

**Minutes of the Academic Council & the Annual Faculty Meeting  
Thursday, March 17, 2022**

**Erika Weinthal (Chair, Academic Council / Nicholas School of the Environment):** As everyone walks in, I see lots of green -- Happy St Patrick's Day! Good afternoon, welcome everyone and thank you for being here today which is also our annual faculty meeting. It's good to be back in our normal room, but we've also decided to offer a Zoom option today to have greater attendance and because this is our annual faculty meeting. We look forward to hearing from President Price shortly, but before that I have a few announcements.

First, I want to begin by echoing President Price's statement from earlier this month on Russia's aggressive invasion of Ukraine and express our solidarity with colleagues in Ukraine. I want to thank the members of our Duke community who are working to support colleagues and students in Ukraine during these devastating and uncertain weeks. I would also encourage all of you to reach out to any students you might have in the classroom or in your labs, at Duke, who are affected by this senseless war.

As you recall from our last Academic Council meeting we heard from Provost Kornbluth about the report from the 2030 working groups. Our understanding is the way it will be shared with us is it will be posted to the Provost's website in the near future, and they will also run a story in Duke Today.

Also, you may have noticed that the Academic Council Election has concluded and on behalf of ECAC I want to extend our congratulations to a number of newly elected members who will begin to serve next fall. Congratulations to the many of you, here, who have been reelected for another term. The roster for the next academic year can be found on our website, which is under the Committees and Members tab.

Another item is that later this year, most likely at our September Academic Council meeting, we intend to have a reception to celebrate the 60th anniversary of our Academic Council. In addition to that, it will be the 50th anniversary of the Christie Rules. So, lots to celebrate! If you are unfamiliar with the Christie Rules and what they entail, in a nutshell, those rules which were established by a committee chaired by Law School Professor George Christie state the following: "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 at some time 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 when these plans and decisions are considered by the Board of Trustees." Those rules have served faculty governance well for

many decades, and we look forward to the celebration later this year.

### ***APPROVAL OF THE MINUTES OF THE FEBRUARY 17 ACADEMIC COUNCIL MEETING***

**Weinthal:** So, we are now going to go to our normal run of Academic Council and we will begin with the approval of the February 17 meeting minutes. They were posted with today's agenda. Are there any corrections to the minutes? May I have a motion to approve? A second? Thank you. The minutes are approved.

We have one presentation that will take place before we hear from President Price. Ed Balleisen, Vice Provost for Interdisciplinary Studies, will provide an update on Duke's Institutes and Centers. Hopefully you were able to review the information that Ed provided in advance and which were posted with this item on our agenda for today. So, I'm going to turn it over to Ed and then we will have some Q&A.

### ***IMPLEMENTATION OF THE 2020-21 AD HOC INTERDISCIPLINARY PRIORITIES COMMITTEE (IPC) REPORT***

#### [Slides used in presentation](#)

**Ed Balleisen (Vice Provost for Interdisciplinary Studies):** Thanks so much Erika and it's good to see everyone. I'm going to give a quick overview of how we've been trying to implement the report, that I hope you had a chance to read before the meeting. Just to remind everyone: Duke has a long-standing history of interdisciplinarity. It has served the university well. But, we've always had a need to refresh it periodically. In 2020, in the midst of the pandemic, the Provost

charged a committee with a deep dive into our interdisciplinary units with the goal of engaging in that type of refresh. I can't tell you how hard the committee worked through the fall of 2020 and then into the spring of 2021. I want to give thanks to the committee and to Lisa Gennetian from the Sanford School, who chaired the committee. Since then we've been working really hard to implement the chief recommendations of the report. And I want to say at the outset that I'm really thankful to the directors of the UICs [University-wide Institutes, Initiatives and Centers] and to their teams because they've really taken the report seriously and leaned in to implementing its recommendations.

Just as a reminder to everyone, these are the 10 units we're talking about. (*Refers to slide.*) They are university wide, in addition, that means cross school, they receive core funding from the Provost, and in a few cases core funding from the School of Medicine, and in one case some core funding from Arts and Sciences. There were several questions with the review. Are these the right set of units? What about the amount of money we're investing in them? What emerged was a really deep dive that offered a lot of substantive recommendations, in some cases specifically about units, but also across them as a whole. I want to go through those recommendations now.

There are some key themes in the report and I want to begin with the first major theme here, which is not to lose sight of how central interdisciplinary has been to Duke or the role of cross school interdisciplinary units in fostering that culture. But, if you look across the other themes that are listed here there's also a really strong sense of maintaining

flexibility and making sure that what we're doing with interdisciplinary research, teaching, and engagement is staying in sync with the university's broader priorities. So, I'm going to go through each one of these recommendations very briefly before opening up for discussion and questions.

