

Minutes of the Regular Meeting Of the Academic Council

Thursday, April 22, 2004

3:30-4:50 PM

139 Social Sciences

The meeting was called to order by the Chair, Prof. Nancy **Allen** (CliSci, ECAC), who welcomed the new Council of 2004-5 and then got right to business, calling for consideration of the minutes of March 18. Noting the possible oddity of having a one-third new Council in relation to these minutes related to the previous Council membership, she asked for any comments or corrections. Hearing none, these minutes were approved by voice vote, without dissent. With thanks to the Faculty Secretary she passed on to announcements, noting the long agenda and the reception to follow.

ANNOUNCEMENTS

Allen welcomed the new Council members, whose willingness to serve is much appreciated. Just prior to this meeting there had been a brief orientation for these new members, where the 1972 Christie Report had been handed out, in hot pink, suitable for posting, including the celebrated Christie Rule: ["Except in emergencies, all major decisions and plans of the administration that significantly affect academic affairs should be submitted to the Academic Council for an expression of views at some time prior to implementation or submission to the Board of Trustees. The views expressed by the Academic Council should be transmitted along with the Administration's proposals when these plans and decision are considered by the Board of Trustees."] Along these lines, she remarked of ECAC (the Executive Committee of the Academic Council), that we have a little plaque that we put on the table whenever administrators come to meet with us, which is once a month during the academic year for the President, the Provost, and the Executive Vice President. We put it in front of them so that they don't have an opportunity to forget what it says: "Have you consulted the faculty yet?"

Next, available down front, there is a handout with supplemental information on the agenda item relating to the name change request for the University Program in Genetics and Genomics. It includes several e-mails from V. Prov. for Research James Siedow (BIO) and Prof. Joseph Heitman (MG&M), concerning matters which were mentioned in the mailing, but not included in the materials mailed out ahead of the meeting.

The agenda order for this meeting is changed slightly so that we can hear from EVP Tallman Trask about the campus Master Plan just before President Keohane speaks at the end of the meeting.

Allen wanted also to say just a few brief words about Don Fluke (BIO), to acknowledge this as his last Academic Council meeting as Faculty Secretary. He and his wife, Pepper, would be leaving on

a trip to the Netherlands early next month, just before the next Council meeting. Some may remember that Don served as Faculty Secretary from 1990 to 1998, and the Council honored him in his Ohio origins at that time by having a red-flowering buckeye tree planted in the Duke gardens. She was happy to report that the tree is thriving. Don's service was followed by that of Prof. Tilo Alt (GER) and then by Prof. John Staddon (PSY&BS) in 2002-03. One day last spring when walking his dog in Duke Forest, Don ran into then Faculty Secretary John Staddon, who mentioned that he would be going on leave during this academic year. Interested in putting the Faculty Secretary position into experienced hands, he asked whether Don would be interested in helping out the Council again. Well, ECAC was thrilled when Don agreed to this plan and the Council elected him to this service last spring. Don has been a wonderful and thoughtful contributor to our ECAC meetings and has provided excellent minutes for the Academic Council this year. "Don, we want to thank you for your participation and excellent work to record faculty governance efforts again this year and for taking a year out of your retirement. We have a small token of appreciation for your service and hope that this helps with your and Pepper's trip to the Netherlands next month." (Applause) As he unwrapped a colorful little guide to The Netherlands, Don came to the lectern to remark that, curious as it may seem, he had actually enjoyed this time of being Faculty Secretary again. It's an interesting job. "If you ever get a chance to do it, don't pass it by." And when it comes to writing minutes, well, just try to be every speaker's friend. Thank you. **Allen** added that Pres.-Elect Richard Brodhead had commented last month when he was here that Don's minutes were excellent and he hoped that Don would turn his [Dick's] words into something very readable, which he [Don] has done. [Don, aside, no problem.]

The next agenda item was to be in Executive Session, meaning that all faculty members are welcome to stay, whether members of the Council or not, but those who are not faculty members are asked to leave the room for the few minutes needed to handle this next matter. They will be invited back in very shortly.

EXECUTIVE SESSION

ELECTIONS

Returning to open session, the next business was the election of a Faculty Secretary. Material on two candidates was in the pre-circulated packets. Prof. James Rolleston (GER) is here today. Prof. John Staddon (PSY&BS) is sorry he can't be here today, but is on a well-deserved sabbatical in England and will return shortly. **Allen** asked if there were any other nominations for the position, or candidates who have agreed to serve if elected? There being none she noted that the elections for Faculty Secretary and for new ECAC members will be done together on one ballot, in a few moments. These Executive Committee members are normally elected for two-year staggered terms. Each year some members finish their terms and new members are elected. Before proceeding further she wanted to acknowledge the ECAC members who have completed their terms: Prof. Paul Haagen (Law), whom she knew who could not be here today, and Profs. Michele Longino (Center for French and Francophone Studies) and Barry Myers (BME), who were here today. Their service has been much appreciated, and very particularly by Prof. Allen

herself She also wanted to acknowledge and thank those members of ECAC who will be continuing, and will help welcome new members of ECAC: Profs. Fritz Mayer (PPS), Ann Marie Pendergast (PHRM&CB), and Joshua Socolar (PHY). Profs. Marjorie McElroy (ECON) and Steven Baldwin (CHM) had agreed to act as tellers, to distribute and collect the ballots, and determine the results. When the votes are counted she would announce the winners later in the meeting. Brief descriptions of each of those nominated were circulated ahead, consistent with our Academic Council bylaws. Those bylaws state that ECAC should prepare a ballot with two nominees for each position, circulate that ballot in advance of this meeting, and then we vote. She asked that each candidate, if present, stand as she read their names: Prof. Laurie Shannon (English) she knew was absent and regrets not being able to be here today, Prof Tomiko Yoda (A&AL&L) was present, Prof Julie Edell Britton (Fuqua), also present, Prof Lawrence Zelenak (Law) is out of town, Prof. Linda Franzoni (ME&MS), and Prof. Dean Urban (NSEES), who is involved with a previously scheduled symposium. "See. Already, everyone is busy." Also according to the bylaws, **Allen** called at this time for any additional slates by petition presented from the floor. Again, those individuals would need to have agreed to stand for election. Were there any such further nominations? Seeing none, she prompted the Council to mark their ballots and pass them along to the tellers. Council members not receiving a ballot should raise their hands for one, and only active Council members are eligible to vote. Vote by circling a name or putting a check by it or on top of it, voting for just one person in each pair. Again, she expressed appreciation for the willingness of these individuals in agreeing to have their names included on this ballot.

