divinity School, History): You mentioned that you were celebrating some of the things that have endured that have been strengths and what struck me was the traditional strengths of Duke in the Humanities. What has been under threat in so many universities is the clamoring for Silicon Valley. I'm just wondering about all the investments as a community in the Humanities when other peer institutions are not, if this can present us with an opportunity. I'm wondering about whether thinking to the future in a very interdisciplinary way means Social Sciences and Humanities are integrated where there would be a Humanities presence that continues to be

part of that vision, and whether you could say a little bit about that, because I know that universally that has always been a concern. I'm just wondering in this moment of transition if you can reflect on that.

Price: This is a moment, an interesting moment in the Humanities which nationally have been losing enrollments. As an English major, you know, when I was an English major we were probably the most popular major on campus, one of the most popular majors. So, the world has shifted in a lot of ways. That elevates the value and importance of the Humanities. I'll say a couple of things, the core strengths of the Humanities and the Arts at Duke allow us to do things when we turn our attention to technological issues, for example. To do things in a way that's informed by longer and more interesting questions oftentimes than the neuroscientific or technical questions. That's a tremendous value of the Humanities, and that's being realized every day on our campus. I've been deeply impressed by the really interesting partnerships across the campus that pull humanists and social scientists and scientists together. That being said, there's no world in which I want to think of the Humanities as valuable because they help us get other things done. They're valuable in their own right. So, thinking about how we preserve strength and the core disciplines, it means making sure the library remains strong that we have the research apparatus. Probably as well, we're under leverage with respect to extension learning. And I say this because I had a hand at a former institution launching a company, Coursera, that does all this open course work, and when that company hit about 30 million worldwide enrollments. If you looked at the pattern,

it was very clear. Free college, the appetite was entirely for free college courses. From college age to about 30 it was engineering, business, engineering, business - pretty much. Then it got interesting. In the Social Sciences and Humanities, you started to see a strong appetite, and in the 50s and 60s, age cohorts, not birth cohorts. You saw this tremendous appetite for the Humanities. I stood back, and I thought, "That kind of makes sense." Because there's a depth of experience and wisdom and knowledge that just adds so much. So, I think we should just be clever about thinking how we advance our discovery and educational missions and match them better to population needs. Which doesn't mean backing off of making sure that every student comes through Duke understands what it means to think humanistically about a problem, or to apply a disciplinary perspective that they've learned from the Humanities. But I think we're missing an opportunity, because when the appetite for the Humanities is really there where's Duke? So, I think there are opportunities to work with. Final thing I'll say is, majors in the Humanities might be more at risk. I'm more concerned about enrollments in Humanities. Making sure that we are delivering humanistic programs to our students in every field. And again, I think that the value of the Humanities will be rolling over the next couple of years, decades as the world swings more prominently towards science and technology the risk of not thinking deeply and humanistically will become apparent very quickly. It already is clear for anybody who has used Chat GPT.

Kathy Andolsek (School of Medicine): Thank you for this exploration and the reflections you've had. I've got two

questions really involving our students. First, is having seen the estimated cost of attendance for the undergraduate school. I guess my question is, how do we make sure that we're not pricing ourselves out of the market for these truly exceptional students, particularly those who come from first generation, disadvantaged, homelessness? The types of students who really enrich our experiences from their lived experience here. How to make sure we're really attending to them, and not increasing debt for them in terms of the future? The second is looking at our community of other higher institutions in the triangle. We certainly know about the concerns around mental health and whether we're matching our support in terms of health and different abilities, and technical standards and just support with accommodations so that every student can really thrive here. We recruit them in, and we ensure they thrive.