The first main recommendation was, "Hey let's not lose sight of what these units can provide to our faculty, to our students, and to the communities we interact with." That really cannot be expected to emerge from the schools or departments on their own. I want to lead off just with a recognition of the ongoing vitality of these units in each of these areas where they have a mission in facilitating interdisciplinary research, in providing interdisciplinary educational opportunities to our students, and engaging with broader stakeholders beyond the university. These are the highlights that I've pulled out here. I'm not going to go through them in detail, but I think you can see there that in the midst of the pandemic our UICs actually have acclimated themselves, I think, really quite well. That said it's also important to keep in mind that this has always been an evolving organic context. We've had one institute go away. We had the Institute for Genome and Science Policy, several years ago, and we had occasion to sunset that. The group that I showed you at the beginning is by no means set in stone. In fact, at the moment we are in the midst of merging the Nicholas Institute for Environmental Policy Solutions and the Energy Institute. That process I think, is going on quite well, and it reflects a lot of complementarity between the two units. We're excited about the role they're going to play with our efforts around climate in the years to come. I don't think anyone

should presume that the current roster we have, even after this merger, is again set in stone. There will be evolution as it makes sense in light of the evolving needs of our university, the extent to which we build up interdisciplinary capacity within one or more schools. This will always be an evolving set of questions about what's the right roster of units. That flexibility with regard to what we have in that roster is also really crucial that each interdisciplinary institute, initiative or center is also thinking hard about where it places its resources. And I've been very pleased to see an ongoing process over the last 18 months of internal review within each of the UICs. Where are they? Where they reached a point where they should move away from investment? Where do they have opportunities to turn to? So here, you can again see some of the examples of how the individual UICs are trying to maintain that ethos of adaptation. Both in terms of recognizing where they've had achievements and where they can move on, and also where there are new opportunities that they should seize.

One of the key elements of ensuring that our interdisciplinary units are maintained in sync with university priorities has to do with diversity, equity, and inclusion. This was a theme that the review committee picked up on in a very important way. And I have been really impressed with how each one of the units has taken this on board. As with the schools and departments, there are substantive action plans that have been put together in each of the interdisciplinary units around priority setting and engagement with their internal culture and workplaces. But also, a very significant set of choices made to redeploy the resources they have at their

disposal toward fostering research and education that engages with issues around social and racial equity. Again, a number of examples that you can see here. *(Refers to slide.)*

A related thing in the report was the crucial importance of working with departments and schools, not setting up separate silos looking for partnerships across the university. This has always been part of the way the UICs have operated but, in the wake of the report I've seen redoubled efforts across all of the units to think very hard about moving forward with investments of their resources at their disposal in sync with the priorities of departments and schools. So, you can see this with respect to research effort, you can see this with respect to some new educational initiatives. There, also, are some new partnerships between UICs that I think are very important. I'll just mention the effort that was on the previous slide between Kenan and the newly merged Nicholas Institute and the Energy Initiative to focus on environmental justice in a very significant way.

Here again, I think we see a lot of evidence that the UICs have heard the message and are working hard to ensure that their activities and their priorities are aligned with those of schools and departments across campus.

A further recommendation in the report was to rethink some of our basic modes of supporting, administratively, these units. It was a concern that emerged as the committee engaged in deeper dives into how some units were operating. That maybe there was some duplication administratively, maybe there were some efficiencies that we could achieve if we

thought about a little bit more centralization. But, aligned with that was also a sense that we could support the staff in these roles more effectively with some of that centralization. Because, rather than having people on islands, they would be part of communities of practice. They would have clear career development opportunities. So, we've been implementing that in a pretty substantive way in the areas that are listed here: Finance, HR, Communications, IT, and Development. We are by no means centralizing every function, but we are looking very carefully at where there are opportunities to improve service and to create efficiencies around where we place people. Increasingly there are individuals who have beats, in essence that's a communications framework, but I think it pertains to these other areas situated within a given unit, or sometimes more than one unit. But, they are not reporting to that unit. They are reporting to individuals in the Provost's Office who are in charge of Finance and HR, or they are reporting to a communications structure which is outside of the unit.

We are also working very hard to improve the clarity around the budgetary framework. So, a couple of units where things were found to be opaque, I think we've made excellent progress on that. I think we still have some room for improvement in ensuring that when there is some type of opportunity, especially around research funding, that that opportunity is known to the faculty at large, and that there's a clear process for selection that involves peer review.

One really important theme in the report was not to presume that interdisciplinarity at Duke equals what goes on in the UICs. Most

interdisciplinarity at Duke goes on within the schools. There's no department that I can think of in Arts and Sciences, that would say, "Yes we're disciplinary." Interdisciplinarity suffuses this campus. I think one can see that not only in the UIC report, but also in the 2030 report. And you'll see that in a week or two when that's posted publicly on the Provost's site. There are recommendations, as you heard from the Provost at the last meeting, around what we need to do to ensure that we are refreshing our faculty, that we are recruiting fantastic interdisciplinary scholars. There are growing needs that our faculty have around data science, around access to project management that involve interdisciplinary engagement. We need to think how we're supporting those needs. Same thing, I think, is true with respect to the recommendations on education. What are the opportunities for ensuring that the great advances we've made with some of our co-curricular programs and our signature programs, that have been supported outside or across the schools, can get embedded into curricular structures, into majors, into minors, into certificates? Where are there opportunities, again through the schools and departments, for expanding avenues for collaborative engagement and experiential learning?

And then finally, some of our most interdisciplinary scholars encountered very significant problems in undertaking their work, particularly research. I've noted here that this is the case with international field work, but it's also true with many other types of community engaged research on a local level. And we need engagement of that in a cross-university way, but not necessarily through the UICs. They may have a role,

but the Research Office may have one too, along with the schools as we move forward.

The last point I want to make before we open it up for questions and conversation, is that, just a reminder, there are inevitable tensions around interdisciplinarity. Interdisciplinary scholars confront dilemmas. Do they root themselves in their departments? In their schools? Do they spend more time reaching out across the university? How do we balance appropriate support for ongoing current efforts that really have importance to them, along with the flexibility to invest in new kinds of undertakings? How do we think clearly about when it makes sense to centralize functions and when we should keep them decentralized, taking advantage of local knowledge? And finally, when is it the right time to take something that has been incubated in an interdisciplinary unit and move it? Embed it in a school, as we did with the Neuroscience major incubated at DIBS, but now overseen by Psychology and Neuroscience, as one example. It's quite clear, that we need to be thinking about that all the time, but it's not always obvious when the timing is right. And people are going to have different views about that.

