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Minutes of the Regular Meeting of the Academic Council

Thursday, March 20, 2003, 3:46-5:10 PM

Nancy Allen (Medicine), Chair of the Council: "Welcome to the March Academic Council. It's not icy outside, but it's flooding — we're continuing our H2O theme..."

The minutes of the February Council meeting were approved as written, by voice vote, without dissent.

Announcements

Nancy Allen invited both outgoing and current council members to attend the April 24 meeting, which will include an executive session to discuss the upcoming Presidential search. Faculty members on the search committee (to be selected in April), Trustee Bob Steel (chair of the search committee) and Allison Haltom, University Secretary and Vice President (Executive Vice Chair of the Search Committee) all will all be invited to attend.

"We all know of [President Keohane's] plans to resign her position as of June 2004. Initially saddened by this announcement, Faculty are respectful of President Keohane's desire to return to normal (whatever that is!) academic life... We wish her success in completion of her term as President. We intend to support her work over the next 15 months, we're proud of and grateful for her leadership over the past 10 years, and sincerely hope that she and Bob will return after her sabbatical in 04-05.

"...we also note that Chancellor Snyderman [DUMC] has announced plans to step down in June 2004. The chancellor search will likely begin in September of this year, and you will hear more about that in coming months.

"...I think it is [also] fitting today for us to acknowledge the Duke Women's and Men's basketball teams for their respective accomplishments this season..."

Nancy Allen had asked Kathleen Smith (chair of the Athletic Council) to provide her with the names of other notable scholar athletes. Kudos goes to Kate Kaiser in Lacrosse, Joanna Hingle in Rowing, and Kevin Cassese in Lacrosse, recently named Weaver James Corrigan Scholars by the ACC. These awards go to top student athletes in the conference; there were a total of 22 given and they provide \$5000 in graduate or professional school scholarships to students attending graduate school. All were applauded.

The War in Iraq

Nancy Allen then called upon President Keohane to say a few words in response to the outbreak of the war with Iraq on the previous day:

President Keohane: "Your chair has asked me, I think appropriately, to acknowledge, as we begin this meeting, the fact that our nation is at war, and our uncertainties about the precise

ways in which the University and members of this community will be affected by that fact in the period ahead of us. As many of you know, several officers of the University have shared with you their understanding of the steps that we may need to take to insure the safety of people at Duke under circumstances that we do not expect will occur, but for which nonetheless we need to be prepared. We want to do what we can to be sure that faculty and staff and students are as safe and well informed as possible. We are particularly attentive to the situation of our students studying abroad and to the situation of citizens of other countries who are studying and working at Duke. We are aware that many people in our community have family or friends who may be engaged in the fighting and that some members of this community have been called into active service. Regardless of the diverse opinions that we, as individuals, may hold about the war, we are also aware of the very somber circumstances that will probably face the people of Iraq as well. As an institution whose primary purposes include education, it is important that we engage in panels and conversations about this topic. The first of what I expect will be many such events will be held on Monday, March 24 at 8:00 in room 111 of the Bio Sci Building. It will be moderated by Provost Lange, and the panel will include several members of the Duke faculty in Political Science and Public Policy."

Question for the President

Nancy Allen thanked President Keohane for her thoughts and then introduced a question for her from a faculty member. The question, submitted at the end of the previous week, is as follows:

The Bylaws of Duke University open with a statement of the University's aims: The aims of Duke University are to assert a faith in the eternal union of knowledge and religion set forth in the teachings and character of Jesus Christ, the Son of God; to advance learning in all lines of truth; to defend scholarship against all false notions and ideals; to develop a Christian love of freedom and truth; to promote a sincere spirit of tolerance; to discourage all partisan and sectarian strife; and to render the largest permanent service to the individual, the state, the nation, and the church. Unto these ends shall the affairs of the University always be administered.

To what extent does this statement express the aims of the University as you see them and to what extent does it reflect your view of the University? I [the questioner] refer, of course, not to the reference to the love of freedom and truth but to the exclusively Christian character of the statement. Do we, as a University, assert a faith in the eternal union of knowledge and religion as set forth in the teachings and character of Jesus Christ, the Son of God?

President Keohane: "Close reading of this statement makes clear that, for the most part, it advances goals that would be consonant with the aims of any good college or university. The portions that cause concern for the questioner have to do with the specifically Christian references, especially the opening section. I've done a bit of research, and I have discovered that this statement has remained unchanged since it was adopted by the trustees of Trinity College in 1903. So, from 1903 through the founding of Duke University, this statement remained unchanged in every particular, even though other parts of the document and the University itself have been amended to reflect change in circumstances.

"It's important to note that this is not the University's current official mission statement. Our mission statement was adopted formally by the Board of Trustees in October 1994 and was reaffirmed by the Board without change in the approval of our current strategic plan. That mission statement makes no reference to religion in any form. This statement can be found at the beginning of Building on Excellence on the University's website and in several other places."

It is reprinted below:

The Mission of Duke University

James B. Duke's founding Indenture of Duke University directed the members of the University to "provide real leadership in the educational world" by choosing individuals of "outstanding character, ability and vision" to serve as its officers, trustees and faculty; by carefully selecting students of "character, determination and application;" and by pursuing those areas of teaching and scholarship that would "most help to develop our resources, increase our wisdom, and promote human happiness."

