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Minutes of the Regular Meeting of the Academic Council

Thursday, May 11, 2006

Paul Haagen (Law, Chair of the Council): We have a long agenda so I want to call the May Academic Council meeting into session. I assure you that even though this is a long agenda, I teach the survey in American Legal History and we do 17 years a class—so we should be able to make it the 10 items in an hour and a half.

The first order of business is to approve the minutes of the February 16th meeting. [The minutes were approved by voice vote without dissent.]

This is the last Council meeting for this academic year. The Council will resume meeting on September 21 in a new location, 0012 Westbrook in the Divinity School. Linda Lehman feels somewhat nostalgic about this move and noted that the present room has character — perhaps as Grant is supposed to have said about Lee: that he was a man of principle. It was too bad that his principles were so bad!

Lacrosse

Two faculty committees, the Academic Council Student Affairs Committee chaired by Professor Prasad Kasibhatla and the ad hoc Lacrosse Program Review Committee chaired by Professor James Coleman, each of which had been charged by ECAC, delivered their reports and recommendations on May 1. I circulated those reports to all members of the Council immediately upon receiving them.

ECAC then met with Professor Kasibhatla, Professor Coleman, and members of the ad hoc Lacrosse Program Review Committee on May 5 to discuss their reports. Both reports have been forwarded to the committees with the most immediate responsibility for dealing with the issues raised by the reports: the Athletic Council and the Campus Culture Task Force. I've been in touch with the chair of the Arts and Sciences Council to discuss with him the response of that body to the reports and to the issues raised by the lacrosse party incident. ECAC is considering what further steps are appropriate and we would appreciate your thoughts and guidance—preferably in written or e-mail form—about how to proceed to consider the reports and how we should be taking them up both in the summer and in the fall. The by-laws of the Academic Council provide that it meet monthly during the academic year from September to May, and at such other times as the Chair or Executive Committee (or ten members of the Council) may call. In recognition of the fact that it is likely to be difficult to convene a meeting of the Council during the summer months, or between terms, the Christie Rules provide that this Council may at the May meeting delegate to ECAC authority to appoint a committee to act in a consultative role to the Administration when the University is not in regular session. ECAC will now introduce a motion that this Council give it that authority. The motion reads as follows:

RESOLUTION

Whereas, the Christie Rules provide that at the last meeting of the Academic Council in any given academic year, the Council may delegate to the Executive Committee of the Academic Council the authority to appoint a committee of at least three Council members to serve in a consultative role to the Administration when the University is not in regular session, and whereas the Christie Rules note that this committee should normally consist of members of the Executive Committee of the Academic Council if they are available, ECAC recommends to the Academic Council and moves that the authority to create such a committee be delegated to the Chair and Executive Committee of the Council, and that such committee once formed would remain in operation until the first day of the fall semester of the 2006-2007 academic year.

Is there any discussion of this motion?

Earl Dowell (Mechanical Engineering & Materials Sciences): Would it be appropriate for you to share in some form or other the issues that will come before this group in the summer—by e-mail or by written correspondence or whatever?

Haagen: I would be delighted to do that. Any other matters? [The motion passed by voice vote without dissent.]

Earned Degrees

DIPLOMAS DATED MAY 14, 2006

Summary by Schools and College

Trinity College of Arts and Sciences
- Dean Robert J. Thompson, Jr.
  - Bachelor of Arts 849
  - Bachelor of Science 383

Pratt School of Engineering
- Dean Kristina M. Johnson
  - Bachelor of Science in Engineering 226
  - Master of Engineering Management 41

School of Nursing
- Dean Catherine L. Gillis
  - Master of Science in Nursing 60

Nicholas School of the Environment and Earth Sciences
- Dean William H. Schlesinger
  - Master of Environmental Management 96
  - Master of Forestry 4

Fuqua School of Business
- Dean Douglas T. Breeden
  - Master of Business Administration 515

Divinity School
- Dean L. Gregory Jones
  - Master in Church Ministries 4
  - Master of Theological Studies 20
  - Master of Divinity 116
  - Master of Theology 20

School of Law
- Dean Katharine T. Bartlett
  - Juris Doctor 213
  - Master of Laws 98
  - Doctor of Juridical Science 1

School of Medicine
- Dean R. Sanders Williams
  - Master of Health Sciences 47
  - Master of Health Sciences in Clinical Leadership 5
  - Master of Health Sciences in Clinical Research 22
  - Doctor of Physical Therapy 32
  - Doctor of Medicine 108

The Graduate School
- Dean Lewis M. Siegel
  - Master of Public Policy 51
  - Master of Science 29
  - Master of Arts 114
  - Doctor of Philosophy 161

TOTAL 3215

Executive Session: Honorary Degrees

Sanford Institute of Public Policy: Transition to a School

Paul Haagen: At the April 20, 2006 Academic Council meeting Provost Lange and Professor Bruce Kuniholm presented a strategy for the transformation of the Sanford Institute of Public Policy and the Department of Public Policy Studies in Arts and Sciences into the Sanford School of Public Policy at Duke University. They did not seek a formal authorization to create a school, but rather asked for this Council to endorse a strategy subject to specific fund-raising goals within a specifically limited time.

In order to move forward to seek formal authorization, the leadership of the Institute and Department must raise $40 million at or prior to the end of the 2008-2009 fiscal year. Formal authorization of the transformation will need to go through the full faculty committee and Academic Council review, although it is anticipated that the review would not be *ab initio*, but would rather treat this Council's approval as an approval in principle to the transformation and would limit its consideration to a determination that the circumstances had not changed such that the transformation would no longer be in Duke's institutional interest.

Are there any questions on the proposal?

I have drafted a resolution...Its complexity and prolixity reflect, I hope, the complexity of the issue and not a professional disease of mine.

RESOLUTION

Whereas, the Provost and the Director of the Sanford Institute of Public Policy presented at the April 20, 2006 meeting of the Academic Council a report setting out the intellectual and academic advantages of transforming the Institute and the Department of Public Policy Studies in Arts and Sciences into the Terry Sanford School of Public Policy at Duke University, and

Whereas, the Provost and the Director of the Sanford Institute of Public Policy have presented a strategy for transforming the Institute and the Department of Public Policy Studies in Arts and Sciences into the Terry Sanford School of Public Policy at Duke University, subject to achieving specific financial fund-raising benchmarks, and

Whereas, this strategy has been extensively discussed in the Executive Committee of the Academic Council, the University Priorities Committee and the Academic Programs Committee, and

Whereas, the leadership of the Sanford Institute and Department of Public Policy Studies has concluded that clear endorsement of this strategy

and these benchmarks is important to achieving its aspirations to become a School.

Be it resolved, the Academic Council endorses the strategy presented at the April 20, 2006 meeting to transform the Institute and the Department of Public Policy Studies in Arts and Sciences into the Terry Sanford School of Public Policy at Duke University, subject to achieving specific financial fund-raising benchmarks, specifically that $40 million dollars in new funds be raised for the School on or before the end of the 2008-2009 fiscal year. Formal authorization to create the Terry Sanford School of Public Policy at Duke University will be subject to review by all relevant faculty committees and the Academic Council, although that review should be limited to consideration of whether changes in circumstances between now and the time of the review require a re-evaluation of the advisability of transforming the Institute and Department into a School.