Prof. **Thomas Metzloff** (Law) asked how people are paired up. "Very carefully," **Allen** replied.. There are no hard and fast rules of pairings, but the aim is to have broad representation across the University. Some pairings may be more logical than others, she recognized. We do ask quite a number of individuals if they are willing to serve and we appreciate the ones who agree. So, the tellers can go to their counting and we will welcome them back later.

DISCUSSION AND VOTE ON A PROPOSED NAME CHANGE: UNIVERSITY PROGRAM IN GENETICS & GENOMICS

Next on the agenda was discussion and vote on proposed name change for the University Program in Genetics. The proposal is to rename it [and the PhD if offers] the University Program in Genetics and Genomics. Prof. Joseph Heitman (MG&M) was present to answer any questions. There was a mailing ahead of the meeting time. Calling attention again to some additional e-mails available at this meeting that had been intended for inclusion with the original mailing, and giving a bit more of the background of this renaming, **Allen** invited Prof Heitman to speak.

Prof. **Joseph Heitman** (Molecular Genetics & Microbiology) identified himself as the current Director of the Duke University Program in Genetics, a very broad umbrella program in graduate training that has been in place at Duke for 26 years now. Over the last couple of years he had been working together with Prof. Huntington Willard, Director of the Duke Institute for Genome

Sciences & Policy, to develop a broader graduate program that would serve the needs both in genetics and in genome sciences. A couple of the activities that they had been involved with so far have included starting a Tuesday seminar series, jointly sponsored by both the Program and the Institute. A super version of this series has been the Distinguished Lecture Series that brings some of the most world-renowned scientists to campus as part of the Program, just one activity of this combined graduate training program. The proposal now before the Council is to change the name of the Program to encompass these two [already existing] areas, so that it becomes the University Program in Genetics & Genomics. In turn, there would be an increase in the size of the graduate pool to the program, which has been at 12 students per year, going now to 19 students who accepted to join the program this year. We can already, he said, see the impact that combining our aspirations in genome sciences with our rich history in genetics is having on the graduate program. He saw no downside to this name change as far as the University is concerned. There's a site visit coming up on May 10th, for which approval by the Council would be timely and helpful. We're asking the NIH to double our funding to about \$5M total over the next five years. He offered to address any questions the Council might have, "and then maybe we can all go on to the reception and celebrate."

Allen allowed an interval for questions, saying also that ECAC had seen this name change as sufficiently sound that it could introduced and concluded at this in one meeting. Ordinarily, for significant changes of creating a new department, or for dissolving a department, or for creating a new school — any big issues - we review it at one meeting and vote at the following meeting. But in order to handle this today and not take it forward to the next meeting, ECAC proposes the following resolution, included in the mailing, to recommend that this name change be approved. She would read the resolution if that were desired. It will be recorded in the minutes. There being no objection to the same-meeting vote, nor a request that the resolution be read, she called for the ayes and nays by voice vote and declared the following resolution approved [without dissent]:

NAME CHANGE REQUEST UNIVERSITY PROGRAM IN GENETICS AND GENOMICS

WHEREAS, the University Program in Genetics has requested that its name be changed to the University Program in Genetics & Genomics, and that the name of the graduate programs and degrees associated with this program be changed to Genetics & Genomics, and

WHEREAS, these requests have the approval of the Executive Committee of the Graduate Faculty, the Academic Programs Committee, the Provost, and the Executive Committee of the Academic Council,

BE IT RESOLVED: that the Academic Council endorses the request that the University Program in Genetics be renamed the University Program in Genetics & Genomics, and that the graduate programs and degrees associated with this program be renamed Genetics & Genomics.

PROPOSED FUQUA JOINT EXECUTIVE MBA DEGREE WITH GOETHE UNIVERSITY IN FRANKFURT

Thanking Prof Heitman, **Allen** turned to the next item on the day's agenda, a proposed Fuqua School Joint Executive Masters of Business Administration Degree with Goethe University in Frankfurt, Germany. Information had been included in the advance mailing, and Prof Rick Staelin, Deputy Dean of the Fuqua School of Business, was present to explain the proposal and answer any questions the Council might have. **Allen** invited Prof Staelin to come to the lectern.

Prof **Rick Staelin** (Fuqua) said that the Fuqua School has had a mission for many years to be a global business school. They had first fulfilled this mission through their global executive MBA program, where they travel all over around the world and deliver education. Our students can be anywhere in the world and still get a Duke MBA. A Cross Continent program was then introduced, where they delivered education both in Frankfurt and in Durham. Less successful than they had hoped in attracting Europeans to that program, they have now pulled back in some measure. They will still teach in Frankfurt, but without having a full section in Frankfurt. What is now proposed is a new strategic initiative on Fuqua's part, becoming a partner with Frankfurt University. This is expected to be the first of many such programs. They were already talking to the Chinese Academy of Science and to Seoul National University. They had some contacts in Russia that they might pursue. They saw this partnership with Frankfurt University as a pilot program for this wider intention.

Fuqua is not the first business school to offer joint degree programs. Northwestern, often considered the best business school in the world, and at least according to *BusinessWeek* — he remarked in passing that he didn't put full credence in those rankings, of course — has 5-6 joint programs. These include programs in Israel, in Germany, in Hong Kong, and in Canada. Fuqua can be viewed as following their lead in our intention to offer joint programs. The Council has the memo detailing the pros and cons, the same memo that had been sent out to the [Fuqua] faculty, who had voted in favor of this proposal. The Dean had signed a MOU (Memorandum of Understanding) [with Frankfurt] saying that they would go forward, pending approval from the University, to offer a joint degree. Also pending is that Frankfurt University is to provide at least 30 students as a pre-commitment. The breakeven figure on this [whole] commitment is closer to 45 students [from Germany, and there] could be more.