With that, let me pause and see if there are questions or comments.

**Kerry Haynie (Political Science and African and African-American Studies):**

So Ed, I have a question about something you said, and it's been repeated since we've had these Institutes. And that is that you incubate things that wouldn't happen in departments or schools without them. Can you give an example? And also, if it wouldn't happen without

Institutes, should we have those things? Why not let departments and schools generate ideas and projects and help these funds flow directly to those units?

**Balleisen:** I appreciate the question. It's a great one, and I think we want to have a framework in which there are opportunities for innovation across Duke from the multiplicity of organizational pieces that we have at our disposal. If you think about the Neuroscience major, the ideas for that came from a cross disciplinary group in the Duke Institute for Brain Sciences. It was conceived there. There was a sense that you needed to have that structure in order to pull in people from the School of Medicine in order to participate in it who were crucial to the enterprise. In the case of an educational program, like Data Plus, could that have come out of Computer Science or Stats? It's possible. I don't want to say that that's inconceivable, but as Data Science was emerging across those different disciplinary communities, I think there was a crucial convening power and a set of flexibility about exploring the opportunities that the Rhodes Information Initiative seized to make it happen. If you think about the early dynamics with Bass Connections, having cross school communities really facilitated the matchmaking that helped to bring projects to fruition. The question you raised is a crucial one, and I've heard from several leaders within some of the schools, particularly Arts and Sciences, that we need to think a little bit more creatively about how to empower department chairs to do some innovation. I hear that point and we need to think about it carefully, but I don't view it myself as a trade off or a binary. Like the innovation needs to be in one place, but not the other. It's rather how do we have

proportion across the different structures that we have at Duke. And one thing that's come out of the UIC review is actually reducing the overall investment that we're putting into those units to free up the capacity of the Provost to invest elsewhere. So, that that process is an ongoing one as well, and people will, I think, always have some differences of opinion about where the right balance is struck.

**Haynie:** One last comment. As a department chair now, one of the challenges I face is having faculty members who can do some of these things, like Bass Connections. So, when they do Bass Connections, which I fully support, I'm losing someone from the classroom that I need or we have that tension. And Bass Connections could easily be run from departments, right? Give me the curriculum, give me a grant, give me the guidelines and we'll create the Bass Connections that's fully integrated in the Political Science major and minor and go forward.

**Balleisen:** Well, I think that that point is a really important one, Kerry, and we've got a process now of rethinking the undergraduate curriculum that may provide a platform for reimagining some of the dimensions of how we operate. I think it's going to be crucial that we, again, maintain a balance between ideas that come out of disciplinary communities and those which really involve linking, not just across departments in a given school, but across the schools entirely. So, thinking creatively how to do that is going to be the work of the next couple of years. And we'll really welcome input and suggestions about how we might think about doing that.

**David Malone (Education):** First of all, thank you Ed for the presentation. You mentioned the educational framework of the UICs. I'm curious as to how we might be reimagining the role of undergraduate education as we create a new Trinity College curriculum. What do you think would be some ways that we could more clearly inform the work of the UICs in undergraduate education?

**Balleisen:** Well, one thing to do is to take stock of where they're already playing a role. First step, I think would be inventorying what they're already providing. There are a lot of certificates that are rooted in one unit or another. Which is not to say that they should necessarily stay in those units in perpetuity, or that every one of those certificates should continue in perpetuity. Just as with the cases with certificates that are rooted in a department or a school. So, I think that inventory, is an important question. What is the role that they're playing for students? In what ways are students finding it valuable to connect across the opportunities throughout the campus that the UICs are providing them? And also, in what ways are they tapping into those resources? Not just co-curricular but also extracurricularly. And how do we want to think about that, with respect to a curricular structure that encompasses who we are and what we're doing, where we want people to be, what we want the university to be, but also recognizing that everything doesn't have to be in the curriculum that happens in the university.

So, that's the first point. The second is, I suspect that there are going to be certain kinds of experiments, pilots, associated with the new curricular structure that may be appropriate to try out there.

So, I think there's a pretty strong consensus that we want a closer tie to Durham. That we want to do that in a cooperative partnership. That takes account of community priorities and that pursues a community engagement in the educational realm inflected by research, but also in a responsible way. That's going to involve, I think, a lot of partnership with the Office of Durham and Community Affairs, but I suspect some UICs as well when thinking about how to equip students to do that well. Then, there is the question of how we prepare students for more intensive research? And I have no doubt that this is going to be a challenge and an opportunity for departments and for schools, but I suspect that there will be contexts in which, again, thinking about how to deploy the talent that we have in the UICs to facilitate what our ambitions are would make sense. I should say also, David, that I know that the UIC directors and other people on their staffs, and people in my office are certainly keen to engage with the committee in whatever way we can be helpful. So, I think that's an ongoing dialogue and conversation. I don't think it's just a question of a few ideas off the cuff in March 2022.

**Lee Baker (Cultural Anthropology):** My question is about disappearance. What happens if the Provost area says this is ready to spin to a school, and the school is like, "That's not my priority. I don't want to take that on." What happens? Is that a train wreck, or will it disappear?

