

**Minutes of the Academic Council Meeting
Thursday, September 19, 2024**

Trina Jones (Chair, Academic Council / Law School): Good afternoon, and welcome to the first meeting of the Academic Council for this academic year. I am Trina Jones, and I've been the Chair of the Council since July 2023. I'm in the second year of a two-year term, and I am deeply honored to continue to represent the faculty as Chair of the Academic Council. If you didn't get a cookie on your way in, please do so on your way out -- there are many back there, so make sure you get one! If you're serving on the Council for the first time, would you please raise your hand? Wow, oh, my goodness. Welcome, welcome. As you know, the Academic Council is one of the principle mechanisms for shared governance at Duke. We are delighted that you are all here, and given all that you have on your plates, we are very grateful for your service. I'd also like to take a moment to welcome back continuing members of the Council. Thank you as well.

THE CHRISTIE RULES

For more than 50 years, the [Christie Rules](#) have been the ground upon which Duke's uniquely collaborative approach to shared governance has stood. Named after George Christie, my colleague in the Law School, and which are embedded in the handbook. These rules state, except in part, except in emergencies, all major decisions and plans of the administration that significantly affect academic affairs

should be submitted to the Academic Council for an expression of views prior to implementation or submission to the Board of Trustees. The views expressed by the Academic Council should be transmitted, along with the administration's proposals to the Board of Trustees, when these plans and decisions are considered by the Board of Trustees. The phrase 'academic affairs' embraces the education, research and service missions of the university and the professional lives of the faculty, so the Christie Rules ensure that faculty have a role and a voice in university decisions. Thus, what we do here continues to be vitally important to the life of Duke University.

I am pleased to introduce you to the Executive Committee of the Academic Council, otherwise known as ECAC. Among its many duties, ECAC meets regularly with the Provost, the President and the Executive Vice President and other administrators as required. And as the "Committee on Committees," it nominates persons to serve as faculty representatives on university wide committees. Thus, all of those committees for which you're asked to serve, we actually vet, and suggest names of faculty members. ECAC has been meeting regularly since the middle of August, and we conducted business by email over the summer, taking care of Council's business on your behalf.

As I read the names of members of ECAC, would you please stand? Completing their second year are Tyson Brown, Merlise Clyde– already standing (Laughter), Cam Harvey is traveling on business and cannot be here today, Allan Kirk, and Josh Sosin. And beginning their first year are Claudia Gunsch (not here– she is teaching during our meeting time I believe and Terry Oas.

I'd also like to introduce the Executive Assistant to the Academic Council, without whom the Council could not function, and that is Sandra Walton, who, by the way, celebrated her birthday yesterday! (Applause). Our former staff assistant Mariah Cooke and her family relocated in July, and while we're searching to fill that position, we currently have an experienced Duke temporary employee, Cici Stevens working in the office. Cici is here today to assist with the meeting. (Applause). According to our bylaws, ECAC must elect from the Executive Committee a member to serve as Vice Chair and Josh Sosin who served in this role last year, has agreed to serve as Vice Chair again this year. Thank you, Josh. And then last, but not least, I would like to thank Carlo Vidal from the Divinity School, who's always here handling the technology and all the tech issues that arise. Thank you, Carlo. (Applause).

There are a couple of meeting related items that I need to cover. As I mentioned, ECAC met during the summer via email and we handled business on behalf of the Council, consistent with the authority that you presented to us in May. We approved the May 9th meeting minutes - very important task- as well as summer term degrees. Note that attendance sheets are being circulated through multiple sheets. Make sure that you initial at least one of

those sheets, because our bylaws state that you can be removed from the Council after three consecutive unexcused absences. So, if you're going to be absent from a meeting, please make sure to email Sandra and let her know in advance. And then finally, as you ask questions and we hope that you will ask many, and make comments, please say your name and your departmental or unit affiliation, as our meetings are recorded and transcribed. Sometimes the technology in this room does not record voices as well as we would like, so do not be offended if we ask you to speak more loudly or if we ask you to stand. Any questions so far? Great.

FACULTY HEARING COMMITTEE – APPROVAL OF NEW MEMBERS

The first item of business on our agenda is to approve new members to the Faculty Hearing Committee, also known as the FHC. The FHC is a subcommittee of the Academic Council and is charged with considering complaints from faculty concerning issues such as termination of employment, violations of academic freedom, and violations of Duke's anti-discrimination policies. The process for utilizing the FHC is detailed in appendix F in the Faculty Handbook. The Faculty Handbook currently states that the FHC shall consist of 12 to 18 tenured faculty members, nominated by ECAC, and elected by the Council at large to serve three-year terms.

With your agenda, we posted a document regarding ECAC's suggested appointments to the Faculty Hearing Committee. You'll see those new appointments at the top of the slide, and there are some members who have agreed to a second term. Are there any questions about these nominees?

[Proposal to elect individuals to the Faculty Hearing Committee approved by voice vote with no abstentions or dissent]

Warmest thanks to the faculty who have agreed to serve in this important function, to those who have agreed to a second term, and to those who are continuing on the committee. I'd also like to thank my colleague in the Law School, Tom Metzloff for agreeing to chair the committee a bit longer, through December of this year, while we seek his replacement. Tom is irreplaceable, but we're looking and we'll bring that name to you later in the semester.

**COMMITTEE ON ACADEMIC FREEDOM
AND AN UPDATE FROM PROFESSOR
CHARLOTTE SUSSMAN, CHAIR**

The next item on our agenda relates to the Committee on Academic Freedom and Responsibility, Free Expression and Engagement. As many of you know, the Academic Council, in consultation with the Provost and the President voted last spring to assemble a committee on Academic Freedom and Responsibility, Free Expression and Engagement– it's a long title for this committee! The core of the charge is on this slide which you saw last spring; and the committee has now met twice this fall and will continue to meet regularly throughout the academic year.

I now welcome Professor Charlotte Sussman, who is Chair of Duke's English department and also Chair of this committee to review briefly, the Committee's plan of action. The Council voted to constitute the committee, the committee has now been constituted and includes members from all of Duke's schools. You'll see several members from the Law School, because there are so

many legal issues involved with academic freedom and free expression, that we thought that we'd include a few additional representatives from Law.

Charlotte Sussman (Chair, Academic Freedom Committee): Thank you, Trina. And, thank you, Academic Council, for having me here to talk to you a little about this committee, which I'm very honored to be chairing with this extraordinary group of colleagues, many of whom bring great expertise, ongoing expertise to this committee. We've all agreed in our first couple of meetings that we come to this as a committee of learners. Nobody's coming in with a set and unchanging idea. We hope to investigate this issue. You saw the charge, and the first and most important thing that is immediately prioritized for this committee is a review of Duke's policies.