The degree conferred would be a joint degree, not a Duke degree. The program is the same as for Fuqua's Cross Continent students, except for one more elective. The students will be taking 17 courses, instead of 16, in the new program. With that, he invited questions.

DISCUSSION, JOINT FUQUA-FRANKFURT PROGRAM

Prof. **Ingeborg Walther** (GER) asked whether there are also to be students from our side

[of the Atlantic] going to Frankfurt, or is this just for German students? **Staelin** answered that the market probably will be almost all German students, or at least Europeans, because it's being taught in a quite unique weekend format. Goethe faculty will be teaching on weekends. Duke will be teaching a Cross Continent format. More specifically, the students will come [to Frankfurt] on weekends to take courses from the Frankfurt faculty. When Duke faculty are to teach the course we'll fly over there and teach for one solid week and then we'll do the rest of it with distance education, similar to our Cross Continent program. This arrangement will [effectively] limit the market in that not too many Americans would want to fly over to Europe [every weekend.] A unique part of the design of the proposed program is that it allows us to partition the intended market, so to speak, at two price points. Another major consideration is that we cannot deliver the Cross Continent program at a price point that is competitive with other European schools. When we first tried to do this [as indicated above] we were about \$30,000 too expensive. This new plan allows us to deliver at a much lower price point.

Pres. **Nannerl Keohane** had a quick question to ask, "because I'm learning things about Duke even up until the last minute." She would have asked the Provost, but since he's in Asia as part of our Internationalization efforts, she would ask Prof. Staelin. He had said that it will be a "joint degree" not a Duke degree, and she didn't understand just what that means. **Staelin** answered that it means they do not get just a Duke degree. They get a Duke-Goethe degree. Duke has never done this before, which is why he was here in front of the Academic Council. Other universities give joint degrees, but Duke has never done so. But giving a joint degree means that it is not a Duke degree as such. They will be Duke alumni, but also Goethe alumni. Pres. **Keohane**: Will their names, for example, be coming to Academic Council and then to the Board of Trustees? While Prof. Staelin pondered that question for a moment she said she was sorry to be putting him perhaps a bit on the spot. No, no, he said. She continued that she hadn't really followed the development of this degree and was just trying to figure out, since we don't do a lot of joint degrees, exactly what the implications are.

Prof. **Staelin**, after reflecting, said that to be quite honest, he didn't know. That's why we're here. As far as he knew, Duke does not give a joint degree with another university. We have joint degrees internally, most of which are really what we would call dual degrees. Someone could get a degree through the Fuqua School and also a degree through the Pratt School. We know how to do that. This proposed plan will not be such that students get a Duke degree and also a Goethe University degree. They would not get two degrees, but one. The degree certificate, the diploma, will say Duke-Goethe degree. So it's new for Duke University, even though not new to the world.

Prof. **Allen** then asked whether the Fuqua faculty had had concerns about that issue. Amused, **Staelin** said that well they had had concerns, but not about that issue. **Allen** asked what were their concerns? **Staelin** said that a main thing had been to ask why we'd start with Frankfurt and [not] Seoul National or some other university. And also, they asked whether this is the best use of our time, at Duke, to go this way. The faculty were mixed on it. It was not unanimous, although a strong majority had voted for it. The Dean and he wanted to go forward with it because it is part of our strategic mission. All of the senior leaders of the School had voted in favor. There were

also concerns that Frankfurt University, [like] most German universities, is not strong in business. They don't have the culture that we have, or the teaching style that we have. He had just been at Northwestern yesterday, talking to the people who administer Northwestern's Kellogg School German program, and they had said the German faculty still are not geared to be as strong as teachers as the Americans are. There will be some problems of that kind. But, if we don't try something we never will succeed. We have a very ambitious program, but we're determined to make it successful.

Prof. **Joshua Socolar** (PHY, EC AC) asked what the criteria for success would be. If this degree program runs a little at a loss, say, what might be the off-setting benefits? **Staelin** wasn't sure just what documentation the Council members had received, but he had been asked to list criteria for success and there were about 7 or 8 of them. That does not include making a lot of money. It does get us things like a substantial alumni base in Europe. In this particular case of a Duke-Goethe program it will allow our faculty to be more global. It will augment our Cross Continent program because one of the parts of the design is to bring these German students over to the United States and co-mingle them with our Cross Continent students for one term. During his visit to Northwestern the previous day they had said that the highlight of their program is to bring all these students together at one time. So, we really see that this meets a number of objectives of our school, which can be listed: A larger European alumni base, continued contact with major German firms, a [model for expansion of this] into many other areas, allowing us to deliver a program at much lower price point, and augmenting our Cross Continent program. It will also allow some expansion of our faculty, but that's not a major issue. And, this proposed program will not lose a lot of money. We have a lot of protection on that. We have some funding for five years to back this up if we do have some problems.

Pres. **Keohane** thought there are many advantages to this kind of partnership and she was basically supportive of the concept. But Prof. **Staelin** had just pointed out that as far as we know this will be the first time we've done something precisely like this. That was one of the reasons she had asked the question, about this [venture] as a pioneer effort. Therefore, such questions arise as do the degrees come from both sides, how are they approved, and what sort of status do they have at Duke? She realized that they had worked very closely with the Provost and with the Academic Council, so that if this proposal becomes a template for other degrees we haven't just sort of backed into something. **Staelin** agreed 100%, and to be very honest, when he had talked to the Provost about this, he didn't think the Provost had these answers either, although supportive of the idea as we work these matters through. We would continue to take Northwestern as a model, finding out what they are doing, because they are a prestige university and they are already granting this kind of joint degree. We do view these graduates as being part of the Duke family, with the rights of a Duke graduate, even though a joint degree instead of a Duke degree.

