

**Minutes of the Academic Council Meeting
Thursday, September 21, 2023**

Trina Jones (Chair, Academic Council / Law School): Welcome to the first meeting of the Academic Council for the 2023-24 academic year. I'm Trina Jones and I've been serving as Chair of the Council since July 1. (applause) How many of you are serving on the Council for the first time? Please raise your hand. Welcome (applause).

As you know, the Academic Council is one of the primary mechanisms for faculty governance at Duke. We are so thrilled to have all of the new members join us. We're also thrilled, and speaking on behalf of myself and the Executive Committee of the Academic Council, to see our returning Council members. We hope that you had a fantastic summer and that your fall semester is off to a great start. As this is my first meeting as Chair, I'm a little nervous, but I'll get over that in a second – I hope! (laughter). But I want to say to all of you, thank you so much for your trust and confidence in me. It's a huge honor to serve in this capacity. What I have learned over the last six weeks is that I have a lot to learn! So, undoubtedly, I am going to make mistakes, and when I do so I hope that you will keep in mind that I will always have the best interests of Duke University at heart. And for me, that means ensuring that your voices are always heard and that we continue our wonderful tradition of faculty governance.

I am particularly delighted to introduce the members of ECAC -- the Executive Committee of the Academic Council. ECAC has been working all summer – mostly by email, but starting in person in mid-August. We meet for two hours every week – so, this is a heavy lift for our colleagues.

Members completing their second year are:

Karin Reuter-Rice: School of Nursing
Mine Cetinkaya-Rundel: Statistical Science

And those beginning their first year along with me are:

Tyson Brown: Sociology
Merlise Clyde: Statistical Science
Cam Harvey: Fuqua School of Business
Allan Kirk: School of Medicine – Surgery and
Josh Sosin: Classical Studies & History

According to our bylaws, the Executive Committee must select a vice chair from among ECAC and Josh Sosin has graciously agreed to serve as vice-chair for this year.

I'd also like to introduce our wonderful and amazing executive assistant, **Sandra Walton**, truly without whom the work of the Academic Council would not get done. Sandra is assisted by **Mariah Cooke**, who

is currently on maternity leave until November.

This is a wonderfully talented group of people – we all love music, so if you enjoyed the music that was playing as you entered the room, you will hear more of it, a diverse selection, throughout the year.

IN MEMORIAM: CRAIG HENRIQUEZ, A FORMER CHAIR OF THE ACADEMIC COUNCIL

Jones: On a sad note, I want to acknowledge the passing of one of our colleagues who also served as a chair of this Council. Craig Henriquez, Professor of Biomedical Engineering, died late last month. Craig had a 35-year professional career at Duke, but also attended Duke as an undergraduate, earning dual bachelor's degrees in biomedical and electrical engineering. He then completed his PhD in biomedical engineering at Duke in 1988.

Craig held several leadership positions throughout his time as a faculty member. As I previously mentioned, he was chair of the Academic Council from 2009-11; he served as chair of the Engineering Faculty Council, and he also chaired the Department of Biomedical Engineering.

As Council chair, colleagues praised Craig for his collegiality and his thoughtful approach to contentious issues. During those years, he ensured faculty opinion was heard as Duke rebuilt its financial position following the 2008 recession and as Duke took its first steps toward creating a campus in Kunshan, China.

Craig had recently assumed the position of associate vice provost in the Office for

Faculty Advancement and was working on developing the Emeriti Faculty Initiative – and I also spoke with him about partnering with the Academic Council on this for which he was hugely enthusiastic. I know many of you in this room knew Craig well and join me and my ECAC colleagues in our sadness at his death.

BUSINESS ITEMS TO ADDRESS

Jones: Now, I know you want to get to the conversation with our new Provost but there are a couple of items and some business that we need to handle before we do that.

First, **some meeting logistics** (refers to slide):

Thank you to the Divinity School for allowing us to use this room for the last twenty years (laughter) and especially for this year when we were almost booted out! But thanks to the intervention of the Dean of the Divinity School, Edgardo Colon-Emeric, we were allowed to stay - so thank you to the Divinity School and its Dean.

Attendance sheets are being circulated. Please be sure to initial those as our bylaws state that you can be removed from the Council after three, consecutive unexcused absences. So, please email Sandra if you are unable to attend a meeting. And as you ask questions or make comments, say your name and your unit affiliation as our meetings are recorded and transcribed.

To the **items of business:** The Council grants ECAC authority to conduct business on the Council's behalf over the summer months. Consistent with that

authority, you will be happy to know that ECAC has approved the May 11 Council meeting minutes and the summer term degrees.

FACULTY HEARING COMMITTEE AND APPROVAL OF NEW MEMBERS

As you saw from the agenda that was circulated, we need to approve new members to the Faculty Hearing Committee. The Faculty Hearing Committee is a subcommittee of the Academic Council and is charged with considering complaints from faculty concerning issues such as termination of employment, violations of academic freedom, and violations of Duke's anti-discrimination policy.

The process for utilizing the FHC is set forth in Appendix F (formerly N) of the Faculty Handbook. The Faculty Handbook states that the Faculty Hearing Committee will consist of up to 18 tenured faculty members nominated by ECAC and elected by the Council at large to serve three-year terms. With your agenda, you received the names of the individuals whom ECAC has nominated to join the Faculty Hearing Committee. Are there any questions about these individuals?