Are there any questions?

Earl Dowell: Is the $40M to be in hand as of that date or simply pledged?

Provost Lange: Pledged through signed agreements.

Haagen: Are there other questions? Could I ask for a motion to approve the resolution? Second? Any further discussion? All in favor please say aye. Opposed? Mr. Secretary the ayes have it unanimously. The resolution passes and we will forward it to the Provost for inclusion in the Board of Trustees discussion of the item this weekend and good luck Bruce.

Psychology Merger

At the March Academic Council meeting a proposal was presented to merge the current Department of Psychological and Brain Sciences and the Department of Psychology: Social and Health Sciences. The minutes from the March meeting, such as they are, reflect the discussion and questions raised about the proposal. The two departments have responded with a proposal including the rationale and mission of the unified department, and the conditions on unification. The two departments have now voted on this resolution and the results of the vote are:

Psychological and Brain Sciences voted 16 for and 0 against the unification; Psychology: Social and Health Sciences voted 14 for and 2 against (In addition one faculty member is on leave and did not vote and another did not respond).

The name of the unified department will be **Department of Psychology and Neuroscience**.

Are there any questions? Both Patricia Bauer and Tim Strauman (co-chairs designate) are here today representing their respective departments. I'd like to introduce the following resolution:

RESOLUTION

Be it resolved, The Academic Council accepts the proposed recommendation to unify the Departments of Psychological and Brain Sciences and Psychology: Social and Health Sciences and endorses the unification into one department to be named the Department of Psychology and Neuroscience effective July 1, 2006.

Second? Any discussion? All in favor please signify by saying aye. Opposed? Mr. Secretary the ayes have it.

University Priorities Committee

Haagen: The last four items on the agenda today are all information items. The first of these is the University Priorities Committee report. This committee is charged to work with senior administrators to define University and academic priorities and ensure that the University's annual and long-term budget reflects these priorities. The UPC chair is asked to meet with the Academic Council in the fall to indicate the goals of the committee for the year and again at the end of the academic year to report on the work done. Jim Cox is chair of UPC and is here today to give his year end report.

Jim Cox (Law/UPC Chair): Thank you Paul. When I was here in the fall you looked at this overhead then and.... I said I would be returning in the spring and would be able to give you a report about what our progress was. In addition to the items you see here, that we cover 3-5 weeks before any trustees meeting, we look at the resources and priority issues that might go to the trustee committees. Those are fairly regular agenda items here. The first one is ongoing—in fact many of them are ongoing.

Graduate School funding: the Provost provided additional funding for stipends going forward and this is an agenda item that we'll be looking at this year; we had a couple of meetings about that, as well. We also had a couple of meetings about the athletic budget which has a bit of a deficit. How to address it? Various strategies are being discussed and that is

also an ongoing item that will return to us next year…

We had several meetings on the question of the Sanford Institute becoming a school. And that is also an ongoing item because, as Paul was pointing out with the resolution, it's necessary to continue to look at the framework for this. We had a series of meetings with questions for Jim Roberts about fine-tuning some of the calculations about the level of subvention as we approach 2008, that magical date for Bruce [Kuniholm]. We'll continue to keep an eye on that.

We briefly looked at the question about the spending rate from the endowment, how it is calculated…We've had interesting discussions with Tallman [Trask] about that within our committee.

We regularly review what the Provost has been able to accomplish (which is miracles, I think) with the strategic investment fund. We don't get into questions about particular allocations, but we seek ways and strategies to grow that revenue stream and be supportive of efforts to support deans and provide support for initiatives. We were not as deeply involved as Tim's committee in the long range report. I did see it was possible to look at all the individual school plans and still accomplish the things that are on our agenda and so I made an executive decision and I talked to Paul about how we would allocate our resources and our time going forward…

We think that the current form of the university's 5-year plan shows that we've done what we can right now.

Originally I thought we were going to be looking at something about Human Resources area. I Talked to Tallman and decided to take that off the agenda for now. It was not a burning issue just a misunderstanding on my part about some issues there…

Parking is an issue that will come back to us in the fall too. We thought it was going to be on the agenda. The issues there are not just amount and cost, but the how parking effects the quality of graduate life, and the ambiance of the campus. That is a much harder thing to wrap your arms around. And so we expect that to be coming in the fall.

We have a budget subcommittee in which it would have been nice, in the spring, to drill down on a few of the issues regarding the Sanford Institute and make everybody aware about this. But our committee lost two of its key members this year. One is visiting abroad and one is leaving Duke. So we really didn't have a quorum to really do what we could with a full group. But I don't feel we disabled the process by not using the subcommittee there. We expect fully to have a full robust contingent next year for UPC and this budget committee as we go forward.

If you have questions I'd be glad to answer them.

Earl Dowell: Jim, could you highlight for us the 2-3 major recommendations or considerations that were a consequence of the UPC deliberations?

Cox: The one that I think is probably the most important—and I should have mentioned this earlier—relates to the Graduate School. Most of the issues come up in the interaction between Peter, myself and Jim Roberts about what would be appropriate items and what's necessary to come up and catch what's going on at other places. But in fact it was a faculty member who said that he felt that our stipends are not competitive. We don't have the same culture with respect to graduate students in the Law School, so it's a bit of a black box for me. But digging around made me curious and asking people whether we really were supporting our graduate students competitively. And so I think that's one of the real issues to get on the agenda for our conversation about how we fund the Graduate School to at least get it on the agenda for UPC. I'm not saying all are ready for the administration to act, but I think that it was shortly after that conversation that the Provost did decide that there would be additional money going forward to make our stipends competitive. I see that as particularly important.

I also think we had a very frank conversation about athletics within UPC. And the frankness of that conversation was facilitated by the understanding that what would be said within those walls—among the discussants—would stay within those walls. So whatever happens in Las Vegas stays in Las Vegas! So I think that we're going to continue to have frank conversations about that and strategies for meeting the financial needs of the Athletic Department…those conversations were good and positive.

I think we asked some good questions related to the Sanford Institute—asking questions about where is the needed flexibility. The figure was mentioned earlier about $40M endowment that would be raised, but what if only $32M is raised? … And we asked, I thought, good questions to Jim too about how you came up with the subvention and I think there are some issues there need to be fine tuned...I continue to think more about parking, but I think those would be the three issues that occur to me.

The final thing that I will say is that we continue to be vigilant for where the resource decisions are going to be made on Central Campus, which will be on the list for the next 40 years. We can assure you that we have not had a hint of any checks being written…But as we move forward and actually start thinking about sticking a spade in the ground then the resource issues come up. But right now we've been looking at the priority issues in terms of making sure there is the right sort of academic/living arrangement so that it's not just some happy place in the suburbs without a soul....

And as you think about resource issues I eagerly invite you to send those to us and they will be on the agenda. Thank you.