Duke has an Academic Freedom policy. It's in Appendix D of the Faculty Handbook, which I'm sure you're all familiar with, (Laughter), but I think it is now going to be elevated. We'll hear more about the new website that you'll be able to find it more easily. That policy was put in place in 1976, so, it's been a little while since it's been reviewed. At that time, it was put forward and voted upon by the faculty. The procedures are also in that Appendix. It was put forward and voted upon and then approved by the President and the Provost. I invite you to take a look at that.

I would also say in relation to that, this is not an adjudicatory committee, or a disciplinary committee. It's not a permanent committee put in place to decide what is academic freedom, and what's a good use of it, and what's not. It's a committee that's designed to review the policies. As Trina said, we've only met twice so far. We plan to meet continually

in the fall and in the spring. I'm coming to you really to introduce our plan, and most importantly, to hear your thoughts, and hear your concerns, and your input at this moment.

Let me say just a couple things. The work flow plan of the committee is to go through four stages. The first is to, for ourselves, look at those policies, look at the policy and its related policies and to review them. The second is to put that in the context of similar policies and practices of peer institutions, to do a kind of benchmarking, not so that we can put Duke in line with some consensus among universities, but to really think through thoroughly what is the best policy for Duke. That's actually really important to me, that we not think about this as a cookie cutter problem, or a problem of absolute truth. What's the absolutely most perfect idea? But what can allow Duke to move forward as the kind of vibrant and productive and diverse community that it is. What will allow us to do that? But we are going to look at what other universities have done and will do. Then we'll have a time, probably in the winter and early spring, when we reach out to and talk to groups on campus, individuals, to get a stronger sense of the general feeling among the Duke community. So we'll be moving towards that. We'll come back together to review all the data that we've put together and then finally produce a report of recommendations. Those recommendations will then go through a process to see whether they will be adopted by Duke. The final outcome here is a report. That's the general workflow, which you can see is a big task. But the idea is that we would have that report in May of next year.

Let me say just two things about the spirit with which we hope to enter this task. To the best of its ability, the committee will not be reactive. We're not hoping to just base our policy, base our ideas on current events and what's happening right at that time. As we all know, maybe the most frustrating thing about a university is that it works so slowly. But also, the best thing about a university is that it works very slowly and that it allows time— one of the few places in our world that does allow time, and requires time— to think things through carefully, and deeply, and to allow our ideas to evolve, to nuance, to change as we move forward, not necessarily change, but at least be strengthened by discussion.

So that's a privilege of this committee that I hope that we're claiming that it will move slowly, and not be reactive, to the best of our ability. The other thing is that these are questions upon which people have very deep, not only thoughts, but also feelings, and they're fiercely held, and people come to those fiercely held beliefs through many different life experiences as they move forward. For many people, this is not simply a scholarly topic, and we want to take that into account.

I can say that as a committee, we are pledged to come to these questions with open minds, with curiosity, and not just with open minds, but with open hearts, so that we are able to take in the places from which people are speaking when they speak on these topics. So, that's something of an overview. Like I said, I'm mostly here to hear your thoughts and to hear your questions. Some of the questions— or almost all of the questions— I'm sure I will not have answers to. But that's good because we have all this time to investigate them.

Steffen Bass (Physics): First of all, Charlotte, thank you very much for taking on this important task. I'm going to throw you a small curveball by going back to current events. This Monday, Sept 16 we had the Provost Forum on the Conflict in the Middle East (Provost's Forum, "Universities and the Israel-Palestine Conflict: How to Discuss, How to Engage?"), and how to facilitate a civilized discourse on that topic. One of the recommendations is perhaps too strong a word- but one of the items suggested by the keynote speaker as a way for academic institutions to navigate this was a policy of institutional neutrality. I'm unaware of whether Duke has such a policy in place or not, and the question is whether this is something that your committee is going to take up to formulate a recommendation.

Sussman: Yes, thank you for that question. I think the question of academic freedom and institutional neutrality are not exactly the same question. And the question is, to my current understanding, the degree to which a policy of institutional neutrality allows for greater academic freedom, or whether it in some ways does not allow, or quells academic freedom. That's a live issue, you're probably aware.

Bass: The title of your committee is much broader than academic freedom.

Sussman: Yes, but it does not say institutional neutrality. That is many things. The committee, I'm sure, will take up that question, which has many- not just two sides- but many sides and there's a lot to think about. As we think it through, we will decide whether, as a committee, we want to bring that forward as a recommendation, or actually,

whether it's outside our purview. It's not that it is separate from academic freedom, but it's not the same thing. Do you see what I'm saying? It's a very, very live question, and we were getting that strongly at the Provost's Forum.

Jones: Any more questions?

Sussman: Thanks. If you do have questions, there's a dedicated email address for the committee that you're welcome to send them to, but I'm sure you'll be hearing more from us later. The address is:
academicfreedomcommittee@duke.edu

Jones: Thank you, Charlotte. (Applause). It's the very beginning of their process, and so we understand that you may not have many questions at this point. We will touch base with the Academic Council periodically throughout the year as necessary to get your input and your feedback.

The next item on our agenda relates to Duke's protest and campus safety policies and procedures. We're going to have a presentation from Daniel Ennis, who is Duke's Executive Vice President, and Mary Pat McMahon, who is the Vice Provost and Vice President for Student Affairs. Of course, the presentation is going to relate to existing policies concerning protest. With today's agenda we sent some background material to the faculty, including links to Duke's policy on Pickets, Protests and Demonstrations, which is included in the Faculty Handbook, Duke's Land Use Policy, and the recently created [Student Affairs website](#) has a lot of this information on it.

Before Daniel and Mary Pat begin, President Price would like to say a few words.

Vince Price (President): Thank you. I promise to be brief here. I wanted to just say a few words– first of all thanks. You will hear shortly from Daniel and Mary Pat about the work we do to live out our policies. This is not straightforward work. It takes a lot of thought, a lot of time, a lot of energy. And it's not confined just to a group of administrators. It envelops a lot of activities on this campus, and a lot of members of our community– students, faculty and staff. I wanted to thank broadly, the community for the way thus far, Duke has been able to navigate through some pretty challenging moments. I recognize this is a difficult time for many members of our community, also for higher education generally. It's never more important that we as an academic community, represented by this council, lean into these issues and think deeply about them. My second round of thanks is to Professor Sussman and the committee that's been assembled and to the Academic Council, and ECAC for the seriousness with which our conversations last year have been taken up with what I hope will be a very thoughtful review of what we're doing, with an eye toward how we can refine our practices.