All in favor of electing these individuals to the Faculty Hearing Committee, please say yes? Any opposed? Any abstentions? Thank you.

(proposed members approved by voice vote without dissent)

And our warmest thanks to all the faculty who are willing to serve, and to Tom Metzloff, from the Law School, who will serve as the chair for this year.

PROVOST ALEC GALLIMORE ADDRESSES THE ACADEMIC COUNCIL

Jones: Now, for what you've all been waiting for, I am pleased to welcome to his first meeting of the Academic Council, Duke's new Provost, Alec Gallimore. He assumed the position on July 1. Provost Gallimore was previously the Robert J. Vaslic Dean of the College of Engineering at the University of Michigan – my alma mater and may I say, Go Blue works well there as well as here! (laughter). Perhaps some of you have already met Provost Gallimore but we are delighted to have him speak to the Council at our first meeting this year. Without further ado, Provost Gallimore. (applause)

Alec Gallimore (Provost): Thank you – I noticed the Go Blue works here too. What I like to say to people is "I'm glad you're not the Red Devils!" (laughter) That would be a problem for me given my University of Michigan background and my disdain for the Ohio State University. (laughter)

But we're at Duke – so let's get to the business, shall we? Good afternoon and thank you, Trina, ECAC, others on the Council and everyone else for being here and for inviting me to talk with you today. First of all, I want to thank the Duke community for so warmly welcoming me to this campus – it's been great. I've had a really great summer and am looking forward to the fall.

Let me start by saying, for those of you who haven't met me, that I am absolutely thrilled to be here. As Trina mentioned, I started in July after being at the University of Michigan. I was a faculty member there for 31.5 years – not that I

was counting -- and Dean of the College of Engineering for the past 7 years. I am an aerospace engineer. In terms of my research, I studied and developed advanced, plasma propulsion systems for use in spacecraft, with the goals ranging from providing internet access to the most remote spots on the planet to facilitating the human exploration of the moon, Mars and beyond.

I love being an academic – I love being a researcher, an educator, a mentor, and even an administrator. One of my achievements that I am most proud of is the privilege and the honor to advise 45 Ph.D. students who are now doing amazing things in academia, private industry and the federal government. For those of you, who know my unique name or my email address as “rasta” -- there’s a story behind that. It turns out that my parents emigrated to the US from Jamaica and I was born when they were undergraduates in Washington, DC. By using the rasta banner to give honor to my parents for making that brave journey from Jamaica during a time in which it was challenging to be an African American in Washington, DC – so that’s to them. That is a little about me and where I came from – and now to what brought me here. Let me focus now on why I’m excited about being here. Duke is a place I have always respected and admired. In fact, at Michigan, when we were beginning our strategic planning process, we benchmarked against Duke and a small number of other institutions.

Duke boasts excellence across many domains:

Faculty, students, trainees, staff, alums, partners and supporters; a beautiful campus;

Top-ranked departments and schools; Outstanding research and creative practice; Envidable arts productions; world-class patient care; and a culture that facilitates the notion of “partnering with purpose” -- what’s there not to love!?!

I also see in Duke a university with a leadership team that is committed to grow and change, and one that is constantly striving to make the university better than it was before. I’d like to take a moment to dissect each of these elements, starting with our commitment to growth and change. I see Duke as an “adolescent elite” institution or perhaps better an “emerging adult elite.” Being just under a century old, this university is not fully formed – and thank goodness for that. It is not done growing, learning or changing.

We have very important history and traditions to draw on but not so long or so ingrained that we are locked in and impeded in our ability to make change. Tradition is important, to be sure. Fitting for today, Duke has a strong tradition of faculty governance. That is helpful for a university insofar as having people involved which can lead to better-informed and better-made decisions; it shows that faculty are invested in Duke, and in a strong partnership between faculty and faculty-administrators, and advancing our shared goals and mission.

But, we also can create new traditions as we grow and change. We see a great example of that in QuadEx, as each Quad collectively developed its own identity and traditions.

As we look ahead to the Centennial, we have an opportunity to define ourselves, and define Duke, and how Duke will

change. And what Duke will be in its second century, and I am excited to see that and be a part of that continued growth and change.

The second theme is constantly striving to make the university better than it was before.

I'd like to approach this with something I learned when I was at the University of Michigan. We had a phrase there called "going from great to best."

And by that I don't mean for Duke to be declared "the best university" in the South, or in the US, although that wouldn't be so bad. But, by any measure, what I'm really thinking about is I want us to become the best Duke we can be, always in alignment with our mission and living our values.

If others see that favorably—great. But we won't change to be in others' favor. We will continue to improve, and stay true to our values, because we are not done, and we have no plans to stop.

I have enjoyed getting to know everyone I have met so far, and I look forward to meeting more faculty, students, and staff at this great and wonderful university. When I meet individuals and groups, one of my favorite questions to ask is "What makes Duke special?" "What is the Duke difference?" And while I have some answers, I want to hear from you over the course of the next few weeks, months and even years. I am truly excited to be here; I hope that comes across clearly. Thank you for this opportunity to join this amazing community, this amazing university. I look forward to all that lies ahead for us together. Thank you. (applause)

Jones: We have some time for questions with the Provost if you have any you would like to ask? Don't be shy!