Haagen: I want to thank Jim for his work on this committee. It is a committee that is of critical importance to all of us.

Academic Programs Committee

The Academic Programs Committee is charged to oversee program and department reviews and to advise the Provost on the development of academic departments and programs. The chair of APC also sits on UPC (University Priorities Committee) to ensure that larger-scale intellectual academic priority issues that run across or among schools or divisions are fully studied and the external reviews are presented at UPC. The chair is asked to present work done that year at the May Council meeting. Tim Strauman is the chair of APC and is here today to present his year-end report.

Tim Strauman (Psychology: Social and Health Sciences): I take it you already received this [report]? The first thing I want to do is thank the folks on the committee. They are terrific. They give inordinate amounts of time. They are invariably people who are already on lots of other committees so my hat goes off to them. They are truly representatives of a broad intellectual community. It is very impressive to see people whose specialty is one area coming up with the most thoughtful, insightful comments on a completely different area. It really is impressive and it's a pleasure to serve with those folks.

As you know this is a time of strategic planning and at the end of last year I was able to report to you that the Academic Programs Committee had done a good deal of work in terms of generating ideas for where the planning process should go. So we were able to do a fairly extensive review, particularly within (but not just within) Arts and Sciences about where the university stands, what are the major problems, what kinds of things should we be targeting.

As you might imagine that more or less committed us to spend a great deal of time this year following up on our own recommendations and seeing that the strategic planning process went strategically. In addition to the kinds of departmental reviews that we do and are ongoing, we reviewed I would say the majority of the drafts of the strategic plans—certainly from all of the schools, from many of the institutes and some of the strategic proposals that sort of bubbled up from the ground or down from the administration as well. That's what we do and I'm happy to answer questions about any specific items or proposals.

It's been a pleasure to do this. And actually I'm quite confident that the outcome of the strategic planning will be something that is very positive for the university as a whole. And I think to that we owe the work of a number of committees including UPC, Academic Council, ECAC and the folks on this committee too.

Haagen: Tim is finishing his third year as chair. He has been a very forceful and effective leader of that committee. On behalf of the Council I want to thank him for his work. Any questions for Tim?

Strategic Planning

The next item is an update on Strategic Planning from Provost Peter Lange. You received a memo and an executive summary with your agendas. And the URL for the report was on the agenda. Provost Lange:

Provost Peter Lange: It's with great pleasure that I present you with the details of the university strategic plan. As you know this comes as the culmination of several years of effort. It focuses on things that will make us attractive to the kinds of faculty and students that we want to attract and will allow us to do the kind of research that we are best at. You will also may have noticed that one chapter is missing. This is the chapter on Durham, the region and the world. Because of the events this spring surrounding the lacrosse team, we are further developing that chapter and in fact those who were to be heavily engaged in the preparation of the chapter have unfortunately been heavily engaged n other things instead. That chapter will be available in the final draft which will be presented to the Council at its September meeting.

Just to give you a sense of where this plan is. This plan draft has been seen by every committee which was involved in the process within the last two weeks. We have been absorbing feedback from all of those committees and we will tomorrow be discussing it with the Board. After all of that feedback has come in we will then take the summer to react and respond to that and make changes in the plan reflecting the discussions we have heard as well as adding the missing chapter. And we will then go through one more round with all of the committees and with the Academic Council and the Board in September leading to the Board meeting on the 30th of September.

The way to understand this plan is to think of it as the university plan which sits on top of and interacts with the school plans. And it is extremely important to recognize that a great deal of the activity of strategic planning happened at the school level, is embodied in the schools' individual plans and is only partially interactive with the university plan. At the same time the university plan can be extremely im-

portant to the ability of the schools to advance their particular priorities.

Let me give you an example. There are certain activities in the university which are undertaken primarily only in one school. That does not mean they are exclusively there, but they are primarily at one school. Humanities at Duke would be one such example. You do not see an enormous amount of humanities in the university plan because there is so much of the humanities which is in the Arts and Sciences plan. Nonetheless the university plan—for instance the faculty enhancement initiative—will in fact allow Arts and Sciences to do some things with respect to its goals in the humanities that would not otherwise be able to do: in the hiring of faculty for instance. If there were not the university plan and the commitment to the faculty enhancement initiative in the university plan. So that's the kind of interaction you will see.

The Dean of Arts and Sciences might come forward and say: in our plan visual studies is one of our humanities goals and in fact we have identified two truly outstanding faculty members and we would like to draw on funds from the faculty-enhancement initiative in order to be able to bring both of them at once rather than having to wait and to hire one now and one 3 years from now. And we want to do that not only because they are both great, but because we have a much higher probability of hiring them both if we hire them together than trying to do so individually. So the Faculty Enhancement Initiative interacts with the school plans there. And that is characteristic throughout the plan.

Now plans can be just lists, as the President has often reminded me, or they can be lists with dollars attached which is a slightly better planning document. They can also be lists with dollars attached which are made coherent because they are driven by a broader vision of how a university can develop to take into account the challenges and opportunities that it faces in the broader arena. As you saw in the preamble to our plan, and in the chapter on challenges and opportunities of the planning environment, we believe that this plan actually does carry forward a vision which brings those individual goals and individual initiatives more into coherence.

Now no one would presume to say that in a plan of 60-70 pages covering the university the range and quality of Duke that we could encompass in a single vision every single thing. That would be shall we say simple minded in the extreme. Nonetheless we have tried in this plan to provide a vision which says Duke can do something special in the environment in which universities have to operate today because there are qualities of our university that allow us to do that. And there are commitments we can make through strategic planning which will enable us to do that.

First a few words about the process. And I'm not going to take long on this—Tim and others have mentioned this. We have done an awful lot of planning in the individual schools. We have had innumerable numbers of meetings of each of the committees and in this planning presentation today I am then going to show you what I talked to you about our aspirations about the basic core values that have driven the planning process. About the key academic goals and about the ways we are also thinking about facilities and therefore further transformations of our campus. And finally, I am going to conclude with how in the heck we are going to pay for all of this.

We have a lot of faculty engagement in the planning process as I've also said. It was led by the Planning Steering Committee. I think Prasad [Kasibhatla], and I'm going to name the chairs of these committees, who have done a phenomenal job, but so have all of the members of their committees in giving us ongoing feedback on documents that we brought to them. These committees met for incredible numbers of hours and brought forward extremely well shaped recommendations to us that allowed us to then move forward. The schools plans, as I mentioned already, very actively involved faculty. We had thematic working groups which brought faculty together from across the campus and enabled opportunities to propose new signature academic programs.

Not all of those got into the plan because not all of them really took off. The ones that are in the plan are the ones that really took off and there were a few that didn't.

Finally the plans were shaped and reviewed (as Tim has already noted) by the Academic Programs Committee, both last year and this. The University Priorities Committee which Jim Cox chaired and which did a lot of work with us on some of the budget items. We had regular updates with ECAC and of course reported to the Council. The other person I really need to thank here is John Simon who is the vice provost for Academic Affairs who has really been the point person in bringing all of this together. That poor sucker has had to go to all of those meetings!