Prof. **Ann Marie Pendergast** (P&CB, EC AC) asked what happens if you do not get those 15 extra students that you need on a consistent basis. **Staelin** said that there is an exit clause. **Someone** asked what the advantage is then of a joint degree vs. a Duke degree. **Staelin** answered that the advantage for us is that it is not an actual Duke degree, because we're offering a

Duke degree at \$80,000/yr while the joint degree costs 46,500 euros/yr. (**Nancy Allen** was heard pondering the exchange rate.) **Staelin** continued, saying that the students also have Fuqua faculty teaching only half their courses in the joint degree program. There's a rule that to get a Duke degree ~ at least at the Fuqua School — at least 75% of the material has to be taught by Fuqua faculty. So, to reduce the cost, Goethe faculty will be teaching half the courses, a true 50-50 partnership.

Prof. **Garnet Kelsoe** (EMM) asked what the role of the Deutschebank is in all this. **Staelin** said that originally they were the [matchmakers] so to speak. Deutschebank had asked us at Duke to talk to Frankfurt. But, more than that, in the longer run they are backstopping our potential losses. But that's only a minor consideration, since Duke would going into a venture that is strategically wise for us we believe, and backstop money is somewhat immaterial. But if it turns out, in answer to the question, that we don't get 45 students the first year, [Deutschebank is guaranteeing that] we do not lose any money. Kelsoe: So Deutschebank finds it in their own self-interest to establish this program? **Staelin**: That is correct. There is a long history. Deutschebank is committed to Frankfurt [University] and they want a major business school there so that they can have the intellectual stimulation that would provide, not only for them and their people, but for the whole financial community. They are committed to making that happen. So, basically, this venture [with Duke] is an investment on their part in Frankfurt.

Prof. **Joshua Socolar** wanted to clarify in what sense this is an investment for Deutschebank? Can they be considered a sort of sponsor of the program? **Staelin** answered that Deutschebank is committing to [enrollment of] five students a year in the program, and also to \$2.5M as a backstop for the program. **Socolar** thought that might raise issues about a possible new way Duke is interfacing with companies. **Staelin** explained that Deutschebank would be giving the money to Frankfurt University, not to Duke. However, we are joint partners with Frankfurt University. Frankfurt and Duke are in negotiations for a [joint] business venture. We will use those [Deutschebank tuition and backstop] funds to make sure that this program is financially viable. He could say further that the first Fuqua faculty vote was before any mention of the money, because there was no money [yet considered] at that time. This matter of money is something that happened after the faculty voted on this issue. But, in a spirit of providing full information he would say that we do have some financial backing, although that is not the reason we are doing this program with Frankfurt. There is a policy [underlying this venture]: a yes vote on this joint degree with Frankfurt is a vote for us probably to proceed [similarly] with Seoul National University and with the Chinese Academy of Science, at least those two. We're already talking to them about joint degrees.

Socolar was further concerned that regardless of whatever the Duke faculty perception of the joint degree, if Deutschebank feels that they have some stake in this they might down the road decide they'd like to see things go a little bit differently, and try to assert some influence in ways that might or might not be appropriate [in our view]. **Staelin** responded by saying that Deutschebank has been a partner with the Fuqua School for about 8 or 9 years. We deliver custom programs to them through the Duke Corporate Education [program]. As for whether they

or anyone else might say they wanted to change things around, they are going to represent 5 students at most out of 45 in the program.

Prof. **Allen** was willing to entertain one more question and someone, unidentified, wanted to pin it down that American students can participate in this joint program, and do so at lower tuition than through the regular Duke MBA program. Will that perhaps cause a problem in the future? **Staelin** noted two things. First, they only get half of the Duke faculty contact they would have in the regular program, and second, they would have to fly over to Frankfurt for about 15 weekends, which [alone] would probably discourage most people from doing that. As a way of segmenting the market the design takes advantage of both the weekend format and the Cross Continent format, and we teach in both formats.

Prof. **Allen** thanked Prof. **Staelin** for his comments and explanations, and the Council for the thoughtful questioning. The discussion has indicated some more work to be done in finding out the answers about just how the joint degree will work. This issue is seen as a big issue, involving grant of a degree, not to be voted on today at the same meeting where it was introduced. It is expected that it will be brought back to Council next time, when we could have some further answers to a few of those questions, and where she thought it would be helpful also to have the Provost's thoughts on the joint degree.

ELECTION RESULTS

Before moving to the next item on the agenda Prof. **Allen** took the opportunity of announcing the election results which had been handed to her. Prof. John Staddon will be the Faculty Secretary, and Profs. Laurie Shannon, Julie Edell Britton, and Linda Franzoni are the new members of ECAC. She congratulated those elected, who will be finding out what all is involved, perhaps at the next meeting of ECAC, the next morning. The Administrative Assistant, Linda Lehman, would provide the details. They would find the work on ECAC occasionally demanding, but also very interesting she knew from experience, sometimes exciting and always very worthwhile. The reward comes in being involved with many of the important discussions that go on around Duke and learning as much as one can really about how the University works. She also wanted to be sure to express her appreciation and that of the Council to the other candidates in what was a very close election. These other candidates, too, have given us a strong and tangible expression of their willingness to serve the University and we will need their continued support in other areas of faculty governance. So thank you very much and again congratulations to the re-elected Faculty Secretary and the new members of ECAC.

MASTER PLAN UPDATE

Prof. **Allen** then invited EVP Tallman Trask to come to the lectern for an update on the campus Master Plan. With his thanks for this opportunity EVP **Tallman Trask** said that it's useful for us

every once in a while to sort of look back and see what we've done over the last 5-6 years. This is actually the 5th year of our current Master Plan and we can talk about why we have such a plan, what we're trying to accomplish with it, and whether or not we have in fact paid enough attention to it. He was pleased to say, in that regard, that he thought we have paid more attention to this Master Plan than any other university he knew of. To give a little of the context of our plan, there was [the original] Duke University Master Plan of the 1920's done by the Philadelphia firm of Horace Trumbauer. It is widely regarded as being one of the great university master plans in American higher education, and it guided Duke's development basically from the mid 20's through the end of WWII. After WWII other things began to happen, some successful and others less so. As you walk around campus you see many of them. Clearly, we went from a well ordered, well planned campus to a series of [more isolated] events, sometimes related to other such events, and sometimes not. We also managed to spread the campus out substantially, cutting down lots of trees and occupying a lot of pure acreage, as far as he could tell, more acreage per student than any other university in America. It can be terrifying to think that at the same time we only use up about 8% of the land. The reason to have a Master Plan is that things happen very slowly at universities and you would like in the end for somebody to look at what was done and think that somebody thought about this development. That somebody paid attention to it as it was happening. There clearly were a set of principles involved in the development here, but we can also recognize that this is not 1925. While we cannot afford on any scale to build the kinds of buildings that were built back then, we do have an obligation to try to figure out what kinds of buildings and what kinds of development are appropriate, because the principles are important.