And, by the way, I am open to instruction on matters of institutional restraint. Maybe not institutional neutrality, but institutional restraint as it relates to academic freedom. It is a live topic, and one that deserves serious consideration. Finally, what I'd like to say is, we're trying to– as you'll hear– balance a variety of values that we live out as an academic community. We prize not just academic freedom, but open expression and the ability of members of the community to express themselves. At the same time, we are first and foremost an educational

institution. Our primary functions are to pursue research, education and deliver clinical care. So we have to think carefully about the primacy of those missions as they relate to open expression. Guarantee safety as an absolute bedrock principle, but also maintain an environment in which every member of the community feels they can do their work without disruption. Not easily done, and so I am grateful to the team. They'll describe multiple policies and the practices in place, but this is not something that is principally a matter for administrators. This is something that is owned by the entire community, and lived out by the entire community. While no institution is perfect, and certainly no institutional leaders are perfect, I am pleased that thus far Duke has navigated this well. The seriousness with which the Council has taken up these issues gives me great confidence that the future will be a positive one for Duke on this front.

We are asked repeatedly to sign on to principles that are promulgated elsewhere, and I always come back to the question of Duke principles. Yes, it's important to learn from peers, and the committee will do that. But most importantly, it's important for us to articulate our own principles, and then to derive from those principles, workable practices. So, with that, I will turn the podium over to Daniel and Mary Pat and again, express my thanks to everyone for being here and being part of the conversation.

DUKE'S PROTEST AND CAMPUS SAFETY POLICIES - PRESENTATION AND DISCUSSION

Mary Pat McMahon (Vice President/ Vice Provost of Student Affairs): I'm Mary Pat McMahon. I think I know many

people but not everybody. I've been here for five years as the Vice President/ Vice Provost of Student Affairs. To the President's point, this is far beyond the Student Affairs remit. We do traditionally have a lot to do with managing on-campus demonstrations, vigils and protests, which are typically, at least majority-populated by our students. We'll talk more about that in a second.

Daniel Ennis (Executive Vice President): I'm really happy to be working with Mary Pat on all these things.

McMahon: The goal here is for us to give you a better sense of the ongoing efforts that we've been employing to support campus expression, of which we have had quite a bit since October 7th and more generally over time. We want to talk about how we learned from our tenfold increase in on-campus protests and events last year, and taking those lessons into how we think and prepare and plan for this coming academic year. So we're going to level set with a couple of slides, but we really are hoping to get to Q&A fairly quickly.

Reaching back into the Faculty Handbook department, the Pickets, Protests and Demonstrations Policy has been around since at least the mid-1980s. Ed, Jen and I had a Bass Connections group last year that researched all kinds of policies (Ed Balleisen, Vice Provost for Interdisciplinary Studies; Jen Crowley, Assistant Vice Provost for Undergraduate Education). It was a sophomore who flagged this for me, "Mary Pat, did you know this policy has been around- I found a version of it in the 1960's." Almost verbatim to right now is the version that you can find in the 1987 Faculty Handbook that Valerie Hausman (University Archivist) helped me get. We

can actually show you a live view of that. It's not Appendix B anymore- so don't take that part seriously- but if you look, here is the 1987 version on the left, and 2024 version on the right. The policy really strikes this balance; it is important for the university to support expression of ideas. It's part of our function- peaceful assembly, welcoming guest speakers, and protecting the rights for everyone in our community to exercise these rights, free from disruption or interference.

If you look at the second part that we pulled out from the text, a determination to discourage conduct which is disruptive and disorderly does not threaten academic freedom; it's rather a necessary condition of its very existence. I'm sure this is going to be part of what Charlotte's team- the Academic Freedom Committee- looks at, but we've been guided by this particular balanced set of points. It's going to happen, we're going to welcome, we're going to make it safe, we're going to facilitate things on our campus, and we're going to work to ensure that those things are as well-managed, and not disorderly, as much as possible.

This is our running slide. We had one slide that we were using in January; we had two in May, and now we've got three versions of this timeline. I'm just going to point a couple things out to you.

Slide 1: October 7th- when the attacks happened in Israel, we were contacted- Jewish Life was contacted (Jewish Life is part of Student Affairs)- the next day about having a vigil for hostages. They asked, can we do it tonight, Sunday night, October 8th? A couple of us got on a call with the students and talked to them and said, could you do it on Monday, October 9th, so we could get the right kind of security and police presence for you?

We're not sure what's going to happen; the world is paying a lot of attention to this. Is there any chance we could do it the next day? We went back and forth a few times, worked with the students, and it turns out they said, we understand that, that's actually probably better. So we delayed it one day. And we were able to have several hundred students out on Bryan Center Plaza later that day.

If you look towards the SJP (Students for Justice in Palestine) week of action hosted by UNC, we had students who requested to have a 'die-in' here as part of a joint Triangle-area week of action. Similarly, we worked with them on location and date, and said, we would like to have it so that we can ensure your safety- if there are outside media that are here, if there are people who come to campus, or counter-protesters at your event, we want to help you ensure that it is managed as well as possible.

We do that- the "we" in this case is the Pickets, Protests and Demonstrations team (PPD). I met with a group of student leaders the other day who said, are those the people who "run around and try to be helpful?" (Laughter) I said, yeah, those are in fact the people- the PPD team. We'll talk more about them in a minute. They go to events, introduce themselves to speakers. We now have a culture- we've had this culture of Duke for a while- where students understand they can get in touch with the Student Involvement and Leadership office, and say, hey, we're reserving this part of the Clocktower Quad, we want it on this day, we're planning on having amplified sound, etc. We actually reach out and sit down with those students and ask, how many people do you think you're having? Is this the kind of event you think may invite a counter-protest? As you watched the

national news last year, you saw that plenty of places had counter-protests. There could be quite a bit of tension between the event organizers, people attending the event- who may or may not be part of the university community- and then counter-protesters.

So students have been very good with us, understanding that we're there to cooperate, help them and facilitate things going smoothly. Now, it's not about the content, it's about the risk assessment and the work that we can do with the students in the moment. We could keep going, but I'll point you to this trend in the three slides, which is reactivity, early moments, early vigils. We start to do things; Polis (Sanford Center for Politics) starts to do different things. We have our Combating Hate and Bias Conference one month after October 7th. Jonathan Greenblatt, CEO of ADL (Anti-Defamation League) is here. This is when we have our 'die-in' for Palestine. Then there are community healing spaces, a lot of different things happening. A whole lot of stuff is going on. That's the short takeaway on Slide 1.