There is not a great deal in the document I'm going to present to you today that you haven't seen, in one form or another, at some earlier point, although not fully in the form you see it today.

So, aspirations: In Building on Excellence we stated that we wanted to be among the small number of institutions that define what is best in American higher education. That goal remains today, but the pressures of globalization and our understanding of how it influences universities mean that we need to be thinking of education more broadly than just in America. So that goal has been redefined here to be among the small number of institutions that define what is best in higher education period.

Duke's identity ultimately rests with the quality of its faculty. We must continually strive for faculty excellence and here I define excellence to mean a combination of powerful intellectual creativity and eagerness to stimulate and support the creativity of

our students. And I've said it often here. Sometimes we have censored ourselves with respect to the kinds of faculty we bring to Duke and one of the goals of this plan is to end that kind of self-censorship and assure that the resources are available to hire the absolutely best and to make sure that they actually come.

Our academic programs created the signature or brand of our institution. (I don't like the word *brand* too much, but a lot of people are using it these days). We must increase our capacity to innovate programs that integrate, create collaborations, help educate and connect knowledge to real-world problems. That is one of the distinctive features of this plan. That is, our intention: to make Duke a place where the application of knowledge to real world problems is one of the things people say Duke does, they do it well and there is an institutional commitment it.

We must make Duke also a place where education is a living process. Where we stimulate inquiry and where are students take ownership of their educational experiences and do so in an integrated fashion across all their curricular and their extracurricular life. And of course that challenge has become even more powerful since the recent events although it is one which was already built into the planning process well before the last year. When sewn together we must keep our strategic eye on developing our *distinction with distinctiveness*—a phrase I know you've heard me say *ad nauseam*, but nonetheless it is actually a driver of what we've sought to do. How can we both achieve real distinction and do it with a kind of distinctiveness that people will say: that's what Duke does. We have areas where that is already true and we want to have more.

In the planning process we operated with 5 fundamental guideposts:

First, we recognize that the university's work is built around our schools. We have a budget system which is driven by the schools. We have an administrative system which is built by the schools. But the big thing that we have accomplished it seems to me over the last 15 years is captured in this first bullet [referring to PowerPoint]. We no longer have schools which are seen as islands, but actually as reservoirs which can draw together resources to apply to intellectual problems. And that's been a major gain for us here at Duke and it is one which we must continue to take advantage of.

The second guidepost was that we have to push on the issue of the quality of our faculty. Not because the present faculty isn't extremely good, but because we recognize that this is a very competitive world and there are also excellent faculty who we could add. And we need to also be sure that we support those faculty, not only the ones we want to bring, but also the ones that are here, to do the absolute best job meeting the balanced set of responsibilities which we require of faculty. Remember Duke is a place which still values the educational process at the undergraduate as well as the professional and graduate level. And it is a place, therefore, where we put a lot of burdens on our faculty. We say you need to live a balanced professional life in which research and teaching are both important. Do we support that well enough and if we don't, how can we better support it?

Third, we need to support interdisciplinary teaching and research among both our students and faculty.

We also need to continue our efforts not only to draw the best students into our applicant pool—this is mostly about undergraduates, but it also refers somewhat to graduate students—but also to increase their willingness to come to Duke. We get excellent students, but I can tell you across many of our schools we just still don't get as many of the very top students that we want. So when we make lists and say here are the students in the order of the quality we would like to get we're not quite getting the number at the top that we want. The thing that's fundamentally going to change that is not offering better rewards than other people do, but offering better programs than other schools do—making us more attractive. We do have to level the playing field in terms of resources and I'll come back to that with the Graduate School, but we have to then also assure that we offer the programs that are exciting and take the most advantage of what Duke can do.

Finally we have to ensure that every student who graduates is a far better-educated person who is prepared for this century. These were the guideposts that we used in thinking through the initiatives that we advanced.

Now are there certain things about Duke that we think ought to be, or are already are, our signature values, our themes, things that really characterize Duke. And the first one on this list I can tell you is already something which very much does that. If you look nationally we're beginning to get recognition as a place that doesn't just talk interdisciplinarity, but does it and does it not only at the level of the kinds of appointments it makes, but in the deep infrastructures that either promote or discourage working together across departments. And this is an extremely important characteristic of our university. It is one I can tell you allows us to hire some truly outstanding faculty. I can also tell you that there are some outstanding faculty who don't want to come to Duke precisely because this is a characteristic of our institution. But of course that's part of what being distinctive means—that there are people who are really attracted by what you do and there are people who say if that's the way the place works that's not the kind of institution I want to go to. That's fine.

Second is knowledge in the service of society. This is something which is a newer theme for us, but one which we are really pushing hard in this plan. And we're doing so not just because it establishes a niche for the university, which I believe it does, but also because as described in the preamble and in

some of the challenges, we actually feel universities that fail to do this are going to become increasingly isolated and increasingly under attack over the coming decades, because the world has changed: the ivory tower is no longer sustainable in the present world. And institutions that can really bring their knowledge at basic science level all the way up through to translation are going to be the ones that really establish a place for themselves.

The other 3 themes here: internationalization, diversity, and affordability and access, are absolutely critical. They are ones which have been in our plans before and they are sustained for the last plan very much into this one and in fact in the area of diversity we have sought to move from the Faculty Diversity Initiative, which was passed by the Council 2 years ago, to a more concrete set of goals with respect to faculty diversity than we had at that time.

Coming now to the academic goals indicated in the plan.. There are 6 that I want to review with you. I'm not going to go through these slides at length, but I'm going to highlight a few things.

The first goal is to increase the capacity of our faculty to develop and communicate disciplinary and interdisciplinary knowledge. This is absolutely critical for us. It is not the first goal for any other reason than that it is the highest priority within the plan. The Faculty Enhancement Initiative is designed to accomplish this. It says we will hire the absolute best, and we will try to assure that the resources are available to do so. I can tell you too often departments say we can't get that person, the dean will never give us the money. We can't get that person because he wants to come with somebody else or she wants to come with somebody else…so spousal hires are an additional issue. And we can't ever get two people at the same time. The Faculty Enhancement Initiative is designed to say to departments: go for the best, find out how you can get them, work with your deans, work with the Provost's office to see if you can bring those people here and then build them into the budgets of the schools over time. At the same time the initiative recognizes that we have to do well by the faculty that we already have. We have to make the best of all the resources of our campus, not just the new ones, but also the existing ones. And that means to enhance the opportunities for existing faculty to advance their careers and to improve their skills. Also in that enhancement initiative we spend a good deal of time talking about how we can assure that faculty can pursue the range of activities—teaching as well as research—in their careers and can do that in interdisciplinary settings when appropriate.

The Faculty Enhancement Initiative is central to the success of our plan. It works closely as I said not only with the university priorities that are identified in this plan, which we're reviewing here, but also with the individual school plans and the places where they have identified critical priorities. Some of them which match directly up to the university ones and some of them which are specifically those schools because of particular needs of those schools at this time.