He used to joke, after his first year here, that he was reasonably confident, but not certain, that no one could build a building on campus that he didn't know about. Reasonably certain. But here are 4 pictures from about that time. [These were projected up on the screen, for later comment, while he led up to them.] In 1998 they had started looking at a campus master plan and a set of principles that would guide our development, taking into account different sets of rules and different sets of principles here. A primary concern, first, is that this is an historic campus. It's important that we identify our important historic buildings and important areas of open spaces to be preserved. New development should contribute to the overall context of the campus, as a campus, not as [one more building at a time]. We need to be respectful of our architectural history without trying to make cheap copies of it, which is probably worse than no copy. And we tried to do that, [avoiding such copies], with one exception. If you have walked by the Chapel recently you have noticed a wall on the new Divinity building where the design standard was that it must look as if it were built in 1928, not sort of, not maybe, not just closely, but exactly. He wasn't going to say how much that cost.

Second, Duke's standing as also a premier university needs to be reflected in the physical environment as well as other things at Duke. There are those who argue, in fact, that one of the reasons Duke became a great university as quickly as it did is that it looked like one the day it opened. There is probably is some truth to that, and if we look back at Pres. William Preston Few's comments at that time it's very clear. They thought building a special set of buildings and maintaining a special campus was critical to what they were trying to do. It couldn't be

accomplished in more ordinary, more pedestrian buildings. Building the Duke West Campus originally, let's remember, was the largest construction project in America during the Depression years. So, the scale of it then and its scale now is really quite different [from other such campus projects].

Thirdly, we have a very large and important medical center right on campus. Most medical centers are not on their own [University] campuses. About half he would guess are like ours in respect to on-campus location. That imposes very serious complications in terms of the framework, the growth patterns of research buildings, and the access and parking and transportation needs of patients. It doesn't just scale up ten times over from the little college of origin when you are at the medical center. The dynamics of access simply change.

Fourth, this is a place in the forest. We like trees. Trees are good. We need to identify important natural areas on the campus and agree to preserve them. We can stop growing the physical footprint of the place just because we have lots of land. We need instead to try to sort of knit it back together with [our further] construction when it's appropriate. Like most campuses, Duke is a collection of places. It needs to be thought of as a series of places which in our view need to be both walkable, and also understandable, in terms of how you get from one place to another. And there are certainly many places at Duke where - you can't get there. His favorite example is the job the traffic guards out in the quad center have trying to explain to visitors who have never been here and who drive up to that quad location, how to get from there to anywhere else on campus. The number of left or right turns to get anywhere from there is just [inherently] confusing. That's the case, both in circulation and in signage, to help to figure out where you are going.

Duke is a community of communities, and a collection of different schools. Universities function more like federations than like democracies. Each of the schools has its own personality and its own needs. We may have people now convinced there is utility in being part of a larger whole, but they're still all separate. For better or worse, what happened to the campus between 1960 and 1995 happened, and there is nothing we can do about it, so we have to figure out how to live with it. That results in a lot off issues that come up.

Finally, Duke is a citizen of the region and that is reflected especially on our periphery where we have obligations to neighbors, where we do housing projects. A lot of such relationships come around. So those are the original principles of the plan, and he should say in the current Master Plan, finished in 2000. Every two years we do an update. In the 2004 update we're going to ask the Trustees to add another basic principle, around sustainability and environmentally appropriate construction.

Returning to the four buildings up on the screen, he asked anyone to identify their unifying theme. Did anybody see it? He had believed that no one could build a building he hadn't heard of. But in [her] second year, as Pres. Nan will recall, she was out on the West Coast raising money for a high priority building project that he'd never heard of, and there it is, picture #1. He had been here for perhaps a month when (VPres. for Development) John Piva had told him that we had to

build a new office building for Development. And he had thought, what a great way to come to a university and inspire faculty confidence, to start by building an administrative building. But it turned out that the amount of rent they were paying made it pretty compelling to do something different. So this ended up being the first attempt [within his experience] at a Duke-like building not out of Duke stone. It was not at that point part of a plan, it just sort of happened. Here's another one that happened (picture #2: Keck Building, Free Electron Laser Addition). Duke has a long tradition of having buildings designed and built by committees which tend to turn out sort of like elephants. We have a lot of people around lots of our buildings, with lots of opinions and historically interesting influence over the process. That includes a building he would show later where actually, while it was under construction, a well-meaning volunteer from Charlotte that he had never met had issued a change order to the contractor. These can be very complicated processes. Picture #3 (Magat addition to the Fuqua School) is a great example he thought, where we said to the architect basically, it is what it is. For better or worse Duke decided to build the original Fuqua School building with a pretty low budget, and given that budget the architect, Edward L. Barnes, had done a pretty good job, actually. But then to go and put on this end some wonderful new fascinating thing would just confuse issues. So we told the architect that if he did this addition in a sort of controlled manner, and made it look more or less like the original, for the Fox Student Center as his next project he could have more fun. That's trying to figure out how to put things in context, and also shows where we were when the current Master Plan was put in place.

