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Minutes of the Regular Meeting of the Academic Council

October 21, 3:30-5:00 PM

The October meeting began after the Annual Faculty Meeting, chaired by President Brodhead. Nancy Allen (Medicine), Chair of the Council, welcomed all to the meeting. Earl Dowell (engineering) had suggested some clarifying language. John Staddon (Psychological & Brain Sciences, Faculty Secretary) agreed to make appropriate changes and with this amendment, the minutes were approved without dissent.

Announcements

Nancy Allen: There will be a reception in the Rare Book Room of Perkins Library right across the quad immediately following this meeting. Everyone is invited to join ECAC and President Brodhead there for a nice gathering. Our goal is to end the Council meeting as close to 5:00 as possible. We did enclose in your mailing for the regular Academic Council meeting a copy of the ECAC statement on the Palestine Solidarity Movement (PSM) conference to which President Brodhead referred in his address. The Provost and ECAC felt that a statement from the faculty was important on this issue and we enclosed it for your information.

University Priorities Committee

Nancy Allen: The next order of business is to call on Professor Jim Cox from the School of Law to provide an update on the University Priorities Committee. When we set up this committee a little over a year ago we included in the initial charter for the committee a requirement that the chair come to an early Council meeting in the Fall to give us a broad picture of the agenda for the year; and then come back in the Spring and tell us what they did.

Jim Cox (Law): You may recall I came before you last April or May and I gave our committee somewhere in the range of a C+ to B- rating for our efforts. We were least efficient in our first year of operation trying to get some agenda-setting. I think that was a learning experience for us. And over the summer the committee worked very hard with the senior officers in developing heuristics we'd be using to make sure we got before the committee the appropriate matters and allocated the time needed for any issue. This was a mutual effort. We thought that the best approach was to make sure of a 4-5 week minimum period of time before any items that dealt with resource or priority issues reached a committee of the trustees or the full board of trustees that such items are vetted with the UPC. That's worked very well so far, through the October meeting of the trustees.

Another part of the UPC's charter is the creation of a budget subcommittee within UPC. The original vision — of ECAC and the other drafters, some of which are on the UPC — was that this group gain some expertise about the complex budgetary processes at Duke. The subcommittee would be able to drill down the budget and really see where all the skeletons were, or at least how we were paying for the skeletons.

Upon reflection that hasn't worked very well... One of our members came to us from Princeton where they had such a committee and reported to us that that committee met 3 days a week for I believe it was 6 months to a year. Each committee meeting lasted about 2 hours with

about 4 hours of preparation for each meeting...I don't know about you, but I'm still engaged in scholarship....

So, after a lot of discussion within the committee, we came up with the following approach. There will be circulated to the subcommittee on a very regular basis all the agendas that go to the University Budget working group, the budgetary officers that meet — the leading person for that is Jim Roberts in the Provost's office. We'll get that agenda and talk among ourselves to see whether there are items there that we want to take up. That's already worked very well. We were able to identify items going forward...

I also want to provide you with some reassurance that we are seeing matters of great budgetary and resource significance to the University coming to our committee, and we've been satisfied with that. So that's a little bit of tweaking of the process. I've acquainted Nancy with that and we'll see how that works. I'll report to you in the Spring, but so far I'm very optimistic.

Let me show you items that are on the agenda right now (slide). We've already had 3 or 4 meetings...If you go through the items you'll find that the first 5 items we've already addressed at earlier UPC meetings. They are fairly significant items. The second item there, is a proposal to backstop undergraduate financial aid. For a variety of reasons, some of them social, some of them regulatory, the financial needs keep going up, up, up. [Our commitment is] to hold the Arts and Sciences undergraduate programs more or less harmless, but [it's] not open ended. Their obligation is to increase their funding of financial aid up to something about 50% faster than the tuition rate increases. So their budget is going up, but their need for financial aid is going up even faster.

Surpluses that were created in the financial-aid budget in the past are going to disappear at the end of this term. Though we had really nice success in the last capital campaign, raising about \$190 million dollars for student scholarships and aid, only about \$65 million dollars of that was need-based rather than merit-based — and the bulk of the merit-based scholarships are devoted to the athletic program. So, as a way as backstopping this, with the deficit that is likely to arise, the Administration is proposing that there will be transfers of up to \$10 million dollars each year out of the quasi-endowment... Clearly this is a second-best solution — the best might be to rob a bank...but [short of that] we need to pursue this course to maintain a very important value we have, i.e., meeting full need.