The second goal is to strengthen the engagement of the university in real-world issues and this is reflected in the strategies pursued here which are commitments to various centers and initiatives, some of which already exist: the Institute for Genome Sciences and Policy, the Social Science Research Institute, the Franklin Humanities Institute, the Kenan Institute for Ethics, and the Nicholas Institute for Environmental Policy Solutions. And as you have voted today to create the Sanford School for Public Policy (if it's able to meet the conditions) which we've identified as a perfect embodiment of this mission and of the role it can play in really bringing the policy process to bear on research that's ongoing at the university as well as training our students for public roles.

We're also launching 4 new initiatives that came out of the process that had been described earlier: Global Health about which I think you've heard quite a bit, Brain Mind Genes and Behavior, which is the first time we've actually had the people working in this area from across the university—a very wide range of scholars across the Medical School and several of the schools on the campus side who come together and develop an institute which will be focused on brain, mind, genes and behavior research, especially the linkages across different levels and types of analysis within that broad area. This is an area where we have enormous potential. We have both the instrumentation and the intellectual power and to harness it through an institute—an extremely exciting opportunity. We won't be unique, but we may have a span and a group of faculty and a kind of instrumentation that will allow us to do it in a very special way. In that Duke way that we were talking about earlier.

The 3rd area is not yet at the same level as some of the others. We're still working on the Earth Systems Science and Engineering Initiative. We have actually 4 different proposals which we're going to work at over the summer to bring into some greater coherence.

And finally there is *imaging* which is an incredibly exciting area which again spans the entire campus and brings to bear both the people doing the substantive work that is enhanced by imaging and the technological work to use and develop techniques of imaging which will enhance research.

There has already been quite a bit of discussion about the Graduate School goal today. What was said here earlier is true. The discussions both in the UPC and APC as well as a very long and thorough analysis by Lew Siegel through the Graduate School plan made us realize that we needed to give a very high priority in the plan to graduate and especially Ph.D. education. We are going through a dean transition; we don't want to lock in the new dean before she has the opportunity to structure the specific stra-

tegic areas that she wants to develop with the Graduate School over the next year. So what we thought is we would put in a placeholder in the plan with support, but with the cooperation of Lew and Jo Rae Wright and our office we already highlighted that the competitiveness of our graduate awards has to be one of the first steps towards realizing this goal.

Our stipends are falling behind and as I said earlier, we are not trying to buy students, but we also don't want to lose them because our awards are not fully competitive. So the first goal for the new dean will be to develop a plan for building up the competitiveness of graduate awards and we have put money in the plan to allow her to do so as well as to do other things beyond that.

The undergraduate experience has been a theme of our strategic planning throughout, beginning last year. I have to admit that in Building on Excellence this theme did not get the kind of development which it deserved. Nonetheless in the last 5 years we've begun to develop a number of new curricular and to a lesser extent extra-curricular programs that can really enhance the Duke undergraduate experience and make our experience and the opportunities for our students, the intellectual and extracurricular opportunities, as attractive as at any other competing university. We have lots of work to do here, but here you see the basic principles that are enunciated.

What we're going to do is work very hard on the sophomore year. We have a great freshman year I can say. Our freshman year is competitive with any school that we compete with. You've all heard of sophomore slump. We not only have a sophomore slump among students, we have a sophomore slump among what we deliver to our students. And that is a problem—a problem which the plan is specifically designed to address. And in the work through Trinity College and in Pratt those schools are working very hard to enhance the undergraduate education that they are providing for their students: to get through the sophomore year and then into the kind of research and disciplinary and interdisciplinary opportunities that there are at the schools at the advanced level.

One of the things we're really hoping to do with the plan is to increase the opportunities for every undergraduate student who wants to do research with any faculty member on our campus—not just faculty in their schools. We're seeing a lot of that in the School of Medicine and there's no reason that some of the other professional schools could not provide mentors for undergraduates who wish to do research projects that intersect with the kind of work that those faculty members do in their own schools. That's an enormous resource which if we could take advantage of it would again make us a special place for those upper-class experiences. But we have to start that process in the sophomore year and we have a lot of work to do there.

You've heard a lot over the last year about the Arts and the plan highlights both significant programmatic arts initiatives and major facilities undertakings that we need to do. What we want to do is make sure that the arts are present on all three of our campuses (west, east and central). And there will be facilities projects on each of those campuses designed to enhance our ability to present first-class arts performances. But there are also a number of initiatives to bring the arts more fully into the undergraduate curricular experience.

For instance, we recognize that we are not doing as good a job as we could with the kind of base-level arts courses that draw students into the arts at the freshman level. There is an initiative coming out of Trinity College. It will be supported in part with strategic funding to enhance and enrich those early stage courses that draw on large numbers of students and that can really make the arts vibrant and make use of the whole community.

Finally, we're creating a set of goals around supporting the library and technology on our campuses. It's quite amazing actually what's happened to Duke's reputation in technology in the last 6 years. We were considered a backwater of technology when Building on Excellence was begun. Now we're considered to be at the forefront. iPods: you can like them, you can not like them so much. But they did do something for us reputationally which we have taken big advantage of. And that's been very, very useful.

We've also innovated quite a bit with the kinds of technology in the classroom. As you've all also note one of the big areas of technology we need to work on is indeed classrooms. You'll remember that from the climate survey. And there is in fact significant amount of money in the strategic plan for the enhancement of classrooms. At the same time Perkins Library has only done the first phase of the exciting things we want to do there. I'm sure you've all heard it said since Bostock opened we've had a 40% increase in the number of students entering the library. That's a pretty amazing number. I think there was a lot of pent-up demand, some of which still exists.

We're going to also build in the next phase of the library a major classroom complex which will allow us to build more advanced classrooms that will serve all of West Campus. And we'll express physically the integration between the library as a place that you gain information and learn about information and the way you bring it directly into what you do in the classes.

I'm not going to spend a lot of time on Central Campus because we're going to come back to that in a few minutes. But what I do want to stress is that one of the things that we recognize as we went through the process of planning for Central is that if we really did it as well as we are planning to, somebody is going to say: what happened to West and East? So we've recognized that as part of the development of Central Campus we must review and do things about some of the facilities that we have

things about some of the facilities that we have both on West and on East. So we're remembering all 3 campuses. And the plan encompasses projects which involve facilities on East, as well as some of the facilities on West.

I would just suggest to you that West Union is probably not the kind of facility that you would want at the very heart of your campus as one of the first places students go to when they get up in the morning. And so we have to work on our West and East campuses even as we develop Central.

I want to show you two slides because the strategic plan doesn't sit apart from what's going on in medicine and what's going on in nursing. They too have been planning over the last year and a half. And I've outlined here some of their major goals, some of which interact quite strongly with goals in the university strategic plan.

Take an example: *imaging* is across schools including Medicine, Brain, Mind, Genes and Behavior, Global Health. These are all initiatives that span the campus and the School of Medicine and School of Nursing will be making commitments in those same areas. Some of our strategic funding will used to enhance the kinds of initiatives in faculty development other that what you see here.