Gallimore: I am a professor and I will call on people! (laughter)

Jones: Are you a professor of law?

Gallimore: Was that a hint??

Scott Dyreng (Fuqua School of Business): Our school needs to initiate a search for a new dean in the very near future. Could you provide an update on the Fuqua search or any other relevant searches at other schools at Duke?

Gallimore: I can update that – we are making really good progress with that. We are working with ECAC on that of course in terms of selection of the committee and so on and so forth...My plans are to, when we have the information, we work with ECAC. And I plan to actually join Fuqua at a faculty meeting and go through the details. I expect to do that in the next few weeks.

Christina Gibson-Davis (Sanford School of Public Policy): I'm curious as to what you see as the challenges facing Duke?

Gallimore: Let me start by saying that there's no place I'd rather be than Duke, frankly in higher ed. So, the challenges that face Duke are the challenges that face higher ed writ large in general. A wise person once said to me when you've seen one academic medical center, you've seen one academic medical center. And so, just the challenges of making sure, and this is nation-wide, the whole notion of health care – we are not immuned to that, and we have plans and we are very confident

that we're going to address that. But that is something that this nation, particularly, has to address...Of course, the rulings with SCOTUS in terms of how we're thinking about shaping our undergraduate class. Duke has long had an opportunity to use every tool at its advantage, to be able to shape the class that we want and now the Supreme Court has removed that. I came from an institution that had lost that ability back in 2006 when the state constitution was changed through Proposal II. So, the good news is that we have experience here, we've been thinking about it for awhile in terms of how to address it now that that tool has moved or so. But that's a huge challenge. Sort of more general challenges that face higher ed and I won't belabor the point here – is in some essence, what we have to do is we have to have society writ large believe in us again. Ammunition, in terms of trust in higher ed for a variety of reasons and how do we gain that trust. I think there's no better place to do that than Duke University. We're in a great position in terms of where we are financially in terms of our elite status, and elite status means that we have the bully pulpit, that people are watching what we do, what we say and will emulate that when they can, so we're in a great position to do that. I will say though being frankly in the South at this time in our nation's history is a really opportunistic place to be as well. It's rare, in some respects, that crossroads of cultures reside and we have an opportunity to set the tone for not only the next century of Duke University but the next century of this country. And then finally, the whole notion of what does it mean to be in the education business at a time when social media and polarization and things like that are going on and all of the challenges that this planet faces. Not

only how do we address these challenges but how do we educate our students to be resilient and they can go out and be the best global citizens possible, that they can understand how to work on diverse teams, how to disagree without being disagreeable and things like that. So, we have an opportunity -- not just at the undergraduate level, this permeates all of our students and trainees indeed, but to really think and set the tone of what does it mean to be a world-class educator.

Veronica Martinez (Law School):

Along that vein, you said that one of our opportunities is positionally being in the South. What are some other opportunities that you are looking forward to working on?

Gallimore: I'm looking forward to thinking about undergraduate admissions and what should the class look like, so Trinity for example, is ramping up its curriculum, I'm very excited about that because they're starting I think at the right place which is to say, what is the Duke undergraduate experience? One of the things I heard when I was interviewing for this position over and over again, is that we need a global strategy, and so there's been a lot, and there will continue to be a lot, of discussions about DKU of course. We had a group from Duke-NUS (National University of Singapore) visiting us this week as well. But there's a lot more to Duke's global presence than those two campuses...and thinking strategically about that. And just in general, we have this Centennial coming up, we have some other great opportunities coming forward – how do we utilize that opportunity to position Duke? Another thing I will say, is I'm also very interested in thinking about the Research Triangle Park and what role

that should play in terms of economic development with our university and things of that nature. Finally, I will say, thinking about the arts and the humanities and its place in the modern university is critically important. Interestingly enough, I had a meeting with my counterpart at NUS, and the challenges that we see here in the US in terms of how the humanities feel about their position in higher ed exists in Singapore as well. So, it's an international phenomenon, it's not just a Duke phenomenon or a domestic phenomenon.

Kathy Andolsek (School of Medicine): I love the emphasis on looking externally and learning from the global community. I also feel there are opportunities to learn "right here" especially in partnerships with the Durham community and the other university in Durham – NCCU. What about these relationships about which you are the most excited?

Gallimore: I really appreciate your saying that and whenever anyone asks for a list, inevitably you leave things off that perhaps you shouldn't have left off but that's absolutely critically important. And with Stelfanie Williams [Vice President, Durham & Community Affairs] in the President's Office, as the person in terms of our interactions with the greater Durham community, we've actually made a lot of gains in recent years, and I think you'll see that accelerate. I applaud you in asking that question.

Karin Shapiro (African & African-American Studies): With Duke and its sense of itself in Durham, in the South, and in the world, where do you see the university's emphasis over the next few years?