Slide 2: This is our spring semester. If you think nationally, there were a lot of things happening in many places, particularly in March and April- and you see it here- things that got a bit more tense. In March, at the six-month anniversary of October 7th, there was an event with a lot of back and forth between students who were supporting Israel, and students who were supporting the Palestinians. There were times we had to jump in and say, hey everybody, step away for a minute. Let's talk to one another, let's keep working on this. Similarly, in April, concurrent with things that were happening at other universities on April 25th and 26th, we had two

different events with 100+ attendees, especially on the 26th, 150 attendees. We had more things happening, more tension, more escalation, but again, there were all kinds of things throughout the semester.

One of the questions that I got– and I'm sure you got as you talked to your family and colleagues and friends over the summer– was, why didn't anything happen at Duke? We had 30 different days and events and protests and vigils that we provided PPD (Pickets, Protests and Demonstrations) staff. Some were lectures that we thought might be disrupted, but plenty was happening. Hundreds of students, hundreds of community members were expressing their views, and were out on the campus throughout the spring semester.

If you were a part of your department graduation ceremony, you probably were part of the prepping for graduation. We were trying to make sure that that particular event could go forward– and its 100+ different commencement ceremonies– could go forward smoothly. We did that, and we were able to think through and partner with ECAC. Daniel had the very good idea, and Trina had the very good idea of making sure that ECAC– especially as we're watching the national news– that ECAC is in robust, frequent communication with us as we were thinking about these different things. There's an ECAC meeting that we started our conversation, and that we've continued since then.

Meanwhile, we're training people in antisemitism, we're holding the “Been Here, Still Here” training on Islamophobia, and different educational efforts. The Provost's Initiative on the Middle East (PIME) is launched; a lot is happening. Again, we're moving towards

the educational moment when we talked with people in PIME and then over the course of the year about how we can start doing teaching and education, work with people, bring people together to talk. A lot of our folks who work closely with students said, it's not the time, it's not the moment. Let's give things a little space.

Slide 3: Here is our summer work, and our work so far this fall. The main thing we knew is that we had a tenfold increase in events that happened. We were able to see: how did we do things right; how did we support things; what could we learn? What is a thing that, 17 times in a row, we had to go grab this policy out of the back of somebody's folder, and then make a QR code, scan it and hand it out to students. Which we did a couple times. We collected all the policies that relate to an event– a protest is considered an event, a vigil is considered an event– and we put them all in one place. We actually have them in one place for the world, and one place for student organizations, because they have their own particular ways of registering things and reserving space.

It's the same content: Land Use Policy, the Pickets, Protests and Demonstration Policy, how to register an event, and a couple other things. That [website](#) (Student Affairs - University Events and Activities Policies) was rolled out to our students at the beginning of the academic year. Here is where we talked at APC (Academic Programs Committee) about it the other day. We've also been publishing– as we've done for the last five years– our conduct outcomes from last year, including updates on the [Duke Community Standard](#) and policies. Every year we do modifications in some ways to the whole Duke Community Standard. Nothing has changed in our [Pickets, Protests and Demonstrations](#) policies.

We can talk more about all these different things, but you'll see that we've actually been continuing with this effort to ensure that we're working as closely as we can with faculty governance. As we said, we're anticipating that plenty of different moments for opportunity– for activism and campus gatherings, vigils, with the election, with unionization, with ongoing conflict in the Middle East– any number of things. We're going to have more events on campus this year that we want to make sure run smoothly, and we're able to facilitate those organizers doing so. That continues to be our goal going through this.

And here we are today briefing with the Academic Council. We have 15 events registered around the week of October 7th, the one-year anniversary. We have been reaching out and working with students who want to have different events on different days. Some days are all day long, some days are a couple of hours. But one of the things that came up when we talked with APC the other day was a question, do students know how to do this; is this something that has been in practice? We have pretty good muscle memory with our student committee, less so with our graduate/professional students, I will say, but quite a bit of muscle memory with our undergrads hosting events, thinking about working with us, managing things going forward, more and more with graduate/professional students.

The last thing I'll say about this timeline is that if you go back to these things in April, more and more of these events were primarily graduate/professional students, or they were primarily non-Duke folks. We had this event with 150 people– our visual count, as we did not get a sense of

everybody who was at the event– did not appear to be, age-wise– and I don't want to profile our students of being of certain age– but they did not appear to be our students. So knowing that, we've been thinking more about how we think about the protest team. Regarding the group that “runs around and helps people,” we need to make sure that the representation of that group– which has always included some folks from HR, a lot of people from Student Affairs, because we do this so often– now includes more folks from Durham and Duke Community Affairs.

Mohammed (Mohammed Noor, Executive Vice Provost) has been working to reach out to faculty. We trained 100 people, including some faculty in August, around how to be part of this de-escalation group. When I say, “run around and help people,” we are skilled at saying, “Hi, it's nice to see you. My name is Mary Pat. It looks like you're the organizer of the event. I'm here if you need anything, and I'm going to be right over there, and let me know if you think anything is happening. What do you anticipate for volume? What do you anticipate for how long this is going to go? Questions like that. It has been very well-received by students of many different ideological viewpoints over the course of the year to have PPD staff on hand. So if you see a big gathering, you're going to see these people nearby, with thanks again to Mohammed and the different faculty leaders who've been willing to get more involved in this, and the representation includes a lot more staff as well. The last question is– and this came up with ECAC– who do we talk to? If we saw something, if we heard about a group that is putting something together, where do we direct them? And this is the Pickets, Protest and Demonstration group. We have a dean on call, 24/7, 365 days a year, and that group can always work if you're

worried about a student in crisis or anything else. But PPD on campus is the group that responds and says, great, we'll reach out to those individuals– that doesn't have to be students– we reach out to the staff members, the faculty members, get a sense of the scale and scope, and start working with them.

Daniel, I'm going to hand it over to you.

Ennis: I actually think what's important is to get to your questions and to hear your concerns. As I told ECAC, it might be better for us to have been engaged earlier in conversation, this is, as Vince described, incredibly complicated terrain to navigate relative to assuring we're living up to our values. And in these moments, which are complicated and fluid, in terms of supporting campus activism, supporting freedom of expression, but also ensuring that we're delivering on our missions and that people are safe. So, we look forward to all thoughts, questions and a critique of how you think we're doing and what we can do better.

Victoria Szabo (Art, Art History, and Visual Studies): First of all, thanks for this. I was just looking at your very impressive website. Congratulations on that. I was wondering if there is a policy on recording at events– do we have anything like that. Also, media presence is another related topic.