So here you see an outline for some of the strategies in the School of Medicine and here are some of them in the School of Nursing. Finally, the bottom line. What you see here is a graph which outlines expenditure expectations and the sources for the funds that are covered in the plan over about 6-8 years—because some of these projects will not be concluded within 5 years. Some of them will not even be started until maybe the 5th or 6th year of the plan. We expect to spend in total about a billion, 200 million dollars. The last plan spent about $750M. Of that about $832 million are from commitments made at the central administrative level and about $464M from commitments made at the school or unit levels.

You can see here that about $245M is in academic programs. There is about $550M in facilities and capital costs. Central Campus itself is about a $350M project. There is debt service through the planning period which is left over from past planning and from the new buildings that are coming on. And there is a contingency fund.

The sources: We expect to raise about $333M over this period through fund raising. This is without assuming a campaign. Although we believe that toward the end of this planning period there will, in fact, be a campaign through which we'll be able to then draw more resources to specific projects. We'll be raising a good amount of new debt. Debt may sound bad to you, but every one of our schools is benefiting enormously from the debt-management strategies which we used over the last 6 years to build the major facilities that we have.

There is about $23M in university operating funds and there's about $342M in strategic funds which is a pool that develops through existing strategic resources that we've identified and we think this is a fairly reasonable number. So the total source funds (surprise!) match the total expenditures.

Now there is contingency funding here, but there are also many opportunities for us to adjust implementation of the plan as we go forward. For instance, if we were not to realize the kind of resource horizon that we thought we need at a particular time, we could delay the start of certain facilities projects. We could prioritize those. We actually almost had to do that on Building on Excellence although in the end we didn't have to. We could trim down some of our programmatic commitments. In Building on Excellence we cut about 11% during the slump in 2001-2002 we came back and said we need to cut about 11% out in order to have a reasonable budget horizon for these initiatives. So there are lots of opportunities in here for flexibility on the programmatic side if the sources don't realize, but there are also big opportunities to realize more resources than are even expressed here. So we feel confident this is a plan that is sound financially. And we're also confident that this is the time to continue and even accelerate our trajectory of improvement. So that's the plan that we're bringing forth to the Board tomorrow. Questions?

Helen Ladd (Public Policy Studies): Could you elaborate a little bit on the tax-exempt debt. It sounds like you are borrowing at a low cost and then investing it in a high return or something?

Lange: No, we would never do that. That's not allowed.

Ladd: Well, I know it's not. And then it confused me because whenever you raise money through debt you have to pay it back so it's not a revenue source really—it just changes the timing...

Lange: Right, it's expended over a long periods of time, but you borrow the money now and pay it back over a long periods of time.

Ladd: You said this benefits us...in some way and I'm unclear how that works.

Lange: Well it's a much more graceful way of achieving what you described earlier (laughing) and I think I'm going to leave it there.

Earl Dowell: $1.3B, $950M is construction 75% construction, 25%??

Lange: No

Earl Dowell: Let me ask you another follow-up question.

Lange: Not to be facetious...You cannot hire people that you want and you cannot attract the people that you want, the students, if you do not have the quality facilities. The margin at which to work is to decide when rather than being strategically capital-intensive you are being just financially capital-intensive. I'll put it that way. We believe we are hitting that border. We believe we hit that border extremely well in Building on Excellence. And I believe the School of Engineering would be an ex-

ample...So, striking the right place is critically important.

Also in this plan, in contrast to the last one, we are attending to issues that have been sitting around on our campus for years. I'll give you the most blatant example: Page Auditorium. Page Auditorium is not worthy of the Arts Initiative which we have. And in fact it enormously limits our ability to actually achieve the kinds of arts initiatives that we want. And Arts and the cultural atmosphere of our campus is an important factor in attracting the students and the faculty and retaining the students and faculty that we want to bring to Duke. So there is an interaction between these things. You are right that if you spend too much on capital and not enough on people because you are trying to do things in an overly elaborate and fancy way you are actually handicapping yourself. But if you can hit the margin more or less right you're going to build both at the same time. And that's what we're trying to do.

Dowell: I agree with what you said about hitting the margins…

Lange: Remember this is a cumulative thing. Every single capital project needs to go through the full faculty and Board of Trustees process to be approved. And that's where we hit those margins.

Dowell: The problem it is done one at a time…think about the fact that they add up...Let me ask you a different question. What is the target goal for the number of faculty for the university overall and target goals for the schools individually for the end of this 5-year plan?

Lange: I don't have the number in my head. Let me go school by school. In Arts and Sciences there is no major growth, but there will be some growth: approximately, I think George [McLendon] would say, 40-50 faculty members over the period of this plan.

In Law it's about 8 I think is that right? It's about 8 for the Law School. In the Nicholas School it's a relatively small number. In Fuqua it's about 10. In Medicine the numbers are very hard to asses...I'm going to leave Medicine and Nursing out.

So what have I left out? In Divinity it's very small and in Pratt it's about 10-12. So it's not a huge faculty-growth model. It's really a model of putting more resources into the kinds of faculty goals we described. And doing it in a more strategic way so that we can hire the best faculty rather than being constrained by short term financial constraints to not be able to deliver the resources to hire those faculty.

John Staddon (Psychology/Faculty Secretary): Peter, you talked about the fact that we don't get quite as many of the best undergraduates students as you would like. And yet in your Core Values slide, you didn't have quality of undergraduates as one of the points.

Lange: No not in that one, but it's the preceding slide. It was in the fundamental guidepost slide.

I know there is another presentation and I've probably taken up more time that I was supposed to. Thank you very much.

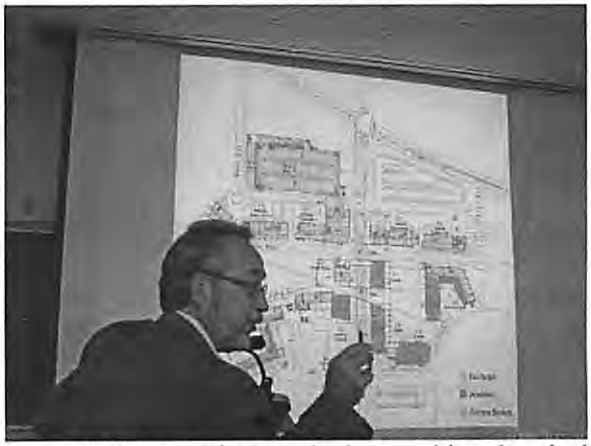
Paul Haagen: I think we can see that we have modern 21st century Micawber here. 1.3 billion in income, 1.3 B in expenditure, result: happiness.

Central Campus

I think this is both Dr. Trask and Provost Lange doing Central Campus. And we're close to on time.

Tallman Trask (Executive Vice President): We want to spend a few minutes giving you an update on current work on Central Campus, both programmatically and architecturally. So as you recall this is Central Campus or as we say this neither Central or a campus. But we're trying to make it into something. Peter will talk about the Academic Programs that might go here, I'll come back and talk about architecture.