To these ends, the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge and contribute boldly to the international community of scholarship; to promote an intellectual environment built on a commitment to free and open inquiry; to help those who suffer, cure disease, and promote health, through sophisticated medical research and thoughtful patient care; to provide wide ranging educational opportunities, on and beyond our campuses, for traditional students, active professionals and life-long learners using the power of information technologies; and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.

By pursuing these objectives with vision and integrity, Duke University seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the University; to contribute in diverse ways to the local community, the state, the nation and the world; and to attain and maintain a place of real leadership in all that we do.

Approved by the Duke University Board of Trustees, October 1, 1994. Revised February 23, 2001.

"Now, my interpretation of this earlier statement is first, that it is an aesthetic document which was developed by the founders of Trinity College and Duke University, reflecting their goals and their aims for their institution. As a person trained in historical disciplines and as a student of institutions, I read this language to reflect the commitments and the visions of those persons who created the College and the University, and I do not think that we need to try to bring it up to date for every successive generation. Nonetheless, it is true that this statement, which also appears on the Chapel Quad walkway, has some important symbolic legitimacy as a continuing part of our formal documents. For one thing, it affirms our continuing connection with the United Methodist Church, an affiliation that has been important both to the Church and to the University, especially to our Divinity School, over the decades. Our form of governance, as well as a majority of the members of the Board of Trustees, also reflect that formal affiliation. It is therefore important to note that the United Methodist Church has been the among the various Protestant denominations especially committed to establishing institutions of higher education — where all forms of the pursuit of truth, all forms of religious belief and no belief at all, can flourish unimpeded, as part of what makes universities resilient and strong. Our own institution was founded by Quakers as well as Methodists — and people of no particular religious conviction.

"On the few occasions where there have been potential tensions with some members of the United Methodist Church because of actions Duke University has taken — for example allowing the blessing of same-sex unions in Duke Chapel — the University has made clear that we

have the full right and authority to make our own decision in these matters and that this right and authority has been upheld by the leaders of the Church. And, it's also important to note that this statement does not require every person in the University to affirm Christian values. Instead it says that "the affairs of the University will be administered with the whole list of goals enumerated in this statement in mind."

"Now, as a person with overall responsibility for this administration, I am comfortable with this charge given my own understanding of "the teaching and character of Jesus Christ." But I can assure members of this council that never in my ten years at Duke has this exhortation caused me or any member of my administration to choose or to deviate from a course of action on matters large or small purely on the basis of these phrases."

There being no further questions or comments, Nancy Allen called upon Dr. Michael Frank, Chair of the Department of Pediatrics and also chair of the Clinical Sciences Appointments, Promotion and Tenure Committee in the Medical Center:

Appointment, Promotion and Tenure in the Medical Center

"It has been our tradition to have the Provost present the APT¹ report on an annual basis. That [practice] applies to the rest of the campus — except for Clinical Sciences and the Law School, as I understand it. So today, perhaps we inaugurate a new tradition..."

Michael Frank (Pediatrics): "I must admit that this is the first time that I've been to an Academic Council meeting, and I'm pleased to be here. I have been chairman of the Appointments Promotion and Tenure Committee for the Medical Center for two years, and it has become clear over this time that there are really very substantial differences between the Medical Center, particularly the clinical departments, and the rest of the University in terms of appointments promotion and tenure. I thought it would pay to take at least five minutes to explain those very substantial differences, because I'm not sure that they are generally appreciated."

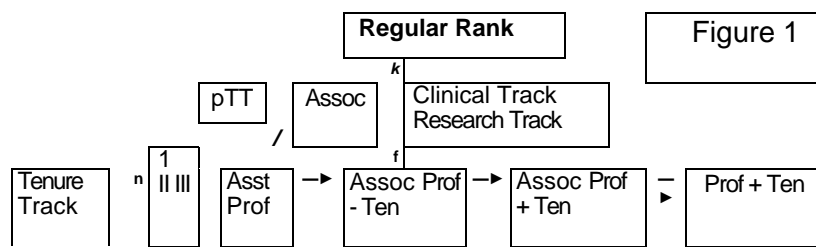
First, much of the work in the Medical Center represents the teaching and practice of medicine. Medicine arose as an apprenticeship art, and still, to be a good physician one must learn at the feet of good physicians, which means taking care of patients. In a large Medical Center.. .that means taking care of patients who present extraordinarily difficult clinical problems — sometimes in the glare of publicity. It also means that we cannot choose to *not* represent some parts of clinical practice because we don't want to expand in that direction. If we have a child in the department in Pediatrics with a hole in the heart that needs repair, I must have someone capable of doing that, and if they leave they must be replaced. Thus, the problems of the Medical Center are different in important ways from the problems of the rest of the university...

People come to the Medical Center with various goals in mind. "Sometimes they come to learn a certain kind of practice, and they intend to leave at the end of the period of time when they become experts in this field. Others intend to go through a more traditional career path, becoming an assistant professor or an associate professor or a full professor. Some intend simply to practice medicine. And some intend to do research and develop new things. These are really quite different in some cases, and, therefore there is a very considerable turnover in faculty, certainly in the more junior levels."