You should be aware that an item you'll be seeing repeatedly this year and in many future fiscal years is *Central Campus Planning*. It is of course in the embryonic stage right now, but UPC will be a participant in the conceptualization for what we expect will be a significant component of the University — such that it will be worthy of its title, *Central Campus*...Other items that have come up, near and dear to everybody, no list would ever be complete without having parking on it I'm sure. The issue there is to make sure when we plan a capital project that part of the process is internalizing the cost, the real and the imputed cost, related to the dislocation of parking space. ...I'll be glad to take any questions.

Questions

Earl Dowell (Engineering): You mentioned the budget subcommittee and I think you had a colleague who described a Princeton experience. This is not a surprise to me; I served on the Princeton Priorities Committee (as well as the Duke Priorities Committee) and six hours a week of meetings and ten hours of preparation time is about right if you really want to have an impact on these issues. And I do think you could identify four or five people at Duke who are willing to devote that time to this important task.

Jim Cox: Yes, I would relay that to Nancy. I don't disagree, but my feeling would be, let's see where we are at the end of this year, of the next year, about that process. I've been very satisfied quite frankly that so far we have been addressing the major drivers in the budgets. For example, what we're looking at in the UPC meetings is the various considerations going into

what the parameters would be for the salary pool — biweekly as well as monthly. And we will be examining cost allocations across schools, and we're also going to be talking to the Provost about questions related to how to determine slots, who gets slots, and how those are allocated within individual divisions. These are fairly important resource decisions. I guess what I would want to make sure is that we appreciate how the system that Duke operates under is different from your experience at Princeton, where the money came in at the top. And let's bear in mind that at Princeton a lot of money comes in at the top so that you didn't deal with questions of re-trenchment or refinement of programs perhaps to the same extent as we have to do at Duke. There are many schools that are richer and can maintain oversight functions quite different than those that are appropriate at Duke, but we don't have to apologize a lot for this.

Earl Dowell: I think the difference between the two systems is that at Princeton they knew the trade-off among those major parameters, the tuition increase, the facts of the salaries pool, and all the rest. They really don't dig down at the level of detail that you're planning on dealing with. But they look at the trade-offs very explicitly. They know where a certain increase in tuition applies to a certain increase in faculty salaries.

Jim Cox: I think we actually do that, but what we don't do is get into George's budget, my dean's budget, and others' budgets, and I think that's what you need to avoid. It could also be one of the strengths of the formula system for it encourages a philosophy of the accountability at the local level.

Librarian Search

Nancy Allen: I now will call on Alex Roland, who is chair of the search committee for our next Librarian.

Alex Roland (History): Thank you Nancy, and thank all of you. I just want to take a couple of minutes of your time to tell you about the librarian search. I trust all of you know that David Ferriero left us this summer to go be the Chief Operating Officer at the New York Public Library, and left a large pair of shoes here to fill here of course. As soon as we found out that David was leaving, the Provost appointed an ad-hoc committee that worked in the early part of the summer, late spring and early summer, to tell the Provost whether or not we thought it was advisable to make an immediate search. We had one strong internal candidate who had a very attractive external offer, and there were several other searches going on that could potentially have depleted the pool. His question to us was, 'Is it in the best interests of the institution to move quickly and make an appointment now?' We recommended to him that he not do that, and he and President Brodhead agreed. So he reconstituted the committee later in the summer, so we have a larger, formal search committee now.

We're in the midst of a traditional, formal search, which has been advertised in *The Chronicle of Higher Education*. We had a good, though not spectacular, pool of applicants. In part, interestingly, because we have a strong internal candidate and that has an impact on the pool; and in part because, some of the other strong candidates did accept other positions elsewhere. Nonetheless, we're confident that the pool is amply strong enough to find a good candidate for us. Our schedule is to report to the President and the Provost by November 29th with three candidates who we consider highly qualified, not ranked in any particular order but just describing the strengths and perceived weaknesses of these three candidates.