Provost Lange: [Slides—see http://www.duke.edu/web/centralcampus/documents/planning_process.html] So these are the basic principles that have been used throughout. What we're trying to do is create on Central a residential community for mostly juniors and especially seniors. And the educational model that's driving this is explicitly developmental in the sense that we have this sense that when freshmen arrive at Duke they are in an all-freshmen campus, activities-intensive, administration-intensive, campus. And then as they move through they are supposed to mature—many of them do (!)—and the idea is that Central will be a place for students who are toward the ends of their undergraduate careers, are more mature and in fact the type of living unit on Central will be more like apartment than a dormitory.



At the same time we don't want this to be a bedroom suburb—this has been a principle from day one. We do not want students to get up in the morning, slap on their backpacks and then leave the campus so nobody is there all day. This is not supposed to be a dormitory campus. This is supposed to be an academic village. And so we have spent a lot of time thinking about all the spaces other than living units that will be in place on Central and that will not only

keep the residents there for significant parts of their lives at Duke, but also draw other communities on the campus. So I've already stressed some of these things.

[Referring to slides]I want to stress here if you'll look down this list, the Career Center and the Alumni Center. Again, something that represents the latter part of your career at Duke, but that also draws students from anywhere in the campus to Central to get those services and activities. Similarly, there will be a some kind of bookstore. We do not intend to have a Barnes and Noble or bookstore of that sort on Central. There is ample parking. That will be the academic core. This is absolutely critical. Here are the main units that have committed. We are now in second-stage and even third-stage conversations with all these units about the programming of the spaces on Central.

What you see is 3 clusters and then some adjoining and reinforcing activities. The clusters are languages, literature and cultural studies departments. All of which will for the first time be co-located. Hitherto, they have been spread all over the campus. The Art, Art History and Visual Studies department will be there along with Film and Video and the Center for Documentary Studies. Again, for the first time we'll have an intensive co-location of those visual-studies units. And all the international area studies will for the first time all be co-located on Central. So there's going to be interaction within those clusters, but also lots of opportunities for interaction across those clusters. If you think of the ways that the teaching for instance in each of those 3 areas can be enriched by interactions with the others.

In addition the John Hope Franklin Center and institute will move to Central and we will have a visual arts library with an information commons—a library satellite which will have particular focus on visual studies, because that's one of the core areas for development on Central and we don't have a library with that kind of focus elsewhere on campus. There will be lots of academic support space and we will also be relocating and clustering the international service functions, international house and international office—which does all the visa operations for the campus. So it's an exciting place from an academic point of view we'll come back and show you how spatially these units are going to be located. But this is really an opportunity to do things we haven't been ever been able to do at Duke which is to bring these units together and to foster the interaction between them.

Tallman Trask: [Referring to slides] The Duke blue section here is Phase I of Central Campus. The intention is to build that all at once, about 850,000 square feet. And this is the current status of the master plan. You can see that nestled into the hollows of the woods to actually come out at this end back into Duke Gardens. To preserve, protect and use the hollows that come toward it and to keep as much of the green space as we possibly can. It also creates two new large campus spaces which I'll show you in context. This is Anderson Street. This is Erwin Road. 147 is right around here. This is the existing water pond in Duke Gardens. The Doris Duke Center sits about here and the Art Museum sits about here. We've also paid a lot of attention in terms of planting areas in protection of existing vegetation, replacement, trying to keep it with the feeling of an extension an expansion of Duke Gardens with a campus that actually sits inside it...

It has extensive, as Peter said, sustainability issues built into it including an attempt to retain all the storm water on site and attempt to actually open the new Central Campus using half the energy that the current Central Campus now consumes. Unfortunately that's not all that hard because the current Central Campus is not a good example of how to do things. We've been showing this for a while. When you look at that map you can't tell how big is this thing really in the abstract.

Phase I of Central is conveniently layered, so those of you who live on this campus on west campus the chapel here, we're right here and you can see it's deliberately following the scale of West or for those of you who like it better here's...you can also see conveniently. So the fact that those two scales are the same in 1930 was not coincidental. And we've deliberately maintained the new campus at the same basic scale. It's right at 850,000 sq. ft. plus or minus. As you'll see, much of it is residential which was replaced with existing end-of-term housing on Central. But it also creates a significant amount of new space both for support activities and for academic space as Peter will explain.

Provost Lange: So let me come back to the drawing that Tallman showed you. This is just the same thing. So what we basically designed here is, these quads A, B, C, D. In each of the quads there is a significant amount of residential housing. Most is in Quad D, but as you can see these...really represent residential houses. So there is residential housing in each of the 4 quads. This is by the way a garage. And this is a flat lot...In Quad A there is housing and then on the ground floor there will be things including a recreational facility over here and the move from the Bryan Center of what you might call the elaborate Duke souvenir shop plus the Computer Store—you know t-shirts and all that and probably a small lobby shop with a bookstore of the type you would find in an airport. Not a big elaborate bookstore. And textbooks will be sold here as well. So that's Quad A.

In Quad B: this is mostly again on the ground floor—lots of opportunities for smaller restaurants or for service activities. On the upper floors there will be residential, and in this corner there will be some kind of grocery store. Just as Uncle Harry's is now on Central, but we there are a variety of possibilities for what this will look like. Then come to Quad C.

Quad C is the academic quad. I actually love this quad because if you think about this, all of these offices have views out here onto the hollow. All of these offices have views out onto this Quad. All of these offices have views onto this Quad. Then the only people who don't really look out directly onto green space are people along Anderson who look out on Anderson...So this is a great academic space.

And you'll remember the units I just talked to you about before. They are all going to be clustered in here...But you don't really have to work on it as much as you think because remember the scale that Tallman just showed you. We're not talking about long walking distances, so all those academic units are mutually accessible. And the other advantage of that is that we can create more facilities that will serve multiple uses—both in the form of classrooms or visual studies library or if you think of darkrooms that can be shared my multiple units, language labs (although language labs are much less necessary now).

This is the academic quadrangle and we're going to have all those units in here interacting with each other. We're working fairly intensively with the individual departments to see what are the best ways to co-locate—how to keep the identity of the departmental or other unit, but to take maximum advantage of the synergies that could be achieved by being near other units. And actually what is happening of course is what you would predict. Now people are competing to be next to other people.

The last Quad is Quad D. This is the one which is most residentially intensive. Down here these are residences. There is an iconic building here with a tower that's still being worked out. This is a wonderful, big quad. There will be lots of eating units down here at the bottom including ones that flow out into this trapezoid and so what you're going to see is...think about this lots of circulation into the academic quad, out of the academic quad, let's go get something to eat or something to drink, let's go over to the gym, let's go back to the dorm, let's go eat down here. And we expect to have free space, all kinds of things that animate this all day and evening. Down here will be the career center and alumni center. Because is another flat area which will eventually be site for a parking garage in Phase II.