Gallimore: Well, that's always a little dangerous – especially for any accountants in the room (laughter). But it would be premature, to be frank, to answer that with any level of false precision at this moment. But, I will say that when I ask the question about what is unique about Duke that one of the things that comes up over and over again is this notion of experiential learning. And that we do a very good job in terms of having our students learn what is being taught in the classrooms and the labs by applying it in practice. One of the vehicles that I think of in terms of how best to do that is this notion in terms of working with communities – the communities could be local, they could be regional, national or international. And I will say that one of the things that we had done in my old institution was we had a very robust program, very similar to Duke Engage in terms of making sure that we get our students, and our faculty, and our staff, as there are able to, to get out and apply what they have learned through practice.

Adriane Lentz-Smith (History): I would be interested in hearing about how Duke is accounting for and accommodating the effects of Durham's supersonic gentrification, given that it has radically affected affordability for students, staff and faculty.

Gallimore: That might be a little bit out of my bailiwick, but I will say that there isn't a meeting that we have at the Cabinet level – my Cabinet, the President's Cabinet, where we don't talk about the notion of access, diversity equity and inclusion. Not a single meeting – and it's not just about what's going on at Duke, it's the region writ-large. You know, when I had my introductory meetings, actually

with Stelfanie Williams, she talked to me about Hayti and the history of Duke and I had read a few books about the amazing history Durham has played in terms of the African-American community -- the largest African-American owned business in the US at one point, it was here in Durham. And of course, we know the history as to what's happened there. Those who don't study the history are destined to repeat it -- talking to a historian, I need to be really careful here.... (laughter) saying things like that. But, you get my point that it is something that is top of mind.

Lentz-Smith: And one more question: how is Duke using its position to defend the humanities -- African American and gender studies in particular -- in the face of attacks on education and critical thinking?

Gallimore: That's right -- this is where our private university status is really one of our super-powers that allows us to do these types of things. For instance, I know one of Michigan engineering's graduates was the first African American woman to graduate with a PhD in computer science from the University of Michigan. And she's a faculty member at a public flagship university, one of the usual suspect states. She's teaching computer science and she had to limit the language she can use in her pedagogy because of concerns over repercussions. A tenured faculty member had to do that. And so it's scary -- it's part of what I talked about before. I can use the term trust and that's absolutely right. There's trust but there's that polarization going on in our country. And frankly, the universities are the battleground for that -- when you think about it. We are the battleground for what's going on -- like no other sector in society. So, what I said

before about why Duke is really an amazingly important university is because of our private status -- it's because we're on the verge -- well we are in one of those states -- we're on the verge of being one of those states. And our private status allows us to operate in a way that is not beholden directly to these legislators. We have to find a way of setting the tone. Having said that, we can set a direction but if you're university X or Y they have certain limitations to what they can do. So, it's really about how do we do what we can in the region that we are, starting with Durham, starting with the state but also thinking about how do we speak truth to power? How do we say why this is pernicious, truly to the American way -- the *real* American way. And we're in an opportunity to do that when so many other institutions are not.

Jones: Other questions? Would anyone like to take a stab at what makes Duke unique?

Steffen Bass (Physics): I think one of the things that makes Duke unique is our ability to foster collaborations that cross boundaries between departments and schools -- that is something that I have found we do a lot better than many other institutions.

Jones: Other thoughts on that question? Alec, you had a very successful deanship at the University of Michigan with People First Engineering, partnerships with HBCUs, bringing in non-traditional students. How do you take from that experience and bring it to your leadership here at Duke?

Gallimore: The way we got to People First Engineering was..., right before I started as dean, I asked my questions to

external constituencies – I went on a listening tour for about six months – which relates to my what makes Duke special question, which is to say, what is it about Michigan engineering that’s unique? And they said, “it’s highly ranked” – “it’s got this, it’s got that.” But, you could have said that about 4, 5 or 6 other engineering colleges in the country. Not bad, right? But can we do better? And, so what we did is we engaged in a series of strategic planning – visioning actually more than planning. One of the things I loved about coming to this position is you’d already done that, which is wonderful. We hadn’t done that at Michigan – we didn’t have the vision, we didn’t have a set of values and we didn’t have the mission statement -- and the college of engineering started in 1854 and in 2016, we didn’t have any of those things. So, we had to start from the basics and the “great to best” statement came in that regard. Then, through a series of a lot of discussions, we hired an external consulting firm to help us think about how to position Michigan engineering differently. And we wanted to do it in a way that was authentic. So, the first thing we had to do was to spend a lot of time understanding who are we and who do we want to be when we grow up? Once we were able to answer that, we were able to get some external help and we came up with this notion of People First Engineering. And People First Engineering has a very simple premise which is to say that if you think about the definition of engineering, it’s in my mind, what we do is we try to use our understanding of the human condition and technologies and processes that help improve the human condition. When you couch it in those terms, sure there’s a technological and technical element of it. But actually, technology is not good

enough because we need to understand the human condition. That necessitates the need for us to be authentic partners with non-engineering fields. That means, with the social sciences, the arts, etc. – all manner of exploration of the human condition in partnership with engineering. And that’s what we did, I would argue with you, better than any engineering college or school in the US -- except for Pratt! (laughter). But it allowed us to do that. And what was nice about that, is that it allowed us to embrace the notion of access, diversity, equity and inclusion because in order to have the best products, we need to have the best minds. And diversity works great but you have to harness it – it’s not just good enough to have diversity, you have to harness the equity and inclusion and justice. And finally, when we said improve the human condition, we didn’t say improve the human condition to the top .01% of earners or the top 1% earners. We said to everybody – and so the notion of access and equity comes to mind. And I will end with this point: it is relatively easy to come up with just about any technological solution when dollars are unlimited. But what is really hard is to come up with those elegant technological solutions, or solutions writ large, that work for people when there are sparse resources. And that’s the area we wanted to target. I leave it as an exercise to the students in the audience to think how we might apply that here at Duke University. Thank you very much. (applause)

Jones: Thank you so much for your time today. I know that you have been to the School of Nursing recently and that you’ll be going to Fuqua soon, but I think that many people in this room would welcome your presence at their schools as well. So, we hope to see you in a more

intimate setting within the schools in the near future.