Frank then turned to Joe Corless, from the Dean's office, who had prepared a number of overheads. The first one diagrammed the different ranks in the Medical Center (Figure 1).

¹ Appointment, Promotion and Tenure Committee

Michael Frank: "Basically, someone who is in a pre-tenure position usually becomes an associate. That person could either then, go onto the tenure track to become an assistant professor, associate professor, or professor, or a dean — or could move to the clinical track where they take care of patients as a clinical activity, but, in fact, receive a term appointment and each year, or are renewed every several



years. "In fact, when I arrived here ten years ago, it was traditional to put people on the tenure track, and at the time that they reached the period where a decision had to be

made, if it was clear that their emphasis was not academic, they were moved to the clinical track. We tried to place people on the clinical track earlier in their career, at this time. In fact, one chairman of the Department of Community and Family Medicine is on the clinical track. So, there's no reason that you can't be on the clinical track and be a chairman.

Non-Regular Ranks
Clinical Associate
Consulting, Adjunct, Visiting

"The next point of substantial difference is that there are multiple clinical tracks and [the figure shows] three here. Track I is the Clinician Teaching Track, Track II is the part-time research, part-time clinical track, and Track III is full-time researcher, usually with no clinical activity. So in fact, we have three tracks .. all of which lead to tenure.

".. the clinical departments face a very different situation than all other departments.. in the university.. they are expected to raise if possible 100% of the dollars that they spend. The university does not allocate dollars for faculty in those departments except in very unusual circumstances. So, for example, in the Department of Pediatrics I receive approximately 2 or 3% of the budget of my department from the School of Medicine and we are responsible for raising all of the rest of the money. It also means that when I hire a person into the Department of Pediatrics they are hired with the understanding that they will raise their entire salary plus all their fringe benefits plus all the charges associated with running the department. So, it's a very considerable charge that they are given and a considerable amount of effort. [Nevertheless] they come to the university because of the opportunities that it represents...

"The university is a very large structure and in fact all over the country the business aspects of medicine have become dominant during the last several decades. That's the way it works.

"It is possible to move from track to track now: people on the tenure track can move to the clinical track, for example [presumably a move in the opposite direction is unlikely.] Over the past decade, the Medical Center has codified the minimum that an individual needs in order to get tenure.

"We have on the website.. the minimum amount of academic activity — in terms of papers, in terms of teaching, etc. — that one has to do to become an assistant professor, an associate professor or a professor. And it is the job of the Appointments, Promotions and Tenure

Committee and the other tenure committees ..to ensure that excellence is maintained in the Medical Center.

"How does one move up in this process? Basically one has a document in hand that defines the minimum one has to have to be promoted. The job of the chairman is to meet with junior faculty and make sure that they maintain the track that they are on and that they understand what they need to do be promoted and help them and guide them toward that promotion process. Each department maintains an appointment, promotion and tenure committee and that... committee looks at each appointment for promotion and tenure very carefully and makes a decision as to whether to advance the candidate. If the candidate is advanced, the candidate comes to the appointment, promotion and tenure committee for the Medical Center, [which is] my committee. By that time usually it has become clear whether or not that individual is going to be promoted to tenure and in fact it is a rare time when we turn down someone for tenure.

Tenure Clock: "Now remember, the tenure clock at the Medical Center is not the same as for the rest of the university. In fact, usually after [no more than] 9 years in a department, one has to begin the process. The final appointment has to go through at about the 10th year. If you have not received tenure, and you are on a tenure track, theoretically you would have to leave at the end of 11 years ... In fact because of the nature of the medical-center process, many people choose to move to a clinical track. If their clinical work is excellent they may not be interested in maintaining a highly productive career — in terms of academic papers, of research, of teaching. But if they are superb clinicians they will have a place to stay in the Medical Center and so we rarely turn down someone for the tenure process..."

Joe Corless [discussing an overhead showing appointments by rank and sex over a 5-year period]: "One of the issues that Nancy put to us is [the numbers of women in the MC] and we'll get to try to understand. We have a great disparity in the Medical Center.. with regard to the number of women and women full professors in tenure ranks, so all the data that we're going to be talking about today has to do with the tenure-track situation."

A summary of the first table: "Appointments — 5 Year History — School of Medicine "

Year	Assoc		Assist Prof		Assoc Prof		Assoc+Ten		Prof+Ten	
	F	M	F	M	F	M	F	M	F	M
97-02										
Totals	39%		24%		19%		0%		15%	

Michael Frank: "This represents appointments over a 5 year period in the medical school. And this represents the percentage of women as a total. And what Joe has added here is what percentage of the total number of individuals in that rank this represents. So as you can see 39% of associates, that is people who are pre-tenure, are women. They have not yet become assistant professors. Many of these individuals will leave the Medical Center. They are here for training periods. They are here for special activities and they will not stay. When you get to assistant professors you'll see that 24% are women and if you look down the list you'll see that the number tends to rise in recent years.