Along with the plan, of course, is the map. All master plans must have a map. This is our illustrative map of Duke University [projected in necessarily rather small scale] looking forward from 2000. Some things on it, like the Central Campus development, were visions of what might happen over 75 years. Others were much shorter range. He called attention to a sprinkling of red stars, each indicating something in the Master Plan that has happened since it was adopted. He had gone back and was astonished to figure out that there were more than 20 projects in the last eight years that he would admit to having something to do with. And they put together, he thought, a pretty consistent view of what we were trying to do. The first of the 20 began as many would remember in an attempt to build a recreation facility. When Pres. Nan was first here she was given a tour of our then existing recreation facilities by Coach Mike Krzyzewski, who pointed out correctly that basically we didn't have any recreational facilities on West Campus. We had an original gymnasium, but not much else. And so after a lot of discussion a decision was made to put a new recreation building on West Campus, but not [at first] where it ended up being. It was originally to be sited so that it would displace another building, but when he got here in 1998 he didn't favor knocking down space if you needed to have more space. So we moved its location, also covering up some ugly buildings in the process. One of the things that we've done is to put new buildings in front of old buildings that are just as well hidden from view, in this case a swimming pool building. Once we started along those lines we just kept on and [the recreation center] ended up with essentially a new plaza which at the time was a parking lot. So we told the students we had to use it for construction, and by the time it was done they had all graduated, so we planted grass where their cars used to be. The plaza, as one might guess, is not far off the dimensions of the regular academic quadrangle, which was our purpose.

We also tried to learn to put things where they belong. There had been a lot of confusion about the difference between important buildings and background buildings. Most of you have probably never seen this (next picture), the library storage facility. It's on land we bought off-campus, because it is not a building that needs to be on campus. This (next picture) you've never probably seen either. It's the chilled water plant hidden in the forest. We're trying to change the way we air-condition buildings. One chiller for each building is enormously expensive. That single building [in the woods] now chills about 60% of West Campus.

The gardens building (next picture, Doris Duke Center) you've all seen, putting a good building in a garden location. Next pictured is "Dick" White Lecture Hall, which he was sure many first-year students believe was built in 1929 or '30, but in fact was built in 2000. From outside you can't readily tell. Next pictured was the West-Edens Link, now just recently named Keohane Quadrangle in honor of Pres. Keohane. It serves to knit back together the student residential campus, getting Edens Quad out of the ditch, and avoiding students having to walk home at night across a road and through a 500-car parking lot. In fact, again, it takes away the cars and plants grass. The next picture is the Fox Student Center at Fuqua, where the architect did get to have some fun. For those unfamiliar with this new space you ought to go see it. It's really quite remarkable, and has managed to show that what is important, in a school as a unit, is the average quality of space. If you've got some bad space, and can put some good space with it, the average is [remarkably improved].

The Yoh Football Building (next) is modeled after the Schwartz-Butters and Pelli Quad as example. Next, a small addition for the Admissions building. We had no place to have the students meet together who want to come to Duke, except the old living room of the original house, which they overflowed. So we stuck a small Duke stone building in back. Next pictured was an addition to the Bryan Center. It's basically what it looks like - concrete. The architecture in the Bryan Center [does not have a compatibility that would persuade us] to spend a lot of money on details in this addition to it. Next shown was what he termed "our 90-day wonder." From the day we decided to do this addition to the Child Care Center until it opened took 90 days. That's why it cost as much as it did. Next pictured is the result of trying to [address] transportation and vehicular issues, while the reality is we have to have parking near the core of campus. We had never built a parking garage [on the academic West Campus] before. This project had the additional advantage of blocking the Bryan Center from view [from Science Drive], Actually, also, it's the first parking garage he'd ever been involved in which won a design award.

The next picture showed the Center for Human Genomics (originally, Human Genetics), with no special comment. He moved right on to having paid a lot of attention to landscaping on campus. It's a combination of not just buildings, but also trees. As has probably been noticed we've rebuilt Towerview all the way from Duke University Road to Science Drive. What's still to be done at Science Drive will be done this coming this summer, as we continue trying to get the place greened up and make it look like a campus should look. We're trying to abolish the expectation of driving through Duke, and at whatever speed you would like, whenever you would like. "Take back the campus." Next, still underway, was CIEMAS, which will open on schedule this summer. It was

under budget, or was, until Dean [Kristina] Johnson discovered it was under budget and spent all that money, so now it's back on budget. And I have a surprise for you, Kristina [left hanging on what that might be].

Next pictured was "the gutsy move," a new addition to the Divinity School, directly adjacent to the Chapel. While seen under construction, a year from now, when it's finished and landscaped, if you don't know you would believe it was part of the original West Campus construction. The limestone was turned out in the same Indiana factory that did the original limestone for the Chapel. The stone mason is the stone mason from the National Cathedral. Our view was that we couldn't do anything else there. So, fortunately [expense-wise] it's just one wall. The rest of the building is something else, but that one wall is enormously complicated, including the addition of a chapel to replace York Chapel. The library addition [shown in the next picture] is underway, as you've seen. Looking at it from the quad shows how it fulfills his promise to (former University Archivist) Bill King when he [EVP Trask] first got here. The 1969 addition to the Library was the only thing you could see from either of the main quads which doesn't look like it was original. So, this tower will block that view.

The Nasher Museum (next) all have seen going up on the corner of Anderson and D.U. Road. It's a very interesting space, once you get inside, which he hoped would be in about 6 months. The PPS (Sanford) addition shown next is seen as they started construction. It looks a little like the existing Sanford building, but toned down a bit. The Hart House (next) is readily seen at the corner of 751 with D.U. Road. It is being restored as the President's Residence. We're making a lot of progress very quickly, and hope that we can have an event there in December. And then, next, we have the things in design.

We need a new dormitory on East Campus because of the 50 extra first-year student engineers. It has been designed (as shown by picture) except that the clock in the tower will yield to the original East Campus bell in that location. The French Science building (shown next) is close to getting started. Its being designed to go with the other buildings in the neighborhood. Given that two of these are Physics-Math and Biology, that's not an easy thing to do. That construction will start this summer. The Law School is getting added on to (next picture) and re-fronted, as we say. It has already been "re-backed" enough [by previous addition]. We're beginning conversations about some student programming spaces in between West Union and the Bryan Center, and are in the "middle of early stage discussions" about redevelopment of Central Campus. Central Campus is [the expected site of our] growth pattern for the next 50-75 years. We're trying to make sure that when it's done it too will look like somebody thought about it.

So that's it. The amazing thing to him is to go back and see that almost every one of those projects was in the Master Plan, although not necessarily exactly as built. But we have stopped making things up as we go along. Things are in fact now part of a context that seems to fit together. The Trustees are pretty happy, and are no longer asking "how does this tie into the Master Plan?" He thought they generally understand [the role of the Master Plan].