We begin our interviews next week, two weeks of initial-phase interviews that are confidential — the names aren't announced publicly. They'll come to campus and meet only with the committee. And then after those interviews, we'll select three finalists to come to campus for public visits, in which they'll make a presentation to the library staff that will be open to the whole university community — and engage in a series of other visits as well. We hope to conduct those visits during the month of November, and get our reporting by the end of the month.

So, I'm here first of all, just to solicit your input. We have been talking to groups all around campus, the many constituencies of the library. When I talked to the library staff, they asked me, is there anything we should be worried about? An interesting question for a group in transition, about to get a new boss, and I had not heard about it before. But I told them that I thought they ought to be worried that they might be victims of their own success. My reasoning, as one faculty member talking to others, is that I think the library has been so successful in recent years that we've come to take it for granted. We just assume that it does all these wonderful things it does. I know that personally I hadn't been following the library as closely as I used to, because every time I turn to the library, I get the service I want, and so I'm not sure that we're all as informed or as engaged in what's going on in the library now. But the service that we're getting, or at least my perception is that the spectacularly good service we're getting is in large measure because the library staff are running faster and faster. And that's their perception of themselves: that is, the stresses and demands on the library are increasing faster than the resources. They think they have to make very difficult decisions and work very hard to keep providing the level of service that they want to. And I'm not sure we're as aware of that, as I can remember being at different times in my history here at Duke.

So, I've asked for the opportunity to do this, to come and talk to faculty groups, and enjoin you to think about the library and think about our needs and what your relationship is with the library and whether it's serving your needs and how it's serving them, and tell us on the committee. Will Wilson is one of our members and he's a member of the Council and he could have given this talk just as easily as I could...

We're looking for input on what you think the state of the library is and what qualities we should be looking for in a new librarian. There's still time to have an impact on the search... The input we've had from other members of the community, a large input as you could imagine from the library staff, has been very important in shaping our thinking about what we want to ask the candidates we're interviewing, what qualities we want to be looking for in them. So please, think about that, talk to your colleagues about it. If you have any ideas, feel free to contact Will, or email me alex.roland@duke.edu. We'll be happy to receive any input you might have, and I'd be happy to answer any questions you might have, but if you don't think they're public questions, or you just want to share your personal views, feel free to do so by email... Thank you.

Nancy Allen: Thank you Professor Roland... (One thing interesting about Professor Roland and Professor Cox is that in the last 12-24 months I've heard both of them on NPR quite frequently, being interviewed about various topics.)

Proposal for a Ph.D. in Nursing

We will now move on to the last agenda item, which will probably take us on until right around 5:00. In keeping with large items of value and interest to the faculty, this topic will be presented today, discussed today, and comments can be forwarded to the presenters. It will then come back next month for our November meeting for a vote. So, today, it's our pleasure to welcome representatives from the School of Nursing. I would first like to introduce Professor and Dean Catherine Gilliss and welcome her to Duke formally. Having come from Yale, but having been at Duke years ago herself. So, welcome Professor Gilliss.

Catherine Gilliss (Nursing): Thank you very much. It is indeed my pleasure to be here with you today. This being October 21st, I've been here 21 days, which suggests that I've made a modest contribution to the proposal that will be reviewed today. However, I would like to take full credit for it, because as I think you will see, it is a very rigorous proposal, one that I fully endorse. I and my colleagues from the School of Nursing are here to entertain any questions that you may have about our proposal for a Ph.D. in Nursing. I might just add one brief comment, Nancy, and that is, my recollections as an undergraduate include sitting in this room learning child psychology, and on occasion, hearing Roman Catholic Mass to the tune of a guitar, because

this was the room that we had the folk mass. I fully expect that my colleagues will leave me today with memories that are much stronger than the memories that I had as an undergraduate...

I also want to acknowledge that with me today, are the two co-chairs of the Doctoral program, co-directors of the Doctoral Program, and my predecessor Dean Mary Champagne. Each of them has participated in the previous discussions of this proposal and will also help to entertain conversation. I begin by bringing before you Jody Clipp.