Meaning of Tenure in the Medical Center: "At the associate professor level, you'll see that there are no associate professors without tenure .. In the Medical Center we have two ranks at the associate professor level: associate professor without tenure and associate professor with tenure. Yet another point I have to make about this striking difference between the Medical Center and the university. In the Medical Center tenure at the associate professor level means a guaranteed salary. It means a guaranteed salary of \$20,000 a year. Tenure at the full professor level means a guaranteed salary of \$30,000 a year. Therefore, tenure really has a very different

connotation I believe than it does in the rest of the university. So here we have associate professor without tenure, associate professor in this 5-year period with tenure as new appointments and professor with tenure.

"It might be appropriate to say at this point that this year for the first time, Brigid Hogan was appointed as a Basic Science chairman. Brigid Hogan I think is the first woman to be a chairman at the Medical Center and indeed it is very pleasing that two clinical chairs have been appointed in the last year — that of OB/Gyn and Surgery — who are African American. These are the first two [medical] African American chairs at the university.

Michael Frank and Joe Corless then discussed — from the point of view of gender balance — a further series of somewhat obscure tables on *Promotions — 5-Year History, Changes from Tenure Track to Other tracks, Terminations — 5-Year History, and Changes of Status — 5-Year History*. Summary conclusions seem to be as follows:

- A very large number of women are coming into the system at the present time.
- The proportion of women is less at the higher ranks, but should increase over time.
- 10% of the individuals promoted to professor with tenure are women at the present time.
- 13% of all of the associate professor with tenure awards were to women, and the proportion of women eligible for promotion is increasing over the years.
- Terminations are complex, but affect women more, for various reasons.

Joe Corless: "Could I comment? One of the issues that Nancy asked us to look at was ... how many individuals are denied tenure. And this we can tell you the answers too. That's just the formal answer, but you know that's not the situation. And the issue is at different points along the spectrum of this 11 years individuals change their interests, change career interests in consultations with the chair or the chair of their department the APT committee they decide to move to a different track. So what we did is looked at these other areas to try to see at what points we were losing women out of the system. And so it was to try to get a handle on those points where they didn't make it past."

Michael Frank: "There has been an effort on part of the Medical Center to improve the lot of minorities. I know in the Department of Pediatrics we have appointed in the last 2-3 years 6 Hispanics and 4 African Americans in the department. As I mentioned we have some chairs now. But in fact this has been a difficult area and this is the data that was put together before the recent chairs. And as you can see for associate professor without tenure over a 3-year period (doesn't include this year) associate professor with tenure and professor with tenure. The number of Asians, Asian Indians and African Americans is still quite small. And there is still work that needs to be done in this area."

Discussion

Nancy Allen: "Thank you Professor Frank for that discussion and for your handouts that educate us all. Historically, I was chair of the Clinical Sciences Faculty Council at its inception 10 years ago and this process (the APT process) and documents were being worked on at that time. These documents have made a big difference in the faculty understanding of the process.

Prior to that, you had to go to your chairman's office and he would look in his lower drawer and see what was written on a single sheet of paper and might give you the information about that.

"So, knowing the processes and having a system [that] faculty can understand has been extremely helpful. It also was the fact, prior to your coming here (since I've been here 25 years), that there was a time when there *wasn't* an option to go from the tenure track to another track and so faculty who came into system on the tenure track, who got to that tenure mark and didn't get tenure, did leave. There was a transition time. I think again this process and documents have helped. Are there any questions?"

Ed Shaughnessy (Mechanical Engineering): "I noticed that it appears that in your process faculty members in the department as a whole do not vote on the candidates."

Michael Frank: "No, they do not. We have an Appointments Promotion and Tenure Committee in each department. There are 100 members in my department. That process [i.e., for all to vote on tenure] would be cumbersome and I'm not sure what it would gain. What I think we have now is a fairly transparent process. At least I can only speak as chairman of the APT Committee and as chairman of the department. I think it would be hard to find someone in my department who does not understand the process, does not understand where they are in the process and feels that they have been denied due process."

Fred Nijhout (Biology/ECAC): "You showed us that the process for tenure in the clinical sciences is different. The purpose must also be different, since tenure comes with only a nominal guarantee of salary. So the issue of protection of academic freedom, for instance, is not really the purpose for which you grant tenure... So what is the purpose?"

Michael Frank: "I think the purpose is that there is a certain pride in being at a great university and being a professor or an associate professor in the tenure track. I think that it's a level of recognition of accomplishment and I think it's those activities that are really far more important. Some of our sister universities have ended the tenure process completely, because of the enormous economic liabilities that true academic tenure — as exists in the rest of the university — carries. So, there are many institutions now where tenure has simply been discontinued. We do not do that. But... it is quite interesting how very important it is to our faculty to go through that process and become a professor."

Wagner Kamakura (Fuqua): "In your last slide I noticed that about 1 in every 10 faculty were Asian. When looking at the tenure group about 1 in 100 were Asian. Can you explain?"

Michael Frank: "I don't know. What I've said is that we've denied tenure to 2 people in a 5-year period. So I think what we're seeing is an increased number of Asian and Asian Americans entering ranks at the lowest levels. I can tell you that just in the last few weeks we've had an appointments promotion and tenure process and probably 25% of the people who have come through the process and in fact been approved have been Asian. I think it's simply a matter of demographics. Over time I do not think that that will be a problem."