**Balleisen:** Lee, we're never going to force, speaking for the Provost Office, there's never going to be, "Hey school, you have to take this now." It's always a dialogue and I think there has to be a meeting of the minds conversation to

make sure that it's sensible and that there's a sustainable financial model and it's not just passing a potato that happens to have a very high temperature.

**Raphael Valdivia (Molecular Genetics and Microbiology):** My question is about budgets and the comment that you made about wanting to reduce costs. It seems to me that whenever we have a new UIC director or leadership come in from outside of Duke it entails large new commitments. It sounds like it's going to be a difficult task to bring new leadership in. How would that be done?

**Balleisen:** I don't think there's a one size fits all, Raphael. I think there are going to be circumstances where we're going to want to do an external search. Or, at least, you know that still might land somebody internal, but that's open to a national even international search. And when that happens, I think the odds are there will probably have to be a financial package associated with it. I don't think that's going to be the case with every search for every unit. That hasn't been the case in the past, actually we've had internal searches. I'm sure we'll do that again too. And it will depend on the priorities the university has, at that moment, about how to set that direction. And that's going to be a decision for the Provost and the President informed by their ongoing discussions with faculty and school and UIC leadership.

Thanks so much.

*(Applause)*

***ANNUAL ADDRESS TO THE FACULTY  
FROM PRESIDENT VINCE PRICE***

**Weinthal:** Now I'm going to invite President Price to the podium for his annual address to the faculty. This is your fourth time at our annual meeting so, welcome.

**Vince Price (President):** Thank you very much Erika for this opportunity to be here. I saw that high-fidelity music mode was just deselected so I'll change plans, I will not be singing my address. *(laughter)*

But seriously, before I begin allow me to take a moment to address the deeply troubling situation in Ukraine, which I believe is top of mind for so many of us. I share the outrage of the international community at Vladimir Putin's deeply unjust invasion, which has cost hundreds of lives and displaced millions of people from their homes. As I noted earlier this month, Duke is committed to supporting Ukraine by providing care to students, faculty, and staff who are members of the Ukrainian community, by seeking opportunities to support Ukrainian scholars and students, and by marshaling our expertise and our research toward a better understanding of, and peaceful solution to, this terrible war. We can be proud of our efforts to date. I particularly want to acknowledge our own Charlie Becker and Edna Andrews, who arranged an extraordinary panel just this afternoon with scholars from the Kyiv School of Economics. I know that other faculty have been involved in similar kinds of activities and there will be many more to come. So, thank you for that.

The other piece of news that remains top of mind is, of course, the pandemic. So, let me also take a moment to thank all of you—as members of our faculty—for everything you have done to maintain our

commitment to research, teaching, and learning over these past two years. As Sally [Kornbluth] and I were walking over we were recalling that about two years ago today we essentially went into that shut down. Sally recounted turning out the lights and wondering when they would be back on. Well, they certainly came back on and through it all our faculty delivered. I'm very grateful for your resolve, flexibility, and grace in unprecedented circumstances. I'm proud to call you colleagues.

Now that word, unprecedented, has been invoked quite a bit over the past several years, with some justification. But with all the changes that it has required of us, the pandemic has also given us an opportunity to reevaluate the precedent—to think deeply about our purpose and direction, and to chart a new course. All of us have been facing these questions, both large and small: Am I fulfilled in my work? How do we balance our collective responsibility with individual autonomy? When will we return to normal life? What does normal look like? What's appropriate attire for a Zoom meeting? Amazingly, after more than two years, that last one's still a bit of a quandary, at least for me. But we've got our team working on it. *(laughter)*

I know that these past two years have caused many of us to feel uncertain and anxious, and my hope—I think it's the hope of many—is that SARS-COV-2 is finally receding, and with it COVID-19. Certainly, the trends over the past month have given us cause for real hope. But the profound reassessments prompted by the pandemic can also leave us feeling uncertain and anxious as we look forward. My hope is that, as we emerge from the onerous shadow of COVID-19,

we will each do so with a stronger sense of self, with a sense of renewed purpose and a clearer commitment to those things that really matter. I hope the same for Duke as an institution. Together, we've demonstrated ingenuity, adaptability, and leadership navigating the past several years. As I have gone back out on the road recently, as my travels resumed, I've been receiving expressions of gratitude from parents and students, expressions of real pride from alumni, and congratulations from our peers. It's been rough, there is no doubt about that, but we are emerging from the pandemic in some ways stronger than we entered it. Even as we were figuring out together how to get through this, we were resolute in keeping our eyes on the horizon and thinking of those longer-term issues—on our post-pandemic future. And it's remarkable just how much this faculty accomplished. We just heard from Ed [Balleisen], for example, about the comprehensive review of our University Institutes and Centers. And if you looked at his timeline that was all done through the pandemic. I know that you all heard at the last meeting of the Academic Council from Provost Kornbluth about the extraordinary work of Strategy Team 2030, which is helping to shape the future of Duke in some very profound ways. Sally, I'm deeply thankful for your leadership and undertaking of that work.

Our community has also made important campus-wide commitments to racial equity, which will be foundational to our university strategy and identity for decades to come. Our hiring over the past two years, through the pandemic, has been successful in bringing both excellence and diversity to our ranks. In unprecedented ways, with 15% of our regular-rank hires being Black and 10%

Hispanic over that period of time. This progress on inclusive excellence will also strengthen our research and teaching, with new areas of focus in environmental justice, community health, humanities and the arts, and the social sciences.