Nancy Allen thanked EVP Trask for his presentation, commenting that he was taking the Master Plan update to the Trustees in two weeks. She noted that Prof. Jeffrey Dawson (IMM) was present, chair of our Committee on Facilities and Environment, which reports to the President. She expressed appreciation for the work of that committee in reviewing projects before they go to the Buildings & Grounds Committee of the Trustees, and also their work with EVP Trask and others in helping this plan work, helping new buildings come on line in a good way for the University, so that they benefit the Duke faculty and all of the people who work here. Considering the time, and the reception to follow only minutes away, she moved directly on to providing an occasion for President Nannerl Keohane to just give us a few concluding reflections. "This is the last Academic Council meeting that she will attend [as President] and we are indeed grateful for her service."

CONCLUDING REFLECTIONS: PRESIDENT NANNERL KEOHANE

Pres. **Nannerl Keohane** began by counseling that those interested in any kind of valedictory comments can read them on the web. She had given them last fall in her Founders' Day address and also in her address to this Council and to the Faculty Meeting in October. So this is more a personal thank you, at this time, for the partnership that the Administration and the Faculty and the Board of Trustees have enjoyed after these last 11 years, because she knew that happens only because of commitment on all sides. Some may wonder why this should be her last Academic Council meeting. That's because in May the Commencement week is chock-full of everything under the sun and she wouldn't be able to join the Council at that meeting. But she did want today to welcome the new members of Council and the new members of ECAC. As she had told the Executive Committee (ECAC) the other day, the partnership with ECAC has been a particularly fruitful and meaningful one for her. She had been able to count with absolute confidence on their discretion and had therefore been willing to share some real problems very early in their development, and ask ECAC for their advice knowing that she could trust not only in their good judgment but also in the wisdom with which they would keep the [matter] confidential until it was time for all of us to proceed in a more public fashion. She thought that this partnership between the Faculty and the Administration, and between those two groups and the Board, is one of the most important keys to all the things that Duke has done over the last 11 years. You've [just] seen some of the physical fruits of it, but there are many, many more [benefits] as all will know in the Strategic Plan and the Capital Campaign. All of those things have rested on that partnership. As she prepared to move on to the next stage of her own career she was very conscious of how fortunate this University is in its system of faculty governance. Not all universities are so lucky, but Duke truly is. And also in the quality of the faculty leadership. Again, not all universities are so lucky. But Duke truly is.

The leaders, who have been across the years consistently strong and thoughtful and committed, collegial but clearly representing faculty interests, have made an enormous difference to this University. The committee structure is strong. Many of you have spent a good deal of time serving on committees and she knew that sometimes it can be a bore to have to go to all of those

meetings. But having faculty members participate in all of the crucial work of the community in representation fashion on the crucial committees of the Board and of the University is obviously fundamental. She also wanted to thank the wonderful leaders of the Academic Council across the years, from Rich Burton who had welcomed her to Duke 11 years ago to Nancy Allen, with whom she had been proud to serve. She saw at least a couple of these former Council Chairs in the assembly today: Bob Mosteller (Law), and Jim Siedow (BIO). "I don't have my glasses on so I hope I didn't miss anybody else." This has been a wonderful partnership in each case and she had really enjoyed and learned from these associations. She was also thinking as she had prepared for these brief remarks of the very early days when the faculty and she had done a minuet, or maybe it was a polka or whatever you want to call it, around the first big decision: putting all the first-year students on East Campus. One of the things she would never forget was how at that time both the Faculty and the Trustees wanted to be sure that they were fully informed about something before it went to the other group. There was a problem, and she had felt literally caught. The only symbol that came to mind was that of being caught between two millstones, because both forces were very clear and she understood both positions. The Faculty felt very strongly that on something as big as creating a whole new student campus the academic and the faculty interests were central, and the Board shouldn't move until the Faculty was there. The Board felt equally strongly, and equally understandably, that creating a new campus was a major step for the University and that the Faculty and the Administration ought not to get out in front of the Board. And now as she looked back on that time she realized how lucky we are that such a kind of minuet or polka has not happened again. She didn't think it was just luck, but that through that situation and others we did begin to build a trust. And even though we haven't had many decision quite that big, we've had some pretty big ones. It has been absolutely essential for our making progress possible that there be this sense that people are willing to trust the process, to trust that whichever group is brought in they are not going to get way out in front of the other, and that people can be brought back up to speed before crucial decisions are made. If we had to do that minuet around every decision, we would have been able to do much less.

And she did also recall out of that period a gift which she thought it was Jim Siedow who had given her, the plaque saying "Did you remember to consult the faculty?" Some will have seen it on her desk. It had faced her quite straightforwardly, and she was sure it has been helpful. She had had duplicates made for a couple of her colleagues when she felt they needed to be reminded of this crucial piece of information. She planned to take it with her as one of her favorite souvenirs of this period and she was grateful for the consultation across the years that it represents. She knew that [Pres.-Elect] Dick Brodhead looks forward very much to continuing the partnership, which she was sure he will do most gracefully and most earnestly, and will accomplish great things with your support.

And finally, she was very grateful for the personal colleague-ship of faculty over the years, with so many of you, and for the lovely symposium in her honor a few weeks ago. It had meant more to her than she could say — "for you to honor me as a faculty member with faculty interests recognizing that that is an important part of my life and one that I now look forward to returning to." But also honoring her as a President by recognizing the importance of the academic

dimension of our work together. It meant a great deal. It was also a lot of fun and very stimulating. So wherever they go after their sabbatical year, and as you know there are many appealing things about being a colleague here at Duke., Bob and she would treasure and sustain the many friendships and collegial relationships they had built up over the years, and they would certainly retain a strong sense of loyalty to this splendid institution, whether they would come back to the faculty here or not. Even as she happily turned over the reins to her successor she wanted to say how much she had enjoyed teaching a seminar for the first time at Duke this spring. With wonderfully bright, engaged, thoughtful students, it has been like a long drink of water after a long thirst to be back in the seminar room. If she had any doubts at all, which she didn't, about her decision to go back to the faculty, that experience would certainly have put any such doubts to rest.