ANONYMOUS QUESTIONS SUBMITTED FOR UNIVERSITY LEADERSHIP TO ADDRESS

Jones: The Council has a tradition of submitting questions presented by faculty to senior leaders anonymously. If you would like to submit a question for consideration at a future Council meeting, you can do this either through our website at the “contact us” tab or you can send an email to acouncil@duke.edu

We have already received **two** questions that have been submitted for senior leadership to address today. I will read the questions for the benefit of everyone in the room even though they are on this slide.

Question #1:

The recent NY Times article on the lack of economic diversity at Duke as compared to our peers surprised many faculty who have paid attention to these issues for years. Can you comment on the relative role of the Provost versus the President’s office in setting admissions policies, both at the big picture and practical level? During President Brodhead’s tenure, the President was “walled off” from any direct involvement in “close call” admissions decisions that were ultimately the responsibility of the Provost. Is this still the case? And what is Duke’s position on legacy admissions now and in the future?

Gallimore: So, the question is about “walling off” and the answer is yes, it’s still that way. To be specific, it is that way in the sense that the president is walled

off from direct involvement in admissions which is a really good practice for a number of reasons. The president, of course, is ultimately responsible for all university activities, but as the provost it’s my responsibility to ensure that Duke’s admissions practices are in alignment with our institutional values and vision.

Vince Price (President): So, I’m thrilled that it is this way! For two reasons: one is the admissions office reports to the provost not to the president. It’s not just that I don’t get involved in admissions decisions, the admissions office rolls up under the academic side of the house. It’s appropriate to have the chief academic officer of the university who is the provost and not the president who represents the corporation managing admissions. I do receive a lot of inquiries, I will tell you. Letters from people advocating for students and I just love the fact that I can respond saying “the president has no role in decisions and I have no doubt that Christoph Guttentag and his team will give this applicant every consideration” and away it goes. The second thing I want to add is that, we also have policies respecting our trustees. Our trustees are not permitted to write letters of recommendation for applicants. I think they appreciate that policy as well for the same reasons that I appreciate being walled off from those decisions. And we have policies that are in place in our development office, so that we suspend interactions – especially interactions over a gift discussion -- for anybody who has a prospective student contemplating Duke. Those are guardrails I think are absolutely necessary to ensure that the admissions office does its work without undue interference from the President’s Office. And these policies, some of them

were put into place while I was here, we've clarified policies respecting development and trustees interaction. But it was clearly established before I got here that the president has no role.

Jones: There was a second part to this question: and that is what is Duke's position on legacy admissions now and in the future?

Price: On that matter, there's no way that you can calculate a weight that's given to legacy admissions – I don't like the word legacy – it's basically an alumni relationship as we define it. And currently, the admissions office gives an extra read to a file if it's an applicant who has a direct alumni relationship. There's no formula attached to that. So, that's the current practice. The real impact – question, I think for us going forward, and Alec and I have talked about this, is this is a good time for us to step back and think about overall principles and how we can produce a fair process for all applicants but also reach the outcomes in terms of the size, the shape, the diversity of the class that we seek. And so Alec will put into place a review of both overall policies but also practices. Much of this relates to how to recruit. We did put into place – the NY Times article referred to here, made mention of but actually buried what I would have preferred to have the lead, and that is that this year's entering class has 17% of the class approximately that is Pell eligible. That's an improvement over where we've been. And that was because last year, I think all of us were unhappy, that we seemed to have sort of topped out at a position that wasn't where we want to be. So, we put into practice a more aggressive outreach, better communication on our financial aid policies, more effort put into the yield

process. Mobilizing our own students who have a very good experience at Duke – if they're first gen, or lower income students. And we need to scale that up. The other thing we realized is that, and it relates to the question of our region, if you look at the date – and it's perhaps not surprising – students who come from low income backgrounds or maybe the first in their family to attend college, they weight distance from home a bit differently. We have failed to look at our own region for fantastic students – they are here. So, we did announce over the summer the rollout of the new financial aid program specifically targeting NC and SC. And we're going to try and communicate that more effectively. So, a variety of things. I won't say that we have yet changed our policies – we have changed our practices and we're reviewing our policies carefully.

Ann Marie Pendergast (Pharmacology & Cancer Biology): Regarding admissions for graduate students however, under the new mandated rules imposed on basic sciences departments in the School of Medicine, we are restricted in our ability to bring to campus highly qualified applicants who have economic challenges and do not have the resources to visit Duke and meet in-person with faculty and other students. These in-person visits are critically important for successful recruitment and additionally, graduate student applicants with economic challenges would benefit from support from Duke University. Having special fellowships for these students would help Duke to recruit the best students regardless of economic background.