We are leading off campus as well: Charmaine Royal has been appointed co-chair of a National Academies of Sciences, Engineering, and Medicine committee focused on the implications of race in genetic research, and Duke hosted the 2021 Action Collaborative on Preventing Sexual Harassment in Higher Education.

Our faculty have received recognition for their extraordinary scholarship and teaching across a wide range of fields and disciplines. This time last year when I spoke to you virtually, I reported that out of our members of the National Academies of Sciences, Medicine, and Engineering and the American Academy of Arts and Sciences, fully 20% had been named or hired in the previous two years. Since that time, Kafui Dzirasa was elected to the National Academy of Medicine; Joseph Heitman and Rachel Kranton to the National Academy of Sciences; Guillermo Sapiro to the National Academy of Engineering; and Ebony Boulware, Sue Jinks-Robertson, Mary Klotman, and Anne Yoder to the American Academy of Arts and Sciences. Leonard White received the national distinguished teaching award from the American Association of Medical Colleges; Michael Tomasello received one of the most prestigious prizes in cognitive psychology; and Cynthia Rudin was named the second recipient of the Squirrel AI Award for pioneering socially-responsible artificial intelligence. Nicholas Carnes won the National Science Foundation's highest early career prize, the Alan Waterman Award. And Timothy

Tyson and Blake Wilson were recognized by Governor Cooper with the North Carolina Award, our state's highest honor. And of course, many more of our faculty members have received recognitions, earned honors, won significant grants, and made breakthroughs in research.

This is Duke today, and we really are only getting started. This progress comes as we are looking forward to celebrating, just two short years from now, our Centennial in 2024. It was on December 11, 1924, that James B. Duke signed his Indenture of Trust that transformed Trinity College into Duke University and led to the creation of this campus, where we now sit, and our graduate and professional schools where so many of you populate our tremendous faculties. The class of 1925 was the first class to receive diplomas from Duke University. With our one-hundredth birthday fast approaching, now seems a good time to speak with you about Duke's Centennial—about what it means for our university and about our plans to mark that significant moment. It is literally a moment that only comes around every one hundred years, not to be squandered. *(laughter)* The story of our first century is one of extraordinary ascent in higher education: the remarkable and somewhat improbable transformation of a small, Southern liberal arts college into an internationally renowned research university and academic medical center. It's a story of outrageous ambition—as President Terry Sanford put it—of buildings built, programs created, and a reputation grown. It's a story of the slow and belated transition from a closed campus of the few to an open community for all—a transition that is still continuing. I think many of us know this story well, and we are rightly proud of the

progress we have made. The question before us, as we turn together toward the future, is: What do we want the story of Duke's next century to be?

This is a moment of transformation for Duke, and I think we can see more clearly than ever before how we might lead in the century to come. It's also a moment of real continuity, as the seeds of our current and future excellence that were planted and cultivated throughout our university's first century really come to bloom. Just as Duke harnessed our cross-disciplinary strengths in the social sciences half a century ago into one of the world's first dedicated institutes of public policy and now School of Public Policy, we are preparing to draw expertise from across every one of Duke's ten schools to develop and implement solutions for the existential threat posed by climate change.

Just as investments in a small working group of faculty formed in 1985 to address HIV grew into what is now the Duke Human Vaccine Institute, we have launched the Duke Science and Technology initiative to transform our research capacity and make Duke the global leader in computing, materials science, and the treatments and cures of the future. We're also doubling down on faculty recruitment and support across the disciplines with new investments in named chairs and fellowships.

Much as the Board of Trustees in the early 1960s voted unanimously—but belatedly—to admit our first Black students, we are investing in our efforts to make Duke a more inclusive and equitable place for everyone who comes here to work, study, and to learn. We are investing more funding than ever in

lowering barriers for access to a Duke education, and—in an echo of the 1997 decision to devote East Campus entirely to first years—we are again rethinking and reshaping the undergraduate experience, through QuadEx. This forward-looking living-and-learning model will harness Duke's increased diversity and help us be an even more vibrant, connected, inclusive, and fun campus throughout our students' four years here. Much as Duke built groundbreaking neighborhood partnerships in Durham in the '80s and '90s, we are deepening these efforts under a stronger Office of Durham and Community Affairs, integrating for the first time our work across the University and Health System. After listening to our Durham partners and neighbors over the past several years, we've launched our Strategic Community Impact Plan, working to create more purposeful partnerships to advance health, housing, education, and employment opportunities for our neighbors. And, inspired by Duke's collaborative efforts to establish the Research Triangle Park in the early 1950s, we are leading the way toward a renewed research community in our region—bringing aboard a new Vice President for Research and Innovation, Jenny Lodge. Jenny is overseeing revitalized offices of research initiatives, scientific integrity, postdoctoral services, external partnerships, and translation and commercialization, and all will be working to ensure that the inventions and innovations that drive the next century of progress start here, at Duke.

With all of this in mind, then, our commemoration of the centennial in 2024 should serve two purposes. We will, first, look back at Duke history with clear eyes and celebrate the work and some of the

stumbles that has brought us to this moment. At the same time, this celebration should sharpen our focus on the work still to come and renew our commitment to meet the needs of a changing world. To these ends, two years ago, I formed a task force of trustees, faculty, students, and community leaders to think about a strategic planning process focused on the centennial. I am particularly grateful to faculty members Bruce Jentleson, Trina Jones, Ted Pappas, and Lillian Pierce for their service and invaluable guidance as a part of this process. After interviews with constituents from across Duke and Durham, the task force developed a series of recommendations.