Now, some of you may feel - particularly Rick Staelin perhaps - that she was returning to the Faculty too soon by asking pesky questions on the floor of Academic Council, but it is very important she thought to recognize the ways in which the faculty concerns about the issues that we face together have been important to crafting our best solutions. But she also knew the feeling [among her audience] that the administrative leadership that she and her colleagues in administration have tried to provide has been an important part of that partnership as well. And that feeling is to her a great source of pleasure in moving forward, "and in any case thanks for everything." [Warm applause.]

Thanking Pres. Keohane for these parting reflections, Nancy **Allen** found it moving that she had mentioned ECAC and the Academic Council chairs who had preceded her. Prof. Rich Burton (Fuqua) is here, the first Academic Council chair with whom Pres. Keohane had served in 1993. He had served on the presidential search committee, along with a number of other faculty. She noted Prof. Craufurd Goodwin (ECON) here today, Prof. Philip Stewart (RS), Prof. Sara Beale (Law), and several other individuals who are still around and to whom we are quite grateful for bringing you here, along with Trustee John Chandler's leadership of the Search Committee at that time. "We don't forget those things." Among the former Academic Council chairs invited to attend Prof. Jim Siedow (BIO) is here, Prof. Rich Burton (Fuqua), and Prof. Bob Mosteller (Law). Two of her other colleagues couldn't be here today and sent written comments that she would read to the Council. The first is from Prof. Len Spicer (Rad&BCH) by e-mail. He says [to Pres. Keohane]:

"I will be in Palo Alto with a scholarly message when the Academic Council celebrates your presidency at its meeting next week and regret that I will not be able to join the current and former chairs to hear your remarks and thank you for working so closely with us. Your strong support for faculty governance at Duke has been noteworthy and most welcome. I also want to express my own appreciation and that of the faculty for your tireless efforts in leading this university and developing resources for it. You have put in place a truly substantial foundation upon which the University can build to achieve its ambitious aspirations. You have been the right person at the right time for this remarkable institution. We are all grateful for your commitment to enhancing the character at Duke

and the academic and scholarly contributions and community involvement of its faculty and students. We thank you and wish you the best as you pursue new challenges in the coming years. With warmest regards, Len"

And second. Prof. Peter Burian (CS), to the Council:

"I am sorry not to be here to honor Nan in person, but grateful to Nancy for giving voice to this brief tribute.

"Anyone who like me has been a member of EC AC during Nan's presidency treasures memories of the wonderful, free-flowing and fruitful discussions that marked her regular meetings with us. But, from the beginning, Nan has been conversing wisely, persuasively, and productively with an enormous number of constituencies. I have had the privilege of hearing Nan talk to the most disparate groups—faculty, indeed, but also parents, students, alumni, community members, school children, donors, protestors. Like the King in *The King and I*, she will not always say what you would have her say, but most of the time she does indeed say something wonderful. What is especially impressive in my experience is how she manages in every setting and circumstance to say exactly what she wants to say, unambiguously and unequivocally, but in a way that wins respect, admiration, and affection even from those who see things differently.

"I would like to share one memorable example of Nan's conversational charisma. When the first war clouds appeared in the aftermath of 9/11, a group of Duke students who believed very fervently that the United States should not go to war came to the Academic Council office to enlist my help in urging Nan to oppose publicly any US military action. I suggested that the right way to go about this was to speak to Nan directly, rather than simply to send what amounted to a demand. They liked the idea, and Nan didn't fail me, agreeing to see the group on very short notice. Sitting around the table in her office, the students heard Nan say very clearly and concretely why she disagreed with their view and why she could not in any case take the public stand they desired. And then they then heard her endorse their engagement and initiative, and suggest, equally clearly and concretely, a series of things that *they* could do to engage others in the debate and to increase awareness of the issues on campus and in the wider community. After a lively discussion of those suggestions, the students left the president's office, not angry or downcast, but energized, empowered, and eager to redouble their efforts.

"Yes, Nan seems to find the *mot juste* for every occasion—but one despairs of finding the *mot juste* for her. So I will simply conclude by saying, on behalf of the many people who, like me, could not be here today, thank you, Nan, thank you for everything."

Next, Nancy **Allen** had a memento for Pres. Keohane, a picture of the six Academic Council chairs during the Keohane era at Duke. [All wearing blazers over Duke jerseys, they were posed on a rooftop outside the Academic Council quarters in West Union Tower, where all had managed

to avoid falling over the parapet.] "If you don't like the version that's in the frame there is another more sedate one behind it that you could put out for show." Delighted, Pres. Nan described it for the Council: "all the chairs in their Duke shirts and blazers. Cool. I don't want a more sedate one at all." Nancy Allen had copies as well for the chairs, and one for Linda Lehman, who had worked with all these chairs during all those years.

She had one more brief tribute, a certificate that will be framed for Nan after collecting the signatures, at this meeting and later. It would be available for signature also at the reception, directly to follow. This Duke University Certificate reads as follows.

MEMBERS OF THE FACULTY
HONOR

NANNERL O. KEOHANE

EIGHTH PRESIDENT OF
DUKE UNIVERSITY
1993-2004

We express our appreciation for your exceptional leadership,
Pursuit of excellence in all of Duke's missions,
Promotion of values and ethics in higher education,
Attention to students, faculty, staff, alumni/ae and trustees,
Devotion to scholarship, athletics, art music, religion,
Efforts in enhancing intellectual life, diversity,
interdisciplinary activities, and internationalization,
Improvement in community relations with Durham,
Expansion of collaborations with neighboring institutions,
Willingness to listen, consult, decide and act,
Overwhelming success in the Campaign for Duke, thus
contributing new buildings and innovative programs,
And for being a true role model, teacher, mentor, and friend.
With pleasure and pride, we thank you for your service
as President, and wish you and your family
health, happiness and success in the future.

Presented by the Academic Council
On this 22nd Day of April 2004
Faculty Commons

Following warm applause after her reading of this Certificate, **Nancy Allen** adjourned the Council for all to go across the quad to the West Union Building, the second floor to the Faculty Commons, for the reception, where they could speak with Nan personally. Thank you.

For consideration by the Academic Council,

Donald Fluke, Faculty Secretary