McMahon: We appreciate the question about media. First, the Chronicle comes to events; they can come to anything on campus. Outside media needs to register with University Communications and Marketing before they can come to an event. We have certainly asked, in the course of this last year, for people not to take pictures of our students. The

Chronicle works separately with our student groups to work on that. As far as recording goes, I don't think we have a specific policy here at Duke. You can put your phone up and record anybody, anytime in North Carolina. The organizers– it's not just students– will sometimes say, please don't do that; we're worried about what you're doing. And nationally, you can see where the friction point starts in an interaction. Again, we can be helpful, backing up those requests to not allow recording in our situations.

Erika Weinthal (Nicholas School of the Environment): Mary Pat can you just clarify? My understanding is you can't– if a professor requests– you can't record in class, so there are certain limitations on recording, which I think is important.

McMahon: I wouldn't want to speak to the classroom limitations, so you've got that right, Erika.

Paul Jaskot (Art, Art History, and Visual Studies): We had a department meeting, and the one point of consensus was that, not surprisingly, bringing in the police is the real flashpoint. I'm wondering if you could talk about the policy relating to the police in terms of protest.

Ennis: We've had good conversations with the faculty governance groups that we've spent time with so far this fall. The most important effort that we're focused on is building relational connection to get ahead of the process and the planning to support freedom of expression. We really are invested in this PPD team and the processes around that. That is the most constructive mechanism to make sure we get to good mission- and values-aligned outcomes. What I would say about that is,

the Student Affairs team was bearing a disproportionate burden. You can't quite imagine what that team went through last year in terms of the hours spent, the navigation of incredibly complex and traumatic moments for so many in our community. They were really at the coalface of that. We realized, of course, that faculty, staff, community members, wanted to be a part of these processes.

So we've expanded that effort, as Mary Pat described. Faculty should be talking to faculty to the best extent possible, relative to supporting them in these moments; Community Affairs, having Stelfanie's team (Stelfanie Williams, Vice President for Community Affairs) be part of this process to engage; and same with HR (Antwan Lofton, Vice President for Human Resources). Our goal is always about dialogue and supporting the core mission relative to the benefits to our educational mission of the freedom of expression and the opportunities for expressing viewpoints. Having said that, we of course, are going to constantly obsess about public safety and physical safety of anyone involved in these activities. What I would say in that regard is public safety– John Dailey's team (John Dailey, Associate Vice President for Public Safety and Chief of Police for Duke)– is always quietly present to make sure that we're available mainly to the PPD team to take their direction, e.g., "it would be helpful if you could help us de-escalate here." And typically, ideally, it's just about a visible presence when that team decides that's helpful and appropriate. But in large part, the idea is for them to be not a part of the process to the greatest extent possible.

What I would say there– (and I would take all feedback; I've asked this in every forum I've been in, and my observations

of that team, and I've done a lot of listening on this topic since I got on campus)– is that this community has a lot of respect and trust in the fact that Public Safety/ Duke Police understands our values. I watch them very carefully at all sorts of events, and I really do see them as navigating in the background to the greatest extent possible. If people feel otherwise in any context, we need to know that, because that's not what we are about. I would like to have a very direct conversation in that regard here to the extent you have concerns. I would say about Public Safety/ Duke Police in addition, is that they are experiencing these protest moments in a different way than what we collectively would think about protests on campus, meaning, it is getting more complicated. We have seen members of our community who are engaged in protest activity be threatened in pretty serious ways online, and trolled in ways that are really terrifying, to be honest.

We are going to worry about that. We're going to be more worried, to be honest, in this environment, about the protesters. We want to make sure that they feel safe. We're going to worry about the PPD team, and make sure that they are never put in a position, having to navigate physical interactions where emotions are rising. And we're obviously going to be worried about counter protests and the emotions. A great example of this last year as Mary Pat described, when things got tense, the Student Affairs team and the police officers just walked into the crowd, and when the crowd started getting into their space, they didn't get active, but just created a presence. I think that had a de-escalating effect that was quite productive. The goal here is to lead with mission and values, and have the PPD team facilitate, keep public safety in the

background, but always assure public safety, physical safety for everyone involved.

Terry Oas (Biochemistry / ECAC member): Do you want to comment on under what circumstances the Durham Police might be brought in?

Ennis: Yes, a couple things to say about that. There've been understandably a lot of concerns and questions about that as we've been processing this with the community. First of all, they're on our campus all the time. We host major events. We have 1000's of people showing up on this campus for events. There is no way we can assure public safety in those moments without the benefit of those other law enforcement agencies. So they're very much a part of having good outcomes on our campus. We host Durham high school graduations, and those are huge gatherings of members of the community, and they're really exciting and successful and fun moments, but they're just logistically very large events, and we need help. So that's the first thing to say. We have deep relationships. We set expectations for how they're going to engage when they are on our campus, and how they're going to work with our team.

The second thing to say is: if you look at the more urban environments, and what we observed and witnessed– I've been very much a part of this in my previous life– the campus has a little bit of a public square experience. If you think about Harvard Yard– that's a campus where there are a lot of tourists and others traversing on campus all the time. When you think about what we saw at Columbia, those are campuses that are constructed more for more broad engagement. I would not say that we are a campus that is constructed– or have a

police department that's constructed– for large engagement on our campus, and the public square kind of zone. So, there would be times when protest activity would get large enough, include members that are not a part of our community, where we don't have the same kind of expectations and norms, instead of understandings, where we would say, we want help in the background, and just as a precaution. We have not faced that, and very much would hope we do not face that. But to come up here and say that they would never be on our campus to support and assure public safety and physical safety would be disingenuous.

Bass: You guys have done a tremendous job over the last year. I want to follow up on something that Daniel said. And that is, at other institutions, trouble has made national headlines, often with the engagement of external actors– people who are not part of the local campus community. Have you observed something– external actors getting active on Duke's campus? How do you keep track of that, and how do you possibly discourage that?

Ennis: We've also talked about this quite a bit in terms of processing together. And ECAC actually was quite helpful, because I was, from prior experience, more defensive on this topic, to be honest. ECAC challenged me in a way that I thought was incredibly constructive and important, which is: our students are sophisticated. They're sophisticated in their advocacy and in their passion for change. They are part of networks, and they are advancing causes in smart, thoughtful ways. And we are a campus that is welcoming. That's so much of who we are in terms of our values. So the notion that we would not be encouraging and welcoming to community members is orthogonal to

who we are. As a starting point, we want to basically assure in the PPD kind of way and in the dialogue, relational building, and frequent iterative conversations, that no matter who you are, we're going with outcomes for freedom of expression and for advocacy.

