

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 pro-

grammatic 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 be used to enhance the kinds of initiatives in faculty development other than 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 period of time, but you borrow the money now and pay it back over a long period 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.

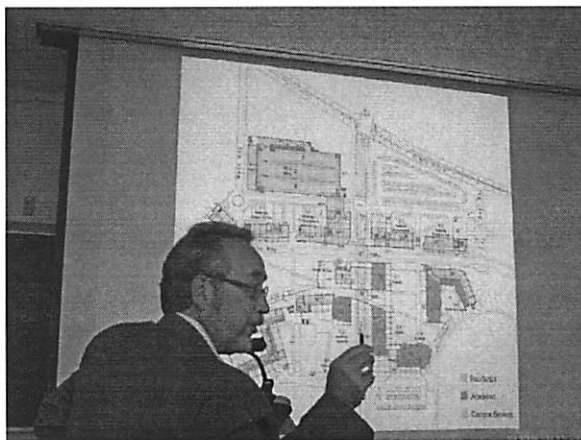
Paul Haagen: I think we can see that we have modern 21st century Micawber here. 1.3 billion in income, 1.3 B in expenditure, result: happiness.

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