Price: I agree entirely. It's also the case that our fundraising efforts are very much

focused on financial aid for students at every level including graduate and professional students, in some ways especially graduate and professional students. In the last [capital] campaign, and we've talked a lot about undergraduates, there's a little bit of a focus on undergraduates, particularly on loan burdens. It's not that significant for a campus like Duke. When you read the headlines, the students are not carrying those really oppressive loan burdens. But if you look at the graduate student population, particularly first professional degree seeking students, it's a bit of a different story. We have an obligation to prioritize, and we are prioritizing, financial aid. We did have an undergraduate financial aid challenge thanks to the funding we had available to us from the Lord Foundation and we raised 100 million dollars for undergraduate aid. We're working to partner with other donors to see if we can leverage matching programs as well at the graduate and professional level.

Jones: Some of you may have seen the recent article in the Chronicle [of Higher Education], on whether to continue early admissions and whether that produces certain economic effects as well. So, I think the Council would be very interested in hearing more about how we are going to look at our policies and their effects.

Josh Socolar (Physics / Chair of A & S Council): Speaking now as the Chair of the Arts & Sciences Council, is there a role for faculty in reviewing the policies?

Price: The short answer is yes and yes. But, also Pratt with respect to undergraduate admissions. So, when we talk about the admissions office, it is the

office of undergraduate admissions and graduate and professional admissions is managedhistorically, and Duke is not unique in this, faculty engagement in graduate admissions is like faculty engagement in undergraduate admissions. The faculty do engage in undergraduate admissions – I think there are some of you in the room who have been engaged with our undergraduate admissions office from time to time. When it comes to higher level policy, absolutely this is a conversation that belongs with the chief academic officer. I bear ultimate responsibility – anything that we do is going to involve as well a conversation with our trustees. But it has to engage the faculty. The nature of the students we admit to our programs is every bit as much an academic decision as curriculum.

Jones: Question #2:

Universities Studying Slavery (USS) is a consortium of over ninety colleges and universities focused on “sharing best practices and guiding principles as they engage in truth-telling educational projects focused on human bondage and the legacies of racism in their histories.” Most of Duke's peer institutions have joined the consortium, including Harvard, Yale, Penn, Columbia, Amherst, UVA, Emory, Georgetown and Vanderbilt, among others. The consortium has been in existence since 2016, yet Duke's name is not listed among the member institutions. At a time when leading educational institutions are openly reckoning with the legacy of slavery, and their institutional engagement with slavery, why has Duke not joined the consortium?

Gallimore: Thank you for this question. I

was doing some digging to try and get the answer as well. Let me provide the background: the direct answer is that we previously initiated a process to join and we're in the final stages of confirming our membership and plan to finalize this this fall. Let me provide a bit more nuance to this though. But separately from joining the consortium, Duke has proudly had faculty participation in the consortium's semi-annual symposia since 2017. In March of this year, Thavolia Glymph, Peabody Family Distinguished Professor of History, presented at the university's studying slavery conference at UNC. Her session based on an ongoing project to examine Duke's history was titled "Trinity College & Duke University: Telling and Writing a New History of Place and Race." I've scheduled a meeting next month to meet with Professor Glymph and I look forward to learning more about this project and the Duke Institutional History project which Professor Glymph is also leading. Faculty participation in this fall's university's studying slavery symposium is already confirmed and this fall's symposium is being held for the first time outside the US in Nova Scotia in October. Other university representatives which include members of our Centennial Leadership Team have attended previous symposiums. So, in short, we should be able to report in short order that we have joined the consortium.

Jones: Anything to add, Vince?

Price: This is very much a high priority for Duke. And we have been involved in assembling teams of faculty members who have been actively working on a variety of research projects. Engaging our own understanding of Duke's institutional history, so we're very much with the project. I thought we were a member to

be honest because we initiated this some time ago. But I think it's really a question of formalizing our membership – we have been, if you will, hanging out with them, in all of their symposia since 2017. It's absolutely critical to us, particularly as we enter a Centennial, that we think through our institutional history. And as a Southern institution that we come to full grips with what that means – not just for the past but for the present and most importantly for the future. I've had great occasions to talk with numerous faculty members who have been involved in these projects. I'm proud of the work that's being done and the Centennial will give everyone here an opportunity to hear a lot more about that work because the pieces that I have seen, so far have been very useful.

Jones: Any questions for Vince or Alec?