First, they felt strongly that the centennial celebration should include an education endeavor. The first hundred years of Duke history offers us much to learn—and the research and teaching that grows out of this initiative can help us to understand our future as a university community. The task force also recommended that we develop a unified brand strategy for the celebration, seizing on the opportunity to use this moment in Duke history as a means of inspiring and uplifting Duke, and better telling our story. In recognition of the fact that we wouldn't be Duke without Durham, the task force called on the university to work closely with community partners. Our city was forever transformed when Duke was founded, and we will use this moment to chart a course toward more engaged civic citizenship. Most importantly, the task force recognized that this must be a celebration for the entire Duke community, one that accelerates our work toward fostering a more inclusive environment and one that opens our arms to, now close to 180,000 living alumni

around the world. Here in particular, there is much for us to learn about Duke's first hundred years and a lot to apply to our work going forward.

As you might imagine, this will entail a significant amount of work, across every Duke school, unit, and area. To that end, we are opening a search for an Executive Director for the Centennial, a position that will oversee planning and implementation, coordinating across every unit of the University. The anniversary of Duke's founding also coincides with the creation of the Duke Endowment. Not the universities endowment, but the freestanding philanthropic organization in Charlotte. So, the Executive Director will also be coordinating closely with our partners there to ensure that our priorities and resources are aligned.

Ultimately, this celebration of our first century will also be a launching point toward our second. We are working closely with Alumni Engagement and Development to articulate the guiding principles of our centennial fundraising campaign, which we anticipate will be the largest in Duke's history. We know that Duke Science and Technology, faculty support, undergraduate and graduate/professional financial aid, QuadEx, and our climate and sustainability efforts will be foundational to this campaign—but the planning is still in its early stages and will continue to evolve.

As I mentioned a few moments ago, this is a period of transformation for Duke, when we can look with gratitude toward the progress made in our first century and begin to chart a course toward a still brighter future ahead. I am very grateful

for your leadership to that end. Thank you for supporting the Duke we have always been—and the even more remarkable Duke we are destined to become.

With that, I would be pleased to take your questions or advice.

**Weinthal:** Just a reminder, again, please state your name, department/division when asking questions.

**Price:** Uncharacteristically quiet crowd. I'm looking for a little raised hand on the screen and not seeing any.

**Cam Harvey (Fuqua School of Business):** I'm wondering about the lessons that we have learned from the COVID-19 crisis. You used the word unprecedented. In the future, something else could happen, like COVID-19. Have we put in place or do we plan to put in place the ability to help manage another crisis, when it occurs or if it occurs? In particular, I notice that some universities have talked about having a so called "rainy day fund." As you have stated, our endowment is not meant to be a "rainy day fund", but the idea is to carve out some funding that is a little more liquid that could be used in a crisis to ease the burden. That's just an example of something potentially useful to prepare for the next time.

**Price:** It's a great set of questions and a couple of things I'll say about that one is...

**Cary Moskowitz (Thompson Writing Program):** Could you please repeat the questions for us on Zoom?

**Price:** I'll see if I could summarize. So, two questions - one had to do with what

we've learned from the pandemic about planning for crises and how we navigate through them. A second related question had to do with what some universities have discussed, which is setting aside a "rainy day fund" of assets that could be deployed in those circumstances. I'll say in response, we do have a history and a tradition of doing tabletop exercises here. We have a process of identifying risks on a regular basis and trying to build strategies to mitigate those risks. And, this is not the first time that we've had to grapple with some close to existential kinds of crises. We haven't faced as a campus anything as severe, for example as Tulane faced when Hurricane Katrina came through, but we do exercises to plan for those kinds of scenarios. I would say that what we've learned at Duke, through this process, is no matter what your tabletop exercises, no matter how thick that emergency crisis management manual is, you still make up a fair amount of it on the fly. And I think what helped us do very well through this pandemic was the fact that the interdisciplinary characteristics that Ed just described permeate the organization in ways that are far more profound than just the ability of faculty to work cross disciplines. Student Affairs worked very well with the operational side of the university, we pulled faculty expertise, we were able to put together a wonderful modeling team, we deployed expertise from Duke Health. Along the way we developed, as you know, a testing program and were invited by the CDC to publish a paper describing our testing program. I invite you to look at that paper and read the byline. This was in the weekly morbidity and mortality report, I believe. That byline, it speaks so well of Duke because it is a collection of people from across the entire enterprise. That's what I think I've

learned, personally, but I think we have to bear this in mind whenever we face a similar crisis. Lean on the strengths of diverse teams and talk with each other incessantly.

With respect to weathering the storm financially, we do have some of our assets that are there and available. Each of our units have reserved funds. I think this has caused all of us to step back and ask what are the appropriate level of reserves for various units? And for the university overall. You know, Daniel Ennis is here. I feel confident we have sufficient resources, but I wish we had more. And so, we will evaluate that. We have to recall that our initial expectations with respect to our finances were predicated on some pretty grim scenarios which fortunately did not obtain at the end of the day. I believe we would have survived as well even if we hadn't had that kind of better than predicted financial picture in front of us. So, excellent questions, and I assure you they're on our minds, even in non-pandemic days.

**Robin Kirk (Cultural Anthropology):**

Thank you, that was really helpful. I just wanted to start by thanking you and the Provost, as well as Dean Ashby, for meeting recently with Uyghur activist Rushan Abbas, who came to campus to talk about her work on the genocide against the Uyghur people. I also wanted to thank you for the comments about Ukraine.