Terry Oas (Biochemistry): "Can you tell us what fraction of the tenure-track faculty currently being hired are women? I don't think those numbers were in any of your tables. What's the import and how do we compare that with the output through the process?"

Michael Frank turned to Joe Corless, who sought an answer to this question. Meanwhile:

Terry Oas: "One of the things that strikes you when you look at all of these tables is compared with 650 tenured faculty these are all small numbers, in the 2% range, and so shouldn't we take from that, that basically people pretty much stayed in their particular positions most of the time. Is that an accurate impression?"

Michael Frank: "No, but there are 4 ranks instead of the 3 that you have in the rest of the university. I think that there is an 11 year tenure clock [in the Medical Center] so that moving through the process is somewhat slower."

Joe Corless [responding to the previous question]: We have lost a substantial fraction of individuals at the assistant professor ranks along that 10-year period. We have quite a number of people moving out into the clinical research tracks. We have a goodly number of resignations each year which were included in the data on terminations. The size of our in-house faculty has been about 1400, plus or minus 25-30 each year. The actual sums of all the different paths that a person can take do add up. We just tried to focus on the tenure track.

"You're right it's a little piece here a little piece there and sometimes we think demographics among women died from a thousand cuts here and there, rather than any one particular thing that we can go in and fix. I would just say that this year we have required, in our annual budgeting process, specific sections to be included by departments to specifically address their experience with regard to hiring women and under-represented-minority faculty..."

Terry Oas: "I understand your explanation about all the different paths people can go to and that's why I asked the question about the numbers coming in.. The point is, there would be a problem if [given the proportion of women entering] if the total percentage of tenure-track appointments were a long way from 50%. I'm talking now about the [initial] hiring not the terminations."

Michael Frank: "I don't think it's a long way from 50%, but I don't know the number off hand."

Joe Corless: "So you'd like to know how many people joined the tenure track? "

Terry Oas: "Fractions not numbers."

Joe Corless: "Essentially 170 over 630, I believe, would be the number of..."

Michael Frank: "But he's saying [he wants] the number of new appointments this past year.."

Terry Oas: "Or any period of time..."

Joe Corless: "I can't tell you. I had it on auxiliary data sheets."

Michael Frank: "I *can* tell you that in a department like Pediatrics, where there are many women, it would certainly be 50%, but I don't know what it is for all the departments."

Barry Myers (Biomedical Engineering/EC AC): "Acknowledging that much progress ... has occurred over the last decade, it would seem.. that the question (in the context of terminations and changes in title related to rank) is not how many women are changing, but how many women as a percentage of the pool are changing. In other words what is the probability that a woman in a rank is changing [track] vs. a man in rank changing, and how is that quantity varying over time? The absolute value is [not very relevant]."

Michael Frank: "We looked at that and the numbers are roughly comparable. Of the total number of women in the Medical Center it's about 20%. But I think the total number of women in the tenure track faculty is about 20%. I think though that there are other issues which I think really you cannot ignore. There are other career paths for people in the Medical Center which may relate to things like family, etc. So that, for example, we have a fair number of women on our faculty, a very substantial number who, at the time that they start having children, decide to become part-time employees. They can at the Medical Center, and it's a very comfortable career path. In general men don't do that. So that there are other issues involved."

Barry Myers: "I guess in looking at your data.. it seems the attrition rates are higher for women than for men... I'm not after parity in attrition rates, but if you are going to make interventions.. it would be nice to know what the attrition rate is [and] how it changes. You might get some meaningful data that [would allow you to either] reinforce the intervention or ditch [it]..."

Susan Schneider (Nursing): "I would like to request that future reports from the Medical Center also include the School of Nursing."

Michael Frank: "OK, I can tell you that APT has turned down no one from the School of Nursing."

Nancy Allen thanked Messrs. Frank and Corless for their presentation and noted that some of these questions will be addressed as part of the Women's Initiative. We will hear more in the future, from the Women's Faculty Development Task Force, which also has access to these data.

Retirement Committee Report: Provost Lange Responds

Allen then called upon Provost Peter Lange to present his response to the Retirement Committee Report that Professor Angela O'Rand's committee delivered to this Council in November.

Provost Lange: "In November 2002 Professor O'Rand, chair of the Retirement Committee summarized the committee's findings with 4 proposals to the Provost:

"First, that the present person-by-person individualized retirement-incentive policy be maintained.

"Second, that the University invest in subsidized financial and retirement planning.

"Third, that the university develop an explicit policy for emeritus faculty.

"And fourth, that the Provost develop and maintain.. models of faculty flow, age and rank distribution changes, etc. to allow him or her to anticipate the changes that will have financial and other implications for the faculty.

"What I want to do today is provide you with formal responses to each of these points and additionally offer a few comments.

"First, individualized retirement agreements will be maintained. I have discussed this proposal from the Retirement Committee with the deans and they agree that the current approach seems to be working quite well and that more generalized approaches are likely to create more problems than advantages. Furthermore, it is our belief that if we go to any of these more generalized policies it would create unwelcome distortions and retirements without improving the general outcomes that we're getting.