But I do believe that there is a way in which— and I've seen it directly— where an outside interest takes over the action and/or is informing the activism in ways that are not actually aligned with our mission. They become something that is different. And you see it happening, and you realize, oh, we've gone way past that policy we all adhere to. It's hard— and in terms of really diagnosing this in a scientific way, and a way you can literally have a decision tree— it's not perfect. But you do know, and you feel, quite quickly— all of these discussions and decisions and interactions around protest management are led and engaged through academic leadership and then administrative leadership. That obviously is what we would discourage, and would not want as an outcome for our community. But is the prospect of that real? Absolutely, we've seen it in other contexts. Those moments, and the sophistication of those moments— in terms of people who do this much more like a profession— it gets into a place where we have nowhere near the resources to manage that. And we would absolutely require the help of outside agencies.

McMahon: I just want to comment on that. I really view— for students— a continuum in this. Students are generally talking to other student chapters of whichever group they're a part of. That could be Know Your IX (student advocates for youth). There are so many different groups that have organized over time. I expect a degree of that. It is

interesting because then, if students are working with groups that are less college-student based, it changes the tenor, and you think about how you engage it. But there's a real range on that.

Shai Ginsburg (Asian and Middle Eastern Studies): I would like to continue this line of questioning, but turn it into a question of principle, and as such, address the question to the Provost and the President. This is a moment in which we engage the general public, and the general public engages with us after years of a growing chasm between the academia and the general public. We all of a sudden see great interest in the academia. Has Duke considered turning this moment into a teaching moment for the general public, not just for the Duke students?

Price: Thank you. It's an excellent question, and it's a somewhat difficult question. My primary goal and our primary goal, I think, collectively, should be, first of all, make sure that we're living up to our values and what we do day to day here at Duke. It can be hazardous duty to hold ourselves up as an exemplar in an environment connected to this last point where a lot of outside influences want to use the institution for their ends— not our ends— their ends. So we have to be thoughtful about that, because the last thing we would want to do is make available this academic community for purposes that none of us believe the institution was ever created. At the same time, we are in constant communication with other campuses.

I just came back from Washington, DC. I've been speaking with a variety of very interested parties, and they— politicians— I will tell you, harbor profound misunderstandings because of the news

coverage last year. Profound misunderstandings. We have to clarify that. So it is an educational moment, and we spend a lot of time trying to dispel those misunderstandings. We are exposing them to the kind of work that we do, not to crow about it, but to let them know that this is what universities are dedicated to doing, and this is how we try to live out those values every single day. I would call it an educational project, but the way we go about it isn't a flag waving- very, very highly visible approach- in part, because, tactically, it's not clear to me at this juncture that would deliver value to us, or even assist other campuses. The other thing I'll say is, there are other institutions we know them well, who did not have the Duke experience last year. They are wounded institutions, they are outstanding institutions of higher learning, and nothing Duke does should undercut the work they're attempting to do under much more difficult circumstances than we have.

It is so easy in this moment to have our best interests in this educational moment be interpreted as throwing other institutions under a bus. And I've seen this happen elsewhere, and I want to resist that. It is so important that this moment for higher education- not just for Duke- but this moment for higher education is a critical moment. I mentioned this to ECAC when I talked to them this week. I'm alarmed that at a moment when faculty governance should stand out as the centerpiece of how we approach all these issues, on some other campuses, there's a chasm now created by anxiety over these issues, and the handling of these issues. Precisely when administrators should be talking with faculty, and faculty talking with administrators, the opposite is happening. There have been more votes of censure

and no confidence and all this sort of thing that is dreadful for higher education. I don't want to do anything that feeds into that. Unfortunately, it's relatively easy to do if extraordinary care isn't taken. But it's exactly the right question to be posing. With that, I'll turn things over to Alec to see if he wants to add to that.

Alec Gallimore, Provost: (waving hands) No, I'm good! (Laughter)

Price: But I will say, my pride in Duke does not go unremarked- everywhere I go- not because I want to; it's just not a PR moment for Duke. This is a moment, as you say- it's an educational moment for us also to learn from what's happening if things have gone wrong, there but for the grace of God, that's how I approach this. We are not that different from these other institutions. We fool ourselves to think that the best PPD program we can build will insulate us from that kind of challenge. We have not seen the organized outside interest descending upon this campus the way it has happened elsewhere. So, let's watch what's happening. Let's learn from it. Let's do our best. Let's not be judgmental about how other places are handling it. Let's support each other in higher education. But most of all, as faculty members, let's be serious about academic freedom, because the best way to maintain open expression on college campuses, to maintain academic freedom- these are hard won rights- is to recognize the responsibilities that come with those rights, and never put ourselves in a position where we are fairly criticized for being irresponsible. And I'll leave it at that.

Josh Sosin (Classical Studies / ECAC member): Three cheers to the people

who run around trying to help with things -- I thought that's what faculty were (Laughter). I'm glad that hundreds of you are doing the job. To me, it seems a good thing that so many events for the week of October 7th are already on the docket. This is a testament to the groundwork that you've done, and like I'm going to worry about that week until we've passed it and several weeks beyond that, but I'm already worrying about November (refers to the election) where we haven't done the groundwork with the constituencies, because we don't necessarily know who they are. We don't necessarily know who the outside forces are. We're just not as prepped there, not through anyone's fault, because there isn't a ramp up yet that we have our arms around. I wonder if you could share with us your thinking about how we prepare, what we do, what that looks like for us?

Ennis: This was a really important provocation for ECAC-- I forget how Cam described it-- but, in essence, what could be the extreme model, your risk management, you're living in the here and now, it's a dynamic situation, but we're building muscle memory, and then something just pops that is dramatically different in scale and complexity that you haven't seen. How are you prepared? How do you think about that? I thought Mary Pat, in that moment, had a really helpful answer. We, as an institution, hit major air pockets in a variety of ways, like Covid-- a massive disruption to our operations, and major weather events. I think that is a productive frame. We have built resiliency, and we have mission-first as our imperative. We have to navigate for the possibility of disruption on a scale we just couldn't imagine. What do you do? You go back to-- what have we learned when we couldn't be on campus, or when we have major power disruption, etc.

That's what we have to lean into-- that kind of contingency planning. God forbid we ever get there. But that to me-- and the entire room with ECAC-- was instructive, that we're thinking about something that dramatic. I think it would be unrealistic to not have an expectation or plan for something on a wholly different order of magnitude.