Price: On the cost of education to our students - we are a very expensive business. A student who pays full tuition is already receiving a pretty large institutional subsidy, because the actual cost of what we deliver exceeds by 30%, really what they pay as a quote unquote sticker price. And then, beyond that, you know, because we are need based in financial aid, that cost to students it represents for many students just a small fraction of the overall cost. I don't say this to justify higher costs, because you can't put those burdens on families. But we have tried to navigate this carefully. The interesting thing is that if you plot, and the Provost's office and David Jamieson-Drake's office are generating some of these data. But, if you look over a long trajectory, 15 years, and you look at the cost of a Duke education as a proportion of American household income, it's a

frightening line. But if you disaggregate that into the students who come from families where they are not qualifying for aid, about half of our students, look at that line it's actually flat or declining because of very large increases in household income among those families that don't qualify for aid. Then, if you look at the line for students who are receiving aid, the line again is flat or declining. So, it's hard to explain that this net pricing thing, which is just very confusing, actually does produce...I won't say it's no burden, but it produces a less burdensome picture for many, not for all. The loan burden carried by Duke undergraduates, we keep an eye on that. And they are growing. But I am far more concerned about the loan burdens of our graduate and professional students. Actually, the first professional degree students. They are carrying much heavier loan burdens. So, we need graduate aid. Seriously, right away. The other thing I'll say about the undergraduates, is that picture I just described shares a lot of pressure in the middle of that economic continuum. Where people are just above or below that sort of cut off for financial aid. And we have to look very carefully at those students because they are probably feeling more pain. Because when we raise tuition for fully aided students, they don't feel it because their aid package goes up. But for those students who are unaided and just above that line that's where you feel that pinch. So, we need to think about it. At the end of the day we just need to raise a lot of money for financial aid. You will see in the campaign top priority, financial aid at undergraduate and graduate and professional levels for those reasons.

With respect to mental health, we monitor this very carefully. I think the

strongest thing we can do is preventative and prophylactic kinds of maneuvers like QuadEx frankly, which is a mental health intervention at the end of the day. If you talk to Mary Pat and colleagues, there's a lot of thinking about how you marshal the strength of a community to support the health of every member of that community. That being said, we really have to watch demand for services and keep an eye on that. The data are interesting. It's hard to judge what happened during the pandemic. I've asked Mary Pat to provide data for the years leading up to the pandemic and utilization of services is either lower or roughly comparable to what was happening pre-pandemic. And actually, incidents are about the same, or in some cases slightly better. But you have to watch this very carefully, because there are all these interesting kind of delayed and rebound effects. And, as you say regionally, we've seen some very vivid examples. We look at this all the time. Very carefully. And Mary Pat and her team are exceptional. But this is everybody's responsibility. What I love about Duke is that we do have a faculty that's responsive – a lot of referrals, faculty will walk a student where they need to go to receive help. That's what makes a campus environment a healthy campus environment.

Betsy Albright (Nicholas School the Environment): Thank you for joining us today and thank you for going over your vision. I'm interested in the Climate Initiative. My question is, I was wondering if you could share your vision for the organizational structure of the Climate Commitment, and how that will move forward? And in particular, what role faculty can have in moving it forward?

Price: We need a structure that can maintain and support this. We have a lot of energy, but it will take dedicated, focused attention, of the sort that I personally won't be able to provide. So, I will be looking for a senior leadership colleague to help drive that and organize it. I don't think I know that we will need a system of...we've been thinking along the REAC lines. So, the Racial Equity Advisory Council has a series of subcommittees. It's been a great vehicle for engaging faculty and students. I think some structure like that will be the best thing we can do, and then we can organize the activities around the major initiatives that we've launched as part of the commitment. The other thing we need to do...one of the most ambitious things, and one of the things I find most exciting about that initiative is that we're trying to link our

academic educational and research activities to our operations as a university and to our outward facing community partnerships. This means that whoever drives this has to have a foot in the Provost world and a foot in the President's world. So, we're thinking through how that gets structured and created. But you're absolutely right. We've got enough up and running now, and in a way, proof of concept. Now we need to build the structures that can maintain it.

(Applause)

Weinthal: Please join me in thanking President Price. The reception is out in the hallway, and I look forward to seeing all of you at our April meeting.