My question has to do with how Duke is thinking about its relationship with DKU. I didn't hear you mentioned it in your remarks, and I wonder if you could elaborate on what you think about the future of DKU, given the pandemic, as well as the increasingly authoritarian turn in

China, and if Duke has considered doing a human rights risk assessment of its continued engagement with China?

**Price:** Well, thanks for that question Robin. We keep a close eye on progress at DKU, and it is a challenging moment for DKU for a variety of reasons. Some of them have to do with Sino American relationships, the behavior of the Chinese government vis a vis the educational work that we do there. Some of it is grounded in the difficulties that the pandemic has introduced for us there which continue in China. As we're sitting here, thinking of the pandemic behind us that is not the case around the globe. We have, I think Jennifer [Francis] perhaps as reported to this group, a larger than expected number of students from DKU with us here at Duke because we have been a bit of a lifeboat, frankly, for DKU over the years. So, there are some very significant challenges we have to navigate there. Challenges that relate to academic freedom, the ability to deliver a Duke education, a Duke quality education to students who are at DKU. Now the good news is we're graduating our first class of DKU undergraduates this spring. That class, many of them have studied here, those of you who have taught these students, I think you'll share my appraisal that they are extraordinary students, they include a Rhodes Scholar in the very first graduating class at DKU. I think of this project that is DKU, and it is that, it is a project, there are no guarantees of the future course of that enterprise. But, we did it to produce students, like those students who will be graduating. International students, including half of them coming from the US, international to China, that is, who have now had an exposure to China that is unmatched in terms of anything we could have ever

provided at an institution like Duke. And Chinese students who have received a liberal education of a Duke kind, in fact, a one of a kind curriculum that's been thoroughly integrated. As President, I keep my eyes focused on that as an outcome. But, at the same time I recognize that that particular DKU vessel is sailing through some very stormy waters and it has a long way, yet to travel. We're thinking very carefully about that, as we do about our work connected with Russia, right now. I mean we have substantial numbers of faculty who have coauthored papers with Russian colleagues. We have 149 alumni living in Russia. Not nearly the numbers that connect us to China at this point, but still very significant. So, we always have to think about Duke's role in the world, and how we navigate through a very complicated geopolitical set of circumstances. At the educational project and the research project have been deeply international at Duke for many years. While the scale of the problems is unprecedented I don't know that the nature of the problems is necessarily unprecedented so just rest assured, Robin that Sally and I and Jennifer think about these issues with respect to DKU virtually every day and very carefully.

**Shai Ginsberg (Asian and Middle Eastern Studies):** Over the past two years Duke has managed to navigate the pandemic in a remarkable way, and I – like other faculty, I am certain – am grateful for your leadership. I have two unrelated questions. I realize the nature of challenges facing us and the importance of technology and sciences. But the crisis that we're facing today and over the past two years is not only a crisis of technology or of the lack of sufficient training in STEM. It is, primarily, a crisis

of culture. What is the role of interpretative sciences, of the humanities and the qualitative social sciences – those disciplines that explore and study human culture – in relation to the Duke vision for the future and, in particular in the planned capital campaign? That's one question, especially being managed in social sciences.

The second question is unfortunately part of Duke's success has negative effects on Durham, especially in rising costs of living in the city. This impacts most lower earning faculty and staff, as well as the Durham community at large. Is there any thought about what Duke might do to mitigate the impact of the rising cost of living?

**Price:** So, two questions one had to do with the role of the humanities and interpretive social sciences in our thinking as we move forward, particularly in connection with the campaign. And secondly, how we're thinking about the increasing cost of housing, cost of living more generally in Durham.

With respect to the first question - absolutely the humanities and the interpretive social sciences are central to Duke and will be central going forward. Indeed, our national reputation was elevated largely through many of those departments in the humanities and interpretive social sciences, because of some significant investments in faculty hiring that took place in the 70's and 80's. Rest assured, I want that trajectory to continue, and it will continue. And the campaign will build into it an effort to raise more faculty chairs in every part of our faculty, across all of our schools. There are a few schools in the nation that probably don't need more faculty chairs;

we're not one of them. We need to make those investments. We're also going to double down on the successes that we've made recently in the Arts and we've seen some significant recent work there, some successful grants. So, absolutely!

The final thing I'll say is, as we move forward in science and technology. It absolutely entails investments in the sciences. I think, particularly in the Basic Sciences, today, we have to be taking a long view and make significant investments there. But when we think of science and technology, and the rapidity with which we're making advances, we need the humanities and interpretive social sciences to be a part of that conversation. Duke has, I think, navigated into a position for real leadership there. As we make investments in areas related to cyber security, for example, there will be very important questions raised about issues related to privacy ethics. There is absolutely room for everyone to play in this campaign.

With respect to the question of rising cost of living – it is a significant problem. And it's not just a Durham problem by the way. Raleigh leads the country, right now, I believe, in terms of escalating costs of housing. It is a triangle wide phenomenon and we absolutely have to be thinking about it, principally with connection to Durham. But, more generally, as the Research Triangle becomes that vibrant innovation hub, that it has long sought to be, with the arrival of Apple and with Google. We have to get out in front of these issues. The availability of affordable housing and transportation, workforce development and training, so that the resident populations of Durham have that opportunity to participate in the economic boom and are not left on the

side as populations from elsewhere in the country move into the region to take those jobs. These are all interconnected issues and Duke has to be a partner in resolving all of those.