McMahon: Just two quick comments-- I'm kind of outside my lane. One is that even those big things that happen, there is some pre-indication that something's coming. It could be a social scrape, it could be something that's national. Oftentimes, we hear about something and think there was no notice that something was going to happen. But the kind of scenario you're describing, Josh, it might be a half a day, it might be more than that, but there is time. I think that's just helpful for us to think about. And then, even as we think about voter safety, we think about Karsh (Alumni Center), we think about all the different things. I will say that John Dailey never sleeps, because he really does spend all his time anticipating what happens, and how do we think and prepare for it, and then gets our focus and others' focus on those issues. It is so relational, and involves working with all the different teams-- the key thing being good relationships, good communication, transparency and prep. We do tabletop exercises, and we have things go wrong all the time. That helps because we get a chance to learn how to do mass scale operation matters and we are pretty good at that.

Betsy Albright (Nicholas, School of the Environment): Thank you both for the presentation and putting together the website. My question centers on protests that are camping out, or the use of tents on campus grounds somewhere-- not

necessarily only students, but if a faculty member wanted to put out a tent and protest. I was trying to figure out– one is there a written or unwritten policy on that? Does that fit within the land use? And if so, I see there's an outdoor area section that says– if you're not a student, you should contact Event Management. I was wondering who that is, and if you could just clarify any policies in that realm, that'd be great.

McMahon: Thanks, Betsy. The Event Management is the team, Conference and Event Services (CES) in Campus Life. So one of the ways that Student Affairs is involved beyond students– because all of that, Penn Pavilion or reserving a space outside, is through Campus Life and Event Management. Jim Hodges (Senior Director of Conference and Event Services). You're calling Jim Hodges in that situation. To your other question, we, we have not allowed overnight structures at Duke, historically, other than religious events, like the menorah that goes up– that's a registered overnight structure. Or K-ville (Laughter) and that's a whole other kettle of fish, that is well registered, well managed. (Kryzewskiville, organized by Duke Student Government) We know everybody who's out there. I often say that the students who run K-ville could run a state government. (Laughter) They have the historic part– they've been doing it since 1984– and know the rules and safety protocols. We shut that down when it gets cold, right? So, contacting Jim Hodges is the way to go on anything you want to register.

Oas: There have been prominent cases around the country of speakers or speaking events that have been in high-profile ways, either canceled or turned into such a disruptive event that they basically get interrupted. This makes the

news because it seems, from the outside– from the people who are most energized by this whole academic thing– that we're being hypocritical, that we're not allowing certain kinds of speech to happen on campus– and just because we define speech as being, say, antisemitic or whatever– that that's why we're canceling these events. So that leads me to the question, under what circumstances could you imagine not allowing an event to take place, based on the reputation of the speaker or the association– the group that's associated with that person? What are the events that would lead to Duke doing one of these high-profile cancelations?

Ennis: Can you put up the policy again? (refers to slide). Those questions go to the core of the policy in the Faculty Handbook. I think the bar has to be incredibly high. I find the language in the handbook on this topic to be very, very helpful with regards to our expectations about disruption, and how that's actually antithetical to freedom of expression and our academic community. So you always go back to core principles and core values. I would hope as an academic community, we would be doing everything in our power to enable those events to happen– everything, relative to that value. I think the issue that would emerge at its core would be an issue of major public safety threat, and harm to our community in a way that we couldn't manage and couldn't summon the resources to protect the speaker, the crowd in a way that we could, with all integrity, say it's a responsible thing to permit to happen. As in all things, this is an academic question, and we would be looking for academic leadership to take our input on the operational conditions, the intelligence we've gathered, the safety and context we

can create, and then decide, can we let it move forward?

Kerry Haynie (Political Science, African & African American Studies, and Dean of Social Sciences): Thank you. Trina, I just wanted to comment, to attest to what Daniel just said the last comment. We had a couple of occasions over the course of last academic year to have precisely that discussion. And senior leadership and the PPD folks came to the academic leaders to have that discussion. It was about not canceling the event. How can we make this happen in a way that is safe and secure? And that was the way it was led, and I appreciated that approach, and that's how we dealt with that. So that really is the mission being driven, and following the guideline, but that was the basis of a discussion. Within the background, it may be that we needed to do something different if we couldn't protect folks, but then how can we make this happen in the safest environment? I really appreciate that approach.

Jones: Final questions?

Matt Adler (School of Law): Thank you for this terrific presentation. Following on this question– I'm sure you thought about this– what about the case in which the disruption of an outside speaker is not physical disruption or yelling or topical disruption, but questions are very long, or questions are off topic? We have a few questioners, all of whom ask irrelevant questions or embarrassing questions, or reveal private codes with the speaker. How does the policy apply to that? Has that happened, and if so, how has that been handled? If it hasn't happened, how have you thought about that?

McMahon: It's a good question. We tabletop things like that on a regular

basis, and that's part of what the PPD team will do. If there's an event and somebody's very much off topic, one thing that could happen– a PPD member could go stand next to that person to indicate, “it's time to wrap it up.” We want you to get your question out, but then we need to make room for other people. A long rambling question, you can ask it, you can be heard, now we're going to move on to the next person. There are some judgment call situations– in that specific tabletop. We have ability and knowledge– if something goes in the wrong direction as far as safety goes at an event– you'll see me and I'll be there in case it needs to get shut down; I'll step up and shut it down. And that would be because the level of safety risk around something in the room just feels like it's time to end the event. I've been prepared to do that for 12 years in this job. I haven't had to do that yet, but it could happen.

Christ Richmond (Electrical & Computer Engineering): I want to thank you all for what you're doing and the thoughts and conversations that have happened today, and the President for his thoughts from the perspective of the university. I want to first say, I really believe that our ability to dialogue, talk to one another, to reason together, to hear sides, whether two or more sides, is really the key to moving forward. I think if we all anchor down in our own corners, if we never talk to each other, even if what the other person is saying is maybe disagreeable or makes someone angry, I think long term, that doesn't lead to progress. I believe that if that happens in an academic institution, that's a critical thing, because if there's any institution where we encourage reasoning together– critical thinking, analysis, discussion, dialogue– it should be the academic institution. That's my personal belief. So I

was very pleased to hear the President make his comments. I understand that people have– on different sides– they have strong feelings, because they're emotionally involved and charged; sometimes they're personally involved. It's difficult. I definitely appreciate the difficulty of this. The question that I have for you– you mentioned that you do activities around education and encouraging dialogue. Could you say more about what types of activities you're involved in? I heard it said that one of the top priorities of Duke is education. And I believe, as someone who has advised graduate students, at teaching students how to think critically– how to take data, process it, analyze it, figure out left from right and arrive at a solution or an answer or a stance that is viable– is part of their education. That extends not only to technical issues, but political issues, social issues. A lot of times, people don't have that kind of background, they don't have that kind of training, and all they know is to respond, probably in an unfavorable way. I think there's an opportunity here– not to broadcast this outside in any way– but thinking about our students here as young adults who will be in our shoes in the next 10 to 20 years. They're going to be the leaders, and making sure that they learn how to think through these processes and to talk to the other side, as opposed to trying to cancel them or to quiet them. Could you say more about what we're doing to encourage education and dialogue here at Duke?