Jody Clipp (Nursing): Thank you Dean Gilliss. It is such an honor to be here, especially for those of us who are not members of the Academic Council, and there are many of us who are not members. This is our time line of where we are today (slide). It doesn't need any explanation. I'd like to begin by acknowledging members of our Doctoral Program Steering Committee, many of whom are here in the audience today, along with my co-chair Dr. Ruth Anderson. Members of the Program Steering Committee are Julie Barroso, Debra Brandon, former dean Mary Champagne, Sharron Docherty, Ellie McConnell, Barbara Price, Susan Schneider, Barbara Turner and Queen Utley-Smith. We promised Nancy that we would keep our remarks to just ten minutes and so in order to do that, we would thank you if you could just hold your questions until the end.

Given the rich texture of disciplines in this room, we thought we would begin with a little bit about the discipline of Nursing itself, and the research that nurses conduct. As many of you may be aware, doctoral programs in Nursing are relatively new and began emerging in the 1970s, really proliferating in the 1980s. One of the chief architects of the nursing discipline was Dr. Susan Donaldson, a preeminent nurse scientist and former dean at Johns Hopkins. She described the discipline of nursing as concerned with the principles and laws that govern life processes, well-being, and optimal functioning of human beings, sick or well. The discipline also concerns itself with the patterning of human behavior, in interaction with the environment in critical life situations. And finally the discipline of nursing is concerned with the processes by which changes, positive changes or negative changes, in health status are effected. Currently, there are 88 doctoral programs in nursing in the country. In short, nursing research aims to generate knowledge about how human beings achieve health. How they respond to health threats, and how they cope and manage disease.

A key, distinguishing quality of nursing research is its unit of analysis: intact human beings, in interaction with various environments. Nursing research then provides the scientific evidence for interventions for nurses to use to alleviate suffering, improve function, and to enhance quality of life. And just as in other departments and schools at Duke, the School of Nursing has very strong ambitions related to doctoral education. Our first goal is to train rigorously nurse scientists for careers in academic nursing. Secondly, as a school, we are striving to enter the top tier of nursing in the country. By doing this we will be able to recruit top faculty, the very best students, and compete with the top ten schools for federal and private research funding.

Currently, we are the most highly ranked school of nursing in the country that does not have a doctoral program and so a research-intensive Ph.D. is the necessary next step. And finally, we also aim to address the critical and unprecedented shortage of nurse Ph.D. faculty nationwide. And this next slide, is just reiterating that point. This is a decade view, put out by the American Association of Colleges in Nursing, and it is very simple: there are too many retiring and too few coming in. This is not the practicing nurses, this is the academic, doctorally-prepared nurses. So now on to some specifics about our program.

The theme is trajectories of chronic illness and care systems. This theme addresses a primary health care issue and it focuses again on the interface between the individual and the environment. As many of you know, there are more than \$100 million Americans living with chronic illness currently and this is going to rapidly increase with the aging population... There are many medical therapies in which individuals often experience declines in function, extended suffering, and decreased quality of life. These are the issues of fundamental concern in nursing.

Under this theme, trajectories of chronic illness and care systems, some examples of nursing phenomena that are of interest and focuses of study include disability, symptom management, pain, obesity, fatigue, depression and many of the emotional challenges associated with grief and bereavement. In addition to chronic illness, which is really part one of the theme, the program also will embody nursing's focus on the care environment. Whether formal or informal, institution or home, nurses are very concerned with how the environment then works back to effect health outcomes. So, in developing this program, our efforts have been very focused, not only in the pursuit of excellence, but also in the pursuit of uniqueness.

Our program first will be distinguished by its quality. It has been designed from day one around the quality indicators by the American Association of Colleges in Nursing (AACN) on the best predictors of the most successful doctoral programs in the country. Indicators such as the proportion of Ph.D. faculty, proportion of full time students, and significant scholarly work of the faculty — including external funding as well as peer review publications.

Secondly, as I mentioned earlier, our theme is distinctive: trajectories of chronic illness and care systems. This theme characterizes no other doctoral program in nursing in the nation.

Third, our program will be situated in a distinctive context. Very little needs to be said about this place. Duke University where the university and the Medical Center co-reside and multiple interdisciplinary centers and institutes bring us all together. Examples, just very briefly, include the Aging Center, the Divinity School Institute on Care at the End of Life, as well as the health equities working program in the Sanford Institute. Our students will benefit equally from these resources. And the programs we expect to collaborate most closely with include the Departments of Psychology, Sociology, the Divinity School and the Business School.