"Second of all, a subsidized financial retirement planning program has been put in place on a trial basis. You should have either received, or will shortly be receiving, notification of this. Professor O'Rand, and Vice President for Human Resources Clint Davidson have developed a program with TIAA-CREF which is being piloted this spring. Based on that experience we will determine how to go forward. The seminars will begin next week. There is an oversight committee, which includes your chair among others, from whom we are going to get more detailed reactions to the program...the oversight committee includes Professor O'Rand, Amy Oates, Nancy Allen, Eric Stallard and Allen Kelley. There is one additional faculty member who has not yet determined whether she will join the committee.

"General invitations to the seminars have been received by the faculty and there will be some additional targeted mailings. Just to give you a little more insight into this program and to encourage you to use it, TIAA-CREF has proposed a comprehensive financial retirement education program for the faculty. Key elements of the program include: that it will be jointly offered by Duke and TIAA-CREF and it will be called the *Duke University Financial Education Institute — Financial Solutions for a Lifetime*. This is a program which is designed for people to enter in early, start planning their long-term income flows and retirement policies, so that they don't get caught at the end. The Financial Education Institute will consist primarily of a series of financial education seminars customized as appropriate to the university. Also featured within the Financial Education Institute for Duke faculty will be supporting educational materials provided by TIAA-CREF, including interactive calculators, booklets and web tools. So we can all go there and get gadgets. Individual one-on-one counseling from TIAA-CREF consultants will be available to faculty before and after the educational seminars. And finally, faculty requiring more detailed personalized financial planning will be able to obtain any one of the detailed financial plans for a minimal fee. As a prerequisite to receiving a plan, interested faculty will be requested to attend a special workshop. During the pilot phase one financial plan will be offered in association with a seminar: *What is a financial plan — do I need one?... TIAA-CREF assures us that this is not a program designed to get more people to join TIAA-CREF... I'm sure that they will not turn away a customer should you emerge from the seminars and wish to join, but they also offer many other programs which they will make available.*

"Third, an explicit policy for emeritus faculty has been developed and will be put in place in the coming months. The policy was distributed to all members of the Council on Tuesday and I'll only briefly review it here. I just want to go over a few points since you all did receive it. The purpose of this policy is to put in one place and in a clear way things that some of which have already existed, but emeriti were not aware of. Others of which they may have been aware and still others still just to allow us to have a clear place in the Faculty Handbook where emeriti can go and find out what their rights and possibilities are. So, emeriti will have access to all athletic and recreational facilities on the same basis as active faculty. Emeriti will have free access to the use of central university computing services that include acpub e-mail and unix accounts, e-mail forwarding services, E-Duke News, listings in the telephone and on-line directories, up to 70 megabytes of *acpub* file space for e-mail and web pages and various other things which will allow them to participate through the use of our e-mail system. Where available, basic highspeed home internet access can be purchased through the university at the same rate charged to active faculty. Emeriti may take courses for credit at Duke — up to 2 classes a semester — and have a portion of the tuition waived, or audit classes at no charge. Emeriti will be listed in the Duke faculty staff handbook telephone directory. (That is the paper thing which some of us still use.) And emeriti will be able to obtain directories through their departments in the same manner as active faculty. There is also a phone number listed about how to get all this. Emeriti regularly using a campus office can obtain copies of the Chronicle and Dialogue as the same way everybody else does. And they can have it delivered to their home address if they wish to do so. I would also remind you that these are both now available over the web... The Faculty Commons will be available to emeriti just as it is for regular faculty.

"We want to maintain the contact of emeriti with their departments. So, the first point of access will be through the departments for inquiries and requests — to the department and the dean. However, we are going to create an Assistant for Emeritus Affairs in the Office of the

Provost, and that person will be available either to take and pass on the request to the appropriate people and basically act as a facilitator should emeritus faculty have particular requests. Emeriti will have right to obtain Duke identification cards. They will have library privileges. They will have mail services.

"Parking. Thought I'd never get to it. Parking passes can be purchased at the student rate by emeriti for use in lots commonly used by faculty and students associated with the same department or program as the emeritus faculty member. So emeriti will get a discount because they will be paying the student rate and not the full faculty rate. And I will remind you that when we go to a pretax system for full faculty, the actual rate will be much higher than for emeriti because emeriti are not paid wage or salaries.. .So instead we are going to provide them with the student rate which will be significantly [lower]. Faculty who obtain emeritus status prior to 07-03, July of this year, will retain the parking privileges that were in place prior to the implementation of the current policy.

"Emeritus faculty will be able to participate as principal investigators on grants. However, they will require approval of the Dean and Provost.

"Space. Office space is not an entitlement for emeriti. However, emeriti may request their dean to allocate such space to them. The dean, on the advice of the departmental chair, will weigh the request against alternative uses of this space in advancing the scholarly purposes of the university. Space is a scarce resource and we do need to manage things. If space is allocated it will preferably be for a maximum of two years, with the option of a renewal on subsequent requests.