Price: I hope you will agree with me that we are in good hands with a fantastic chief academic officer in Alec Gallimore. (applause)

PRIORITIES FOR THE COMING YEAR & FEEDBACK FROM COUNCIL MEMBERSHIP

Jones: Thank you both. Now, we want to hear from you. The members of ECAC have spent some time thinking about what we might cover this academic year. And on this slide, are a few of our ideas that we have. But we really want to hear from Council members about what matters to you and what you would like to see the Council engage in this academic year. I'm just reviewing what we are thinking about in terms of what's here. And then we really invite a conversation from all of you about what you're interested in and what you want to see

the Council do in its role as a participant in shared governance at Duke. So, we will have an **update on DKU** in October – the Provost has agreed to that already. The **Margolis Center’s proposal** to transition from center to institute status also in October and we’ll talk about what it means to be an institute as opposed to a center. We have to **make some revisions to Appendix F**, which was previously N of the Faculty Handbook, and this relates to the Faculty Hearing Committee. And what ECAC has done is to reconstitute a committee that existed in 2019 with a slight change in membership to do some of this revision work. This is a **faculty-led committee** and the members are:

Sam Buell, Law School, who will serve as chair; **Kerry Haynie**, former Chair of this Council, Political Science & African and African-American Studies; **Keisha Cutright**, Fuqua, and an immediate past member of ECAC; **Mara Becker**, Vice Dean for Faculty in the School of Medicine; **Tom Metzloff**, Law School, and current chair of the Faculty Hearing Committee and who also served many years in the past as the Faculty Ombuds and **Larry Zelenak**, also from Law School, and the current chair of the University Priorities Committee and who was the former chair of this Committee in 2019. So, they will be doing this work and will circle back to the Council with their recommendations.

ECAC is also going to follow-up on an **Academic Council report** that was presented in 2021 concerning **regular rank, non-tenure track faculty**. The report included concerns that had been raised by regular rank, non-tenure track faculty and some recommendations were made. So, we plan to follow up and see what’s happening with those

recommendations and work with the Provost’s Office to ensure that we are doing our best. **Shared governance** is always on our minds and we’re really interested in making sure that the **Christie Rules**, for those who are unaware of the Christie Rules, this is a concept that’s core to shared governance at Duke. Basically, and I’m paraphrasing here: **“Except in emergencies, all decisions affecting the academic affairs of the university are to be submitted to the Academic Council and any recommendations that are made to the Trustees are to include the opinions of the Academic Council.”** So, that’s the summary of the Christie Rules. What many people don’t know is that this rule also requires that the Academic Council and ECAC reach out to the governing councils in the various schools and engage in partnership. What we are going to try and do this year is to make sure that information is flowing out of the Council into the schools and from the schools back to the Council. So, we want to make sure that there’s infrastructure in place to achieve that objective.

Generative AI is something that many of you have mentioned to me and other members of ECAC and so we’re intrigued about how faculty may be able to lead as we think about some of the possibilities presented by AI and trying to avoid some of the negatives.

As Adriane’s question suggested a few minutes ago, the **landscape of higher education is changing** with restrictions on tenure and the teaching of systemic discrimination. Most of these restrictions are directed at public universities and Duke is private but ECAC thinks that it’s worth thinking about some of the implications for Duke in terms of faculty

and students. There's a larger moral question: what is our obligation as a private university that is somewhat shielded from some of these restrictions in this moment? How might we lead? And there's the question that relates to the changing landscape of higher education and knowing that tenure can be eroded in less direct ways -- so there's a question about whether we are as committed to tenure and to hiring tenure-track faculty as we have historically been. And then finally, **Global Duke**. The question there is whether or not we have a coherent global strategy beyond DKU and whether faculty can partner with the Provost's Office in developing such a strategy if we do not have one. So that's what's on ECAC's radar and we want to hear from all of you in terms of what you think our priorities ought to be as the Council.

Speaker: May I ask who the man is on the slide?

Jones: Oh! I meant ask all of you – does anyone know who the man on the slide is?

Speaker: One of our noble laureates?

Jones: No, he does not have a noble prize – although he probably would like one! Any other guesses? This is George Christie from the Law School and who chaired the 1972 report that issued the Christie Rules!

<collective ahhs>

Jones: And since my home is in the Law School, I ran into George over the summer and talked to him about the 1972 committee and faculty governance, our shared governance tradition. And he allowed me to take his photograph. He is

now 89 years old – still vibrant, still coming to the office and still willing to talk about our shared governance tradition.

Any feedback on our list or would you like to add to the list?

Keisha Bentley-Edwards (School of Medicine): Thinking about the landscape of higher education in North Carolina (and other states), we can't feel that we are insulated from the attacks on teaching and researching issues related to race and racism just because we are a private institution. Yes, morally we need to fight these attacks. Just as important, we need to recognize that we have partnerships with institutions like Central (NCCU) and Chapel Hill (UNC) that are affected by these policies. Especially in the medical school we have collaborations-federal contracts and grants that rely on all of us to build racial equity in health. So, if our partners can't meet their racial equity goals, then we can't either.

Jones: Thank you – other suggestions?

Don Taylor (Sanford School of Public Policy): Athletics and intercollegiate sports.

Jones: Are you thinking about the balance between athletics and the academic mission of the university or are you thinking about some specific issues?

Taylor: I don't think Duke has any specific issues that need to be addressed. We need to continue to think about how to be excellent in academics and athletics and the faculty should be involved in athletic discussions in a vital way.

Jones: I've had some initial

communications with Andrew Janiak (chair of the Athletic Council), and Linda Franzoni, (Duke's Faculty Athletic Representative to the NCAA/ACC), just to get an understanding of their roles and how that connects with shared governance. And you will be pleased to know that the Athletic Council is reaching beyond its charge and actually looking into questions of the sort that I think you might be gesturing toward. For example, I was told that there is a masters program in Fuqua that has a large percentage of student athletes enrolled and the Athletic Council last year undertook some investigatory work to make sure that the academic component was central to what was happening in terms of enrollment. So, that has happened and the Athletic Council is one vehicle in which we can press on this issue but certainly there are others.

