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Minutes of the Regular Meeting of the Academic Council

Thursday, November 16, 2006

Paul Haagen (Law, Chair of the Council): The first order of business is to approve the minutes of the October 19th meeting. As noted at the top of the Council Minutes, they are incomplete, as the audio recording has failed once again during my term — I guess this is in keeping with the Law School's tradition established by President Nixon. I'm doing my best at Rosemary Woods imitation....

John Staddon (ECAC/Psychology & Neuroscience): In fact 18 minutes *was* actually recorded...

Haagen: ...perhaps we have found the missing recording...

Our faculty secretary assembled the minutes with various notes and exhibits available to us in consultation with the speakers. Could I have a motion to accept the minutes as written? [The minutes were approved by voice vote without dissent.]

Announcement

The new Academic Council Chair Nominating Committee has been formed according to the Academic Council bylaws to produce two candidates who are willing to serve as the next chair of the council when my term ends at the end of June. [John Board](#) (Engineering) will chair the committee. Other members are: [Fritz Mayer](#) (Public Policy Studies), [Laurie Shannon](#) from English, [Blanche Capel](#) from Cell Biology, and [John Staddon](#) from Psychology and Neuroscience and ECAC. John Board will give a report to the Council in January naming the two candidates and there will be a vote at the February meeting. Please contact John — or, I assume, any other members of the committee if you have any suggestions for the next council chair.

We are now going to go into Executive Session.

Executive Session: Honorary Degrees

Items 4-7 on the agenda will be presented and discussed today and voted on at the next meeting on November 30th.

Law School Degree Proposals

I will now call on Dean Elizabeth Gustafson to present the Law School degree proposals.

Dean Gustafson: Thank you, and thanks for the opportunity to be here today. Most of you I think know that as with many departments and schools at Duke, the law school considers itself a leader in interdisciplinary education. And that's based principally on our commitment to dual-degree programs. We currently enroll about 25% of our students into dual degree programs and have done so since the early 1990s. Some of our dual degree programs are as old as twenty years old — our JD LLM program, for which we offer the traditional Juris doctorate degree as well as a master's of law degree in international and comparative studies, was started in 1985. With the graduate school we currently offer a joint JD and a master's degree, with more than 15 different schools and departments in the Graduate Schools.



In addition to those programs, we offer the more traditional dual degrees with Fuqua, with the Sanford Institute, and environmental management, and theological studies. So we feel that dual degrees are something we have done, have experience with and continue to do with some success.

What you have before you are two additions, refinements to our current offerings in dual degrees that are intended to make sure that dual-degree offerings stay in line with current student interests, changes in education more generally and in alignment with university priorities. Having touted our leadership in interdisciplinary education, there is one area in which we

are currently not ahead of the curve and that is in dual-degree programs with foreign institutions. The program you have before you in which we partner with the two Paris schools is a new kind of dual-degree arrangement for us, though it is not actually a new degree program. We are part of a select group of schools that has been invited by the two Paris schools to partner with them, and some of these schools have been offering this degree program for at least the past three years, with great success. Students have enjoyed it, and we've been pleased to see the interest in curriculum and the attention students have devoted to this program. I'm happy to answer any questions about it.

I'll just say one sentence about the proposed engineering program, and that is that it builds directly on the current arrangement we have with the engineering school but in a way that adds an additional opportunity for students and in a way that is probably even more interdisciplinary than our current offering. Those are our two proposals. Any questions?

Haagen: Are there any questions for Dean Gustafson about these programs?

Dean Gustafson: In the exhibits that were transmitted with your agenda, I know that that the most current version of the proposal was actually not included. I have copies of it today, if you'd like to see it. The only change is a formal written commitment to review these programs within the next five years, and that's included in the current articulation of the agreement.

Haagen: And that most recent version will go out with the agendas for the next meeting, so you will have that with your agendas if you didn't get it today.

Duke-National University of Singapore joint Doctor of Medicine Degree.

Dean Sandy Williams is in Singapore and Dr. Ed Buckley will present today. Dean Williams will be here for the November 30 meeting.

Ed Buckley (Allergy & Resp. Diseases): Thank you for the opportunity to present this. You have a lot of accurate information, but in a nutshell, this is a unique opportunity that the School of Medicine has to start to extend our influence not only across our waters but into the international realm of the Asian community. We began in 2001 to consider a partnership with the National University of Singapore, which is a top-twenty-five university, to create an American-style research medical institution in that part of the world. The advantages for them are that they are looking towards the future and feel that medical research and medical research educational activities are going to be paramount to their success as a country and extending their influence in the area. For us, it's a chance to partner with an up-and-coming institution, to extend our influence into the same region, to tap into what we feel is going to be an exciting community of researchers and scholars which are going to move forward our educational and research efforts.

The medical school that is being proposed will be modeled on the Duke University Medical School cur-

riculum. They will share faculty members with our institution and will basically be getting there the same type of education that we offer our students here. The faculty here at Duke are instrumental in developing the curriculum there and will be going to Singapore, either via teleconferencing or in person, to help with the educational efforts at the institution. The measures of success in our endeavors will be the exact same measures we apply to our students here, they will also undertake some research here which our students do, both there at Singapore, and some of their students will actually be coming here to Duke.



There will be a sharing of students and faculty back and forth. So we feel this is a unique opportunity for us and for the Singapore individuals. We feel that this is something that will lead the way for other endeavors of this type in the future.

I will be happy to answer any specific questions that you may have on the process, the institution, what the plans are.

Ann Brown (Medicine): What's the process that is planned for re-evaluating the relationship in some number of years to ensure that the curriculum and the education reaches the goals that we want them to be at to warrant a Duke degree?

Buckley: The first thing is that the current educational folks that are in Singapore were selected specifically by us and have some overlap with our faculty. So all the key faculty we have over there, in fact, have appointments here at Duke as well. The vice dean for medical education at Singapore, and myself (my role here at Duke is for vice-dean of education of Duke), we are working in concert to develop the programs.

So it's actually an ongoing process. There is a formal review planned on a yearly basis with a committee created here at Duke, and a committee created in Singapore, to make sure that the curriculum is what we said it was, to make sure that the goals that we laid out are being met. And then the plan is to have a much more formal three-year review where we look to see if we are accomplishing our goals. So we have ideally, a working relationship and then we have a separate group that looks at things every year, and then a third group that will actually look every three years to make sure that everything that we said we were going to do, we are actually doing.

Provost Lange: Let me just add, the three-year review will be conducted with the cooperation of the Academic Programs Committee.

Barbara Shaw (Chemistry): Actually, it looks like an interesting kind of relationship. It's harder for me to imagine research going back and forth, although I know these things can be done in certain fields. My questions are, do you have now any faculty who are committed for an extensive period of time to be over in Singapore and be around for – its not clear to me – when you said 'a significant time'? Significant means different things to...

Buckley: Right, we actually have three categories of faculty. There are Duke faculty who have committed to being on the ground in Singapore for a minimum of three years, at 80% commitment, so basically, they've