Fourth, as I mentioned earlier, we have a distinctive program goal to prepare nurse scientists for academic careers. That's very narrow.

And fifth: strong mentoring. As many of you may or may not know, the School of Nursing was recognized in former President Keohane's 2003 Women's Initiative Report as a place with a strong graduate mentoring culture. And we hope to maintain this culture within doctoral education...and hopefully distinguish it from other larger and less personal programs.

And finally, we have a distinctive analytic niche, which is longitudinal methods. For several reasons, longitudinal methods are foundational to expanding the theory of science trajectories of chronic illness and care systems. Consider the nature of chronic illness: It is extended, often protracted, multiple measurements are necessary to study it. Multiple measurement points reveal critical intervals of stability and change across the illness, whether they be decline or improvement. Secondly, knowledge of these patterns permits nurses to identify the key factors that precipitate such decline or factors that enhance important recovery. A longitudinal approach provides important information in the design, but most importantly the timing, of effective interventions to improve health outcomes. I'd like turn my podium to Dr. Ruth Anderson, co director.

Ruth Anderson: First a word about why we believe now we're ready for this doctoral program. The School of Nursing has now 3 funded nursing research centers. These centers provide a very rich source of research support and mentoring for our faculty and will provide an excellent training ground for our doctoral students. On our upper tenure track faculty we have 17 people who have a doctorate already in nursing. And of those 10, or fully 60%, graduated from one of the top ten schools that we've outlined in your proposal on p. 17. And in addition, several of our members have taught in one of these top 10 schools. This suggests that our school is able to attract top graduates and top faculty. We expect to be able to parlay that capability into attracting the best doctoral students as well. And in being able to place them in the best academic sites on graduation. Our faculty have strong research programs. You did not receive the appendices (particularly pertaining to chronic illness in early and later life) where those were outlined, but they are available.

Although the doctoral program in our School of Nursing is new, several faculty have significant experience supervising doctoral programs at other schools, including several of these top 10 schools. In addition we have had several years of experience mentoring postdoctoral fellows.

Program details are outlined in great detail in your proposal. And I'll refer you to that in sections 6 and 7 of your document. We plan for small numbers of students to facilitate our mentor approach to doctoral education. Our program length is proposed at 64 credit hours, which is in line with the other doctoral programs in the country. We believe because nursing students already have for the most part masters training, that they'll be able to complete in that amount of time. We've proposed a strong foundation in nursing of 36 credits that will be expanded with the 18 credits in a minor field or advanced statistics. As Jody mentioned, logical minor areas would included Sociology, Psychology, and Business.

Beyond the coursework we have two program activities that are outlined in your proposal. The first of those is directed research, together with mentored teaching experience. Directed research includes a series of progressive, guided research experiences where students will work with faculty on active research projects. In addition, they'll have a guided teaching experience that may be something like a teaching internship.

Second, there is a scholarly portfolio described on p. 21 of your proposal. The students will develop this to be able to document the formal and informal activities that they complete during their program. They'll outline areas such as their research conduct presentation and publishing scholarly work and service to the profession. And then finally in a proposal on p. 23 we've described the expected progression for each year what we expect students to accomplish and benchmarks for the 4-5 years of study.

Because the focus of our program is on rigorous research training for nurse scientists it went to the Academic Programs Committee. At the discussion with them they had suggested that perhaps we wanted to title the program Ph.D. in Nursing Sciences, as in one of the letters in your packet. However, in further discussion in ECAC, we decided to retain the title of Program in Nursing because it keeps us in line with the other top programs in the country. So, in closing on behalf of the School of Nursing, Jody and I wish to thank you for your attention. We've met with many people over the last 6 months. You won't believe the people who have met with us to discuss the proposal. They read it, gave us advice, got us here before you today and we thank them for that. And now we'll open it to questions and I'll call Jody back up here with me.

Jody Clipp: No questions — should we start cheering now? (laughing)

Questions

Ann Brown (Medicine): You talk in your proposal about collaborations and building across University and Medical Center. I wonder if you can say something more about how you will build those bridges with other partners?