Socolar: Graduate students and unionization. As I understand it, this is the year....I haven't heard anything about that or whatever contract might be negotiated...

Jones: Thank you – that's very important.

Bass: The administrative burden on faculty, in particular relating to the grants life-cycle and the procedures we have to follow for reporting/managing expenditures have sky-rocketed in recent years. The reasons for this are known: certain transgressions by a few researchers and the threat of NIH sanctions. However, Duke's response has gone way overboard making our institution uncompetitive when it comes to executing research – in particular when it comes to projects across multiple institutions or international boundaries (e.g. involving foreign national

collaborators, non-US institutions or international job postings). I would like to have a discussion in a Council meeting with our Vice President of Research & Innovation about how we can come to a saner way handling those burdens and restoring Duke's competitiveness.

Jones: Thank you – I see others in the room are nodding in agreement, so we will put that high on the list of priorities. Other ideas?

Mariam Kayle (School of Nursing): I would like to suggest that we engage the Office of Research & Innovation back into the conversations held in the Council last year since there continues to be a lack of clarity in the processes for award contracts and still significant delays in getting contracts processed.

Nicole Larrier (School of Medicine): One of the things I recall from presentations last year was that the university still has paper IRB processing. I don't know how the faculty could advocate for a more effective process?

Paul Jaskot (Art, Art History & Visual Studies): Just one thing to say about the RR-NTT conversation, I wouldn't want the MFA conversation to drop out of that.

Jones: Okay, that was one of the recommendations in the report and I think the Council took that up in part last year, so we will make sure that it stays part of the conversation. That was taken out of the report and the rest of the recommendations were not highlighted, so we want to bring it all back together and reconsider that report.

Gráinne Fitzsimons (Fuqua School of Business): Trina, could we ask for an

examination of the efficacy of OIE, and in particular, faculty's satisfaction with it? We had a leadership change a few years back, so I think this could be a good time for an update on how things are going with OIE investigations, Title IX investigations, etc. I have heard from faculty who complain of their experience, but this could just be anecdotal, and it would be great to hear more from OIE's leadership about how things are going.

Jones: Thank you and I know that the vice president for OIE comes to the Council meetings and is present today, so I'll reach out to Kim Hewitt to follow up on that request and maybe, if I might add to it, this would be a good time to hear from REAC (Racial Equity Advisory Council) as well during the course of the year, so Kim I will circle back to you and we can discuss the best time for that conversation with the Council.

Kim Hewitt (Vice President, Office of Institutional Equity & Chief Diversity Officer): We do produce an annual report that has a lot of helpful data if you haven't had a chance to look at that?

Price: And it's posted on their website – pretty easy to find that.

Shai Ginsburg (Asian and Middle Eastern Studies): The fees that Duke continues to charge prevents many locals from actually attending Duke classes. If we are talking about the relationship with the locality we are in, I think we should reconsider what we charge members of the community for taking classes on campus.

Harvey Cohen (School of Medicine): To add on to Don Taylor's request, something that came to mind

immediately is the decision of the expansion of ACC to the West Coast. It will have tremendous implications for our student-athletes – getting their assignments done on time which are potentially unintended consequences. I don't know how to phrase the question overall, but I think it would be useful for the Council to be better informed as to how such decisions are made.

Jones: Thank you Harvey – welcome Stanford and Berkeley to the Atlantic Coast Conference! (laughter)

Cohen: I think there ought to be a contest by the way, for renaming – I was thinking of Bi-Coastal Conference or perhaps All Coastal Conference. (laughter)

Jones: This is one of the issues I raised when I talked to the chair of the Athletic Council and to the FAR – when you have Stanford and Berkeley joining, what does that mean in terms of students and travel schedules and the impact on educational outcomes and learning? So, the question is resonating with me and I'm certain with ECAC as well.

Shapiro: It would be valuable to hear how the expansion of the ACC to include the West Coast teams fits into Duke's emphasis regarding the environmental crisis and our Climate Initiative – an issue we heard a great deal about last year.

Victoria Szabo (Art, Art History & Visual Studies): I think we might want to consider whether, post-COVID, if Duke should develop a formal stance on online and hybrid education, in light of the fact that we are a bricks and mortar institution and will likely continue to be one.

Ginsburg: To add to the topic regarding athletics, is how student athletes can transfer from school to school as well as the change in recruitments to professional leagues which means that student athletes stay in schools for a minimum number of years rather than complete their course of studies.

Jones: Okay, I'm getting the message that we need to put athletics near the top of this list and we will make sure that we do so and incorporate all of these questions and concerns. This is your opportunity to help us figure out what the agenda should be for this year – anything else? We have about 8 more Council meetings – Sandra's about to fall out of her chair – this is a lot! But we will do our very best. It's good to know this at the beginning as opposed to the end of the year and we will do our best to incorporate as much of this as possible into the year. Thank you so much for your time. We have a reception in the hallway and where ECAC and I hope to talk to all of you. Our meeting is adjourned. (applause)