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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:

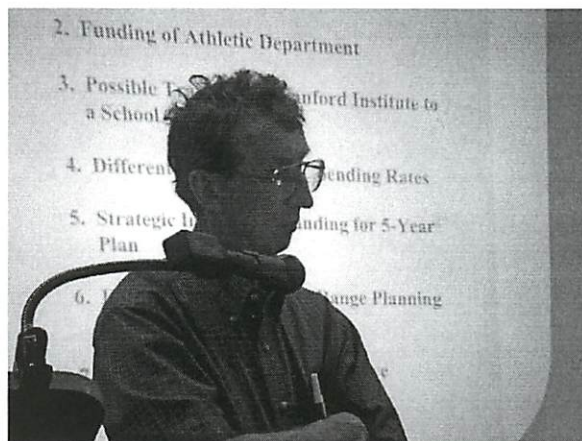
RESOLUTION

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 in 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 plan-

ning 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 un-

dergraduate 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-