"Finally, emeriti will have access to the same health insurance benefits available to all retired faculty and those benefits are available through the office of human resources. I believe that we now have thereby an emeritus faculty policy and when this is listed in the faculty handbook emeritus faculty will be able to get clear access to what their rights and opportunities are on campus. And they will have a place to go when and if they should feel that they have questions that need to be resolved.

"The last point has to do with modeling of faculty flow, which I think is a long-term strategic need... So, working with EC AC the Office of Institutional Research will initiate the development and implementation on an annual basis a modeling exercise for faculty flow. The model will follow lines developed in the Retirement Report; and for those of you who are interested in these matters, the Retirement Committee did an excellent job of presenting us with the basis for doing such a report... And I will work with ECAC to develop a small advisory group of faculty with appropriate expertise to work with Institutional Research on the development and implementation and annual reporting of the results of that model. I do not know that we need to report that necessarily to the Academic Council, but we will have the report in my office, and I'll be happy to share it on an annual basis with ECAC.

"We will continue to work with ECAC and the deans on policies that can assure that we make the most effective use of faculty as they approach retirement. Such policies may include: changes in the formal expectations for faculty who are no longer able or interested in an intensive research career, but can otherwise make significant contributions to the university through teaching and service.

"Possibilities for part-time status: I note that we do not now formally permit tenured faculty on a part time status. But, that rule is being violated on a regular basis and until we change the rule it will probably continue to be so. Finally, [we will give] encouragement to chaired fac-

ulty approaching retirement to relinquish their chairs and move to emeritus-chair status, so that chairs can be conferred on other faculty at the height of their productive contributions to scholarship in the university.

"That concludes my response to the Retirement Committee Report. I believe I have responded in whole to the points that they raised and I believe we now have a policy in place which should put us in a good position for a number of years. I'll be happy to take any questions."

Discussion

Robert Wolpert (ISDS): "Small suggestion, which is to replace the 70 megabyte specification with a more abstract phrase...as this [size limitation will surely] change over time."

Provost Lange: "OK."

Terry Oas: "I was wondering about the status that regulations in the new policy might confer on emeritus faculty with respect to the relationship they have with their department. For instance, is there anything that guarantees that they would be able to continue to use as their postal address their department affiliation? I can imagine situations where the department may prefer not to confer that kind of status to emeritus faculty..."

Provost Lange: "Well the policy reads: 'mail services shall be provided by the department for emeriti'."

John Staddon (Psychological and Brain Sciences/Faculty Secretary): "Well we talked briefly at ECAC about the reasons for making the proposed emeritus parking policy much less generous than it is currently, and the question arose: How costly is the existing policy? You said you were going to do a little research on that."

Provost Lange: "There are 49 emeriti enjoying the current status."

John Staddon: "But how often do they actually use a space?"

Provost Lange: "There's no way to know that."

John Staddon: "I ask because usage determines the real cost."

Provost Lange: "Not exactly because the calculation of the number of faculty using a lot makes an assumption about the average amount of time. So, even taking a permit on a lot has an impact whether you are there or not.. .In other words the total number of permits allotted to a lot is based on some calculation which Tallman could tell you about if he wanted to (he may not want to...).. .Anyway, so it's forty nine now who are enjoying the current privileges, and the number of emeriti is increasing, so we thought that this was an appropriate mechanism for regulating the use of what is, as many of us know, the scarcest, or is believed to.. .be one of the scarcest resources we have at Duke."

John Staddon: "I suggest retaining the current policy because it seems to be a rather nice gesture that we make to old Duke people that they can park wherever they want — even, and perhaps especially, if they don't use the privilege very often. It conveys a nice warm, fuzzy feeling about Duke University." (laughter)

Provost Lange: "No comment." (laughter)

Joe Corless: "Is there a standard that is generally used [to define] full time faculty on the University side?"

Provost Lange: Yes, but I don't have it in my head. Yes, there is....Partly for the reasons that Professor Frank outlined, [the Medical Center has] a much more complicated system. But in each of the schools, there is an expectation of what full-time faculty status entails and that people

are paid according. The issue of part-time faculty tenured status is an interesting one. I have looked at this and concluded that we would probably do better with our sort of ad-hoc, jury-rigged system that we have now for part-time status, than trying to redo the whole system. In the long run, that may not be the case, but for the moment, it's an area, we've decided, that's probably not worth devoting a lot of time to.

Richard Burton (Fuqua): "Peter, under the athletic facilities, the implication here is that emeriti would have access to these facilities as participants. As I understand the current policy is that emeriti also have access as spectators, and I presume that would continue."

Provost Lange: "Yes, if you bought a ticket, you can go. Is that what you mean?... I did a random survey of the faculty — what we did was ask how many people would approve of emeriti no longer being able to have tickets to Cameron. And then we analyzed the position that the faculty member responding had on the waiting list for Cameron and the relationship of that to their answer "yes" or "no" on whether they approved. And, to my shock, those higher on the waiting list were more favorable to removing emeriti"

"I'm joking!" the Provost added quickly ... (laughter)

Robert Wolpert: "Peter, in general the principle has been to tie emeriti to their department. It doesn't happen often, but occasionally departments merge, or change colleges, whatever. Is it important to have any provision for faculty whose department has changed?"