With respect to affordable housing, we already have been a partner and creation of recent affordable housing units downtown, located right next to the bus and train terminals there. We're engaged in the next phase of affordable housing developments, as well. We've been working very closely with the city, in particular, with the bond that was issued. We're in regular conversations with the Durham Housing Authority which has very significant capital issues to resolve. So, Stelfanie Williams, who leads our Office of Durham and Community Affairs is very focused on issues related to affordable housing, as am I.

**Scott Lindroth (Music):** Vince, I also wanted to start by thanking you for your leadership. My question concerns the general criticism that is coming up with regard to legacy applicants and early decision admissions. Private institutions must have more flexibility addressing this issue, but I wondered how we handle these questions in light of your commitment to engaging the alumni community more proactively. I don't really know what Duke's policy is with regard to legacy applicants or whether that is something we need to address more directly. I'd just like to hear your thoughts about that.

**Price:** I would say it's fair to say, a public debate about college admissions generally, particularly at elite institutions like Duke. And it has many different elements to it. We have challenges to affirmative action that are in the courts

and we have lawsuits that have been filed. Legacy admissions is increasingly a focus of attention, as well. The socio-economic aspects oftentimes is quite apparent on campuses, like ours, bear close scrutiny, and they should. I mean these are all things that we have to think about as we try to navigate our core missions and create a fair access to a Duke education.

A couple of things I'll say - there's a lot at stake right now in all of these debates, and that is over the ability of institutions, especially private institutions, to make decisions that are appropriate to their missions. Which are invariably difficult decisions and oftentimes decisions based on a wide variety of factors that have to be weighed carefully. And one of the things that I'm most concerned about is this notion of fairness that gets translated into one or another given metric that's used to establish whether students deserve to be admitted or not. So, the way we have to think about it as an institution is we're not just taking every applicant and arraying them in terms of their relative standing today. Which is what most of the data we have available to us do; scores, grades, etc. We're trying to look at the life trajectories of those students and trying to predict which, given a Duke education, which of those students will thrive here. It's a difficult set of decisions to make and all of the factors that Christoph [Guttentag] and his team, bring to play deserve to be a part of that equation.

With respect to legacy admissions - it's a family tie that we have siblings at Duke, as well. There's a question of how much knowledge of the institution should play in determining who the best fit is. I think that every institution, including Duke, has to sit down and think carefully about

these kinds of questions. Alison [Rabil] and Christoph and I do have conversations about that. We're an institution that was created by a family, the Duke family. We bear the name of that family. We represent family, we talk about family. So, how does that translate into the way we behave with respect to admissions? Those are the kinds of questions that I think about. But, the idea that you would quote unquote ban legacy admissions or ban any particular factor as a consideration is to me troublesome. Because what it does, is it denies institutions the ability that, I think, they should enjoy, particularly private institutions, to look at a full array of considerations and make decisions appropriate to them. So, the public debate, unfortunately, is not particularly well informed on these matters. But, it is putting pressure on institutions to be more thoughtful and that's a good thing in my book.

**Christopher Beeley (Divinity School):** Also thank you, and I am so proud of the way that this institution is navigating the crisis of COVID-19 and its implications. So, I have a question for you about the new crisis in Ukraine. You made a few remarks about Russia. Can you tell us about the state of Duke's financial, property, or other business interests in Russia? And if there are any thoughts on divestment, things like that with the situation?

**Price:** We have no direct investments in Russia at this point. We have a very small number of investments that are connected to third party managed funds. They're getting much smaller because they've lost tremendous value in this recent period of time. But, I can't speak to the exact percentage, but it is a small

fraction of a single percent of our portfolio. So, effectively we are close to fully divested. Not necessarily at this juncture, as a matter of policy, but as a matter of fact.

In terms of connections to Russia, more broadly, as I mentioned, we have various ties. Many of them educational ties. I think those have to be thoughtfully evaluated, one by one, to make sure whether it makes sense for us to maintain those. So, we're evaluating all of these matters as we speak. With respect to the endowment itself it's effectively moot because we don't have investments, as we speak.

**Moskovitz:** I'm wondering if Duke might be able to provide a list or maybe a short list of useful charities, for those of us who are interested in supporting financially, Ukrainian people and refugees. It's always hard to know what you can trust and where money is going and we are already seeing lots of possibilities floated through friends and listserv. Is it possible we can use some of the great people at Duke to maybe just give us a small number of vetted options?

**Price:** It's an excellent question Cary, and the answer is yes. If you go to the Duke Global website, they have a Ukraine page. They also have a page that, I think, identifies major organizations doing work. But if I'm not mistaken, their landing page for Ukraine does have a list of suggestions, where you might look by way of participating and support.

**Moskovitz:** Excellent, thank you.

**Price:** I apologize for not singing. If the high-fidelity music button had been checked, I might have, but you're the

beneficiaries of that decision, I assure you. *(laughter)*

I just want to thank you all again, and let me thank you Erika for your leadership of the Academic Council and your colleagues on the ECAC. We've had some wonderful lively discussions over the year. Kerry [Haynie], I know is on the call. This ability of Duke to whether a storm like COVID is a testament to strong governance and that starts with faculty governance and I deeply appreciate that.

**Weinthal:** I will underscore lively! With that I'm going to call this meeting adjourned, but before those of you who leave, if you haven't signed the attendance sheet, please do and enjoy I think what is going to be a beautiful weekend with the weather. Thank you.