Jody Clipp: For the past 6 months that's what we've been doing, and many people in this room have read this proposal before we handed it to you and we've met with them and looked at very focused ways that our students can interact with their students. Courses that our students can take that are within their areas, all orchestrated by Drs. Siegel and Deneef and we thank them for that. Friends we know where to go, we know how to bundle minors. We thoughtfully worked on the minors. So I think the groundwork at least, Ann, has been laid to build those bridges. Then I'm very interdisciplinary and have been for 20 years being from the Department of Medicine into the School of Nursing into the Aging Center, the Cancer Center (now that's within the Medical Center)...

Ruth Anderson: I don't think that we would have a research project in the school that right now that's not interdisciplinary. So for years we've been building those linkages in the research arena. We have some training programs that are also interdisciplinary already.

Ann Brown: I guess I wonder what mechanisms or what structures you will put up within the Nursing School in terms of advisory boards or ways to keep the dialogue going within the other parts of the university to generate those ideas...

Ruth Anderson: Well first we'll avail ourselves of all the existing structures within the Graduate School, assuming we will be welcomed to be part of that which we hope we will. There are two more things. The second thing is we've invited several faculty across the campus to accept secondary appointments within the School of Nursing... Those are formal linkages that we hadn't had before and we will continue to expand that. And then the third is through the dissertation process the supervisory committee of each student will be an interdisciplinary committee with one to two outside members.

Garnett Kelsoe (Immunology): I understand that is it Yale that has a doctorate in nursing DNS? It's not a Ph.D. It has a different...

Jody Clipp: Yale is the only school in the top 10 that does offer the doctor of Nursing Science. The other 9 are Ph.D.s

Garnett Kelsoe: And is there any difference in the way that these degrees are received? Or are they perceived differently at all?

Ruth Anderson: We have the former dean at Yale sitting in the front row. Would you like to take that one?

Catherine Gilliss: I think that in fact they are received differently. Historically, at a time in university life when people thought that nurses couldn't do research, didn't operate based on information, but only practiced, there was an inclination, a bias even, to consider the doctor of nursing science a professional degree in nursing. As the science evolved, as nursing became more and more engaged with many of the institutes of the National Institutes of Health, I think there has been an appreciation that there is more and more empirical work in nursing and it is growing in quality. New knowledge is being generated. And that in fact you do not easily distinguish research in nursing from a Ph.D. The evidence was there, so the political will on the part of nursing in universities has shifted so that the Ph.D. has become the modal degree. In fact, looking back to my experience at Yale, that faculty history over a very brief 10 years moved so rapidly that at this time there is now dialogue at Yale about converting that degree from the school-based professional degree to the university's Ph.D., which will mean that all top 10 schools in the country in nursing will offer a Ph.D.

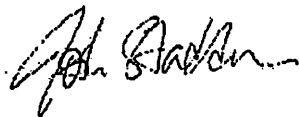
Jody Clipp: Any other questions? (None) Thank you very much.

Nancy Allen: Thank you Dean Gilliss and Dean Champagne, Professors Anderson and Clipp. I think this group and their colleagues deserve a great deal of credit for their perseverance and their attention to putting this package together. I know it has taken a great deal of time and effort, thought and discussion. They have been receptive to suggestions all along the way and I think this is a very strong proposal and could be a model for others putting these together. I think this coming academic year we will see at least two other Ph.D. proposals; it will be a busier year in that regard. From the timeline you can see what it takes to put one of these together and to go through all of the steps and hoops and so on.

This is about the 4th time I've heard this proposal, and each time it gets better. So thank you all very much. I would welcome each of you and encourage each of you to send any suggestions if you have not read the proposal in detail... But if you have time to go through it again and have any suggestions, that would be fine. We would then bring this back next month, as I mentioned earlier, for further very brief discussion (I would anticipate from the few questions today) and for a vote. And after that it goes to the Board of Trustees for final approval and you will be able to start recruiting students, which I'm sure you're already starting to think about. So, if there is no other business this afternoon our next business is to walk across the quad to the Rare Book Room of Perkins for a reception. Thank you.

The meeting adjourned at approximately 5:00 PM and was followed by a reception in the Rare Book Room.

Respectfully submitted

A handwritten signature in black ink, appearing to read "John Staddon". The signature is written in a cursive style with a horizontal line at the end.

John Staddon
Faculty Secretary

November 8, 2004