Provost Lange: "I don't think so, I think they will be well protected, and anyway they can always call my office."

Nancy Allen: "Peter thank you for those comments on the revisions you've made. There is now a section on retirement and emeriti in the Faculty Handbook, is it your intention to replace those sections in the faculty handbook with the draft that you've presented us with today?"

Provost Lange: "We haven't figured that out."

Report from the Academic Priorities Committee

Nancy Allen: "OK we'll work that out later. We have one last report today from the Academic Priorities Committee, Professor John Simon is here to provide that report..."

John Simon (Chemistry): "I think this will finally get APC off the agenda forever.. First I want to thank Nancy again for inviting me to update you on what we've been doing this year. We've talked a lot about the membership of APC over the last couple months, so I don't think it is necessary to read this structure of the committee as its currently done. I would like to mention the agenda items that I will talk briefly about, the agenda is set in consultation between Provost Lange and Committee Chair, currently myself. And I just want to reflect that over the last four years, I've found Provost Lange to be receptive to input from the Committee and myself in setting the agenda items.

"The major purpose of this committee has been to advise the Provost on issues related to intellectual development at Duke, and our deliberation and resolutions cover a wide set of issues. Over the years they have covered undergraduate and graduate curricular issues, the details and infrastructures associated with faculty, departmental and school development, the establishment of new programs and long-range strategic plans.

"Here is an overview of what we did this year (see Figure 2, below). We had a joint meeting with PACOR early on which led to the last couple of meetings here, a fair number of external reviews, discussion of issues like internationalization, research, grading..."

"One of our most important tasks is to consider external reviews of departments, we've spent a lot of time on that... our efforts are one piece in a process of review that ultimately leads to the allocation of resources and the shaping of our academic enterprise. External reviews, as

you can see, take up at least 50% of our meeting time and [after studying a large number of departments] I believe the committee has done its. These can include (this is just a small list of the types of things I've seen): needs in instructional technology, the implementation and staffing issues of Curriculum 2000, staff report issues in general, library support, status of buildings, facilities, and space — which have lead to many of the goals in the strategic plan — and administrative barriers between schools. Issues like these influence the ability of faculty and students to achieve their fullest potential, and therefore they actually are significant academic priorities. They're also complex issues, as the committee I have found out... and making progress requires thoughtful discussion...

"I think we should thank everybody who's served on this committee. I've found people to be quite dedicated and willing to spend not only committee time, but also time outside of committee — including breakfast with external review committees.

"I've had the pleasure of working with a large number of exceptional people, and Provost Lange for the last 4 years. I really thank them for their commitment and for actually speaking their mind. One of the benefits of not having minutes is that I've gotten to hear some rather straightforward discussions about some of these issues. I thank Nancy for the opportunity to give you this brief update today, and I'm certainly willing to answer any questions anyone might have."

Discussion

Earl Dowell (Engineering) asked a question about the roles of APC and the Graduate School, which is also involved in departmental review, as far as external reviews are concerned.

John Simon: "I don't see Lew [Siegel, Dean of the Graduate School]. I found it to be one of the most frustrating things over the last four years in that there has been no organization of who does reviews when, and ... doing them in an organized fashion. If you go back two months, and you look at what the charge now is of the Academic Programs Committee, it is spelled out in black and white there that that Committee will have the last say...so that the Executive Committee of the Graduate Faculty must complete its job looking at the issues that are most important to the Graduate School and then forward it on to the committee that will ultimately advise the Provost. Right now, both are doing it and it is not coordinated at all. I have found that frustrating. I have to admit that Leigh Deneef [Associate Dean of the Graduate School] and I swapped drafts of resolutions quite early, so I've had ideas of what they're thinking about. But it's one of those issues that we felt needed to be cleaned up and we have done so, quite clearly in the charge."

Nancy Allen: "Thank you John, and thank you to the many members of the Academic Priorities Committee and Provost Lange on his work with the committee over the past year."

job in identifying important unifying themes.

Agenda Items 2002-2003

9-4-02	Cross-School Teaching, State of University Finances
9-25-02	Joint Meeting with PACOR, Cross-School Teaching, Proposed Committee on University Priorities
10-9-02	Report on Internationalization at Duke (Gil Merlck) Report on Research (Jim Siedow)
10-23-02	External Review of the Sanford Institute External Review of Cultural Anthropology
11-06-03	External Review of the Sanford Institute Report from the Library Renovation Committee
11-20-02	Grading (Peter Lange) External Review of the Sanford Institute
12-4-02	External Review of the Sanford Institute External Review of Economics
1-8-03	Proposed Changes to Faculty Handbook-Leave of Absences and Tenure Clock Relief - Medical or Parental Update on Initiatives at Duke (John Harer)
2-5-03	External Review of Fuqua Final Discussion on External Review of the Sanford Institute
2-19-03	External Review of Psychology and Brain Sciences
3-05-03	External Review of Mechanical Engineering and Material Science
3-19-03	External Review of Psychology - Social and Health Sciences

Figure 2

The hour being late and there being no further business, the meeting adjourned at 5:10 PM.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "John Staddon", with a long horizontal flourish extending to the right.

John Staddon
Faculty Secretary

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