McMahon: The first answer to that question is, we have an outstanding faculty. The faculty teach this, they model this; the faculty present the data, the information, the critique and the reason. I've been loving Charlotte saying “don't forget the humanities,” and all the ways we've been talking about, understanding

the different things that are happening all the way around– the humanitarian crisis we see right now, the multi-generational conflicts we're trying to navigate. That said, we also work with our students to do self-awareness. We have this thing called True North Leadership Program right now. The George Family Foundation is supporting us, getting all of our student leaders to do a much better sense of their own emotional intelligence, self-awareness, understanding how viewpoints change. We probably had 400 students in Penn Pavilion on Monday night doing either Year 1 or Year 2 of that as leadership training. It equips them in these different groups to be able to work thoughtfully. The other example I'll give is the Middle East Initiative includes a student engagement group which is chaired by, and run for students to think about opportunities all around the events that are happening with the Middle East initiative– for students in small settings, larger settings, programmatic ways, or cup-of-coffee ways to talk to one another and come together. I was thrilled on Monday because students that I had seen at every single one of these protests, either in one seat or the other, at each other's protests were in the same room on Monday, working in the same conversation, in that learning opportunity. I've giving myself chills talking about it! This is our faculty-led, mission-driven work, and we're here to support it. (Applause)

Jones: Thank you again to Mary Pat and Daniel for that really thoughtful presentation. You heard ECAC being referenced repeatedly during their comments. That's because we have these conversations with senior administrators often, and we're asking these sorts of questions and many additional questions, but we think that it's also important that

you have an opportunity to ask your questions directly of senior administrators. We're thankful to Daniel and his team, because every time we reach out and say, we think it might be useful to have a conversation with Academic Council, he doesn't shy away. We gave them a choice between reviewing University finances, which is critically important to everything that we do- and everyone's concerned about that, or talking about the Protest policy. And he chose, in this moment, the more difficult course. So we're really appreciative of that.

We're also thinking hard about these questions, and that's why we created the Academic Freedom and Responsibility Committee that Charlotte is chairing, because we like to be able to do the work- not in the middle of a crisis- but at our own pace, in a thoughtful and deliberative way. If you have additional thoughts about any of these considerations, please do not hesitate to reach out to a member of ECAC, and we can schedule additional conversations, or ask the questions that you would like to have asked.

In our remaining minutes: what ECAC and I like to do at the beginning of the year is to hear from you- what's on your mind? Because that will shape the agenda as we move through the academic year. These are some things that we have teed up, just because we didn't finish some work from last year, or we think that these are issues that are important to the faculty. But there may be things that are not on this list, and this is an opportunity for you to share issues about which you are concerned. And we can tee those up for conversation this year. A quick overview. We need to finish some revisions regarding the Faculty Hearing Committee

and Appendix F that we started last year and didn't quite finish. We're going to land that plane, hopefully soon. We need to follow up on a 2021 report concerning the rights and privileges of regular rank, non-tenure track faculty. Mohammed Noor, Executive Vice Provost, and I will be talking to each Dean about their perspectives on that report, and see if we can move forth with some of those recommendations. There are always Faculty Handbook revisions we might need to look at. Appendix I, which includes the protest policy and the balance there between academic freedom and safety concerns, and also a respect for the history of protest. All protest is not necessarily bad. Think about apartheid, right? Think about HIV, so making sure that we have the right balance. In this moment, there's an ad hoc committee report on DKU. There were some accreditation issues that arose last year; we talked about those issues at Council. A committee was formed at the direction of the Provost in conversation with ECAC, and we'll follow up as necessary on that. A committee was formed in the spring at the direction of the Provost, and after consultation with Academic Council to look at Duke's reference check practices and policies with regards to new faculty hires. This came up in connection with the "pass the harasser" question that you raised through an anonymous question. And let me remind you, you still can send anonymous questions to us to be addressed during Council meetings. We'll likely have a conversation about the recommendations of that committee.

There are always degrees being proposed, and we will consider a new proposal between Fuqua (Fuqua School of Business) and the Nicholas School of the Environment. We're always attentive to the changing landscape of higher

education, and how that affects Duke's mission, both in terms of who we admit, who we hire, and what we teach. ECAC thinks that we have to constantly monitor changes in the law and policies and how they may affect Duke and Duke's faculty. And then there's Global Duke. This was on the slide last year, and we never made it to this particular topic. I know that the Board of Trustees this year has identified a global strategy as a priority. I think the Provost has also identified this as a priority. So perhaps during the course of the year, we can have a conversation about that work, and thinking beyond DKU, about Duke's presence in the world. Those are some of the topics that we are teeing up. If there are other things that you'd like to have the Council consider, you have two minutes to share those things. (Laughter) But if you don't want to share it today, please feel free to send an email to: acouncil@duke.edu

Any burning thoughts need to be placed on the table? Last year we had a really vibrant conversation about what was on your minds. But this year, we may have to leave that to October.

IN MEMORIAM

Before we adjourn for today, I want to acknowledge the recent passing of two former, long serving and beloved members of the Duke community.

Richard (Dick) White was a Professor of Botany, Dean of Arts and Sciences and Vice Provost for Undergraduate Education. During his tenure as dean, he

strengthened the undergraduate curriculum and played a key role in elevating Duke's national and international reputation for undergraduate education. He oversaw significant investments in the humanities that attracted top faculty and students, made hirings through the university's first Black Faculty Initiative, supported interdisciplinary efforts that created collaborative collaborations across the campus, and helped expand Duke's global learning programs. After leaving the Deanship, he became Director of the Sarah P. Duke Gardens, and led efforts to create the Doris Duke Center.

Gerald Wilson was Senior Associate Dean of Trinity College for many decades. Six decades, to be exact. He served as a beloved advisor to thousands of students, and his courses in the history department entitled "American Dreams, American Realities, and Leadership in American History" were regularly filled to capacity. He received many university honors during his time at Duke, most notably the Presidential Award in 2010, the University Medal in 2013, which is Duke's highest honor for distinguished service, and the Brodhead Service Award in 2019.

Our thoughts are with the family, friends and colleagues of both Dick and Gerald as they mourn the loss of these two extraordinary Blue Devils.

Our next meeting is on October 17th. Thank you to everyone. Our meeting is adjourned. Have a great evening.
(Applause)