Trask: I want to say a bit about architecture because this is the first public display of these pictures. This is very early, schematic architecture. It is nowhere near ready to build. We will spend the summer working on this. We thought before we show the Board of Trustees on Saturday where we are we would show you today. This is not East Campus. It is not West Campus. It's not gothic. It's not Georgian. The question is what is it and where does it come from to make it clear that while it's neither of those it is nonetheless Duke. What you'll see here are clues from both East and West campuses especially in small details. We have large-scale West campus details embodied in the Westbrook Building, the new Divinity addition which I think everyone likes. I'm glad you like it because on a per-square-foot basis, it is the most expensive wall ever built in the United States! And one cannot practically build that anywhere other than where one must do so. It takes a lot of clues from especially the new buildings on west, CIEMAS, French Science Center, Law School, Rubenstein and so forth. It takes some markers from Durham's warehouse history in the renovation of the downtown warehouses, some of which are actually fairly close to this.

It also, as Peter said, is a very "green" campus and one that publicly displays its sustainability in ways you may find rather surprising. We wanted to make that a main theme of the campus and decided rather than try to hide it to put it right out there for everyone to see. So this is as you walk across into that big open space, trapezoidal space, is this space here. This is at least the first drawing of that north wall. These are largely residences above campus services. Many of you will see it has the general dimensions of brick warehouses. Most of those things above are loft apartments for students. This is as you are looking back in the other direction to this building is out here with the icon building we'll come to in a minute.

These are the D buildings, the intensively residential buildings which have been programmed in particular to look back into Duke Gardens and to bring the Gardens in.

Lange: You might mention Tallman that from many, many corners of this project you can get views back to the Chapel. The way it's designed and spaces are designed the Chapel gets drawn in by the perspective because you're up on a hill here somewhat elevated. The gardens are lower so you look straight across and eventually get to west...

Trask: [back to slides] These are the buildings where the grocery would be. These are residential. This is an academic opportunity that we're talking to several people about. This is the main building on the east side of the academic side which is more traditional ... Although the residences are on the top. This is the other side of the academic quad with

the…space. These are academic offices. This is more performance and studio-oriented building.

One thing that is important to note here one of the biggest issues we struggled with is Anderson Street. Anderson is the main public north/south thoroughfare in Durham. No other street goes anywhere in Durham. It was deliberately designed not to be the freeway off-ramp even though Swift the off-ramp doesn't go anywhere…so the mechanics actually connect all these things and our taking out Anderson Street is astronomically expensive.

So you'll notice what we've done is lowered the campus so Anderson Street actually goes 20' above the public spaces on the campus. So the entire campus is automobile free. Pedestrians and buses only. No cars are allowed. This is the other end of that main quadrangle looking from back toward...this again is the grocery building. These are residence buildings. This is residence above store buildings. And this is a water tower. It is a storm water retention tower which at various times of the year will be full and other times will not be full.

One of the problems we have as you may notice the irrigation systems of the ponds...some of which with runoff from the freeway don't work very well. So we're going to going to try to tie the health of the ponds of the gardens into this tower and circulate the water down the hill. This is a public building where…There is water running down the hill. These are all various assorted and green pieces to the building. Many buildings will actually have parks on the roof where you can go and sit and live in green space on the roofs, especially those like the D buildings which have astonishing views back into the gardens. Wherever there is a very special view we've tried to build a flat green roof to welcome people on to it. We have rainwater collection systems, trying to "green up" industrial walls. We're also going to try really hard to improve poor air distribution, especially in the academic spaces which you'll see here, make them much more efficient.

So that's the current plan. we'll work all summer on it. I don't think it will be a lot different, but it certainly will get better. And we welcome any comments you have now or throughout the summer.

Member: Question about the light rail coming through the campus.

Tallman Trask: The current plan is to try to rearrange the current bus routes both on East and West and through Central. It's a very short distance from East to West, but with the buses going out of their way it's a long ride now. And so we're going try to bring it more directly through. We have looked at light rail as an alternative. The main problem there is the North Carolina Railroad and Highway 147. How do you get under or over them in light rail? And the biggest problem which we don't know how to fix yet is the intersection of 9th Street and the North Carolina Railroad. Given the fact that it is low and on a hill neither light rail nor hybrid buses with electric motors on the roof will fit under the railroad tracks and so we're trying to figure out some other way to do that. My hope is we end up with a much smaller number of buses. Probably larger hybrids that end up going in continuous opposite circles. And it looks like we could probably eliminate about 15 buses.

Question about number of beds…

Tallman Trask: It's essentially in phase I with replacement. Although at the end of phase I we will not have demolished the eastern-most of the existing beds. And there is a hope we can use those as surge space to finish up the renovation of the West Campus dorms had not yet been touched since 1928. So when it's all said and done it will net about zero.

Ingeborg Walther (Germanic Languages and Literature): Are there any plans for guest house for visiting faculty for example?

Trask: Not in phase I. As I said Phase I is about 800,000 sq. ft. The capacity of the unwanted land of Central Campus built out at this scale is about 6,000,000 sq. ft. So there will be plenty of opportunity to add whatever anybody wishes that doesn't get into Phase I. We've tried to hold things back to those things that are programmatically integrated…

Linda Franzoni (ECAC/Mechanical Engineering & Materials Science): My question may be more for Peter. The academic programming that's going into Central must be coming from somewhere and I'm wondering what the plans are for the…

Provost Lange: The Languages building…will become part of Phase II of the Perkins project. It will enable us to have administrative offices for Perkins Library in that building and thereby free Library space…So for instance Deborah Jakubs has now suggested that given a variety of these changes and the way library storage is changing as well, we may be able to create a unified science library within the Perkins complex, which is something we have not been able to do—which would be great because for the first time we really express the fact that the sciences and non-sciences are part of an integrated information environment. That's one example.

Lots of these units are currently in Campus Drive houses. So we will be abandoning those Campus Drive houses which will get reused for something else. I think Tallman's dream would be that they would become perhaps new faculty housing opportunities. That is we would go back to a more residential notion of campus…if we could pull it off. Then the Franklin Center building will be vacated and there are multiple uses including possibly ceding that back at a price to the Health System because they have an inexhaustible need for space. It's really much closer to the kind of functionality that they have than be sort of the western end of Central, right? We want in fact to create an interface between the School of Medicine, the Health System and the Central Campus project. So that might well go back to the health system. These plans also encompass changing needs of the

Nicholas School and the new Department of Psychology and Neuroscience.

David Hinton (NSOE & Earth Science): On those days when the occupants of these structures are moving in or out what kind of conveyances do you envision getting them to and from ...

Tallman Trask: I expect, as we do on East and Central Campuses, that the rules about vehicles will be somewhat more flexible on moving in and out — so we'll probably have drive-up loading docks.

Provost Lange: All the buildings have to serviceable anyway so that has to be vehicular access to the backs of buildings, so we could relax it on those days.

Haagen: If we take two more questions we won't even need to adjourn this meeting.

Ingeborg Walther: The timeline...

Trask: We are hoping to show this to the Board of Trustees tomorrow and, assuming they don't throw us out, to go back to them in the fall with the sort of next level of plans and align the Strategic Plan, Central Campus, the funding for both so we're probably looking at a little later this year. That will allow us to begin to move dirt probably next summer and to build it in probably two years.

Haagen: Thank you Tallman and Peter. With that have a great summer. See you in September. The meeting is adjourned.

Respectfully submitted,
John Staddon

Faculty Secretary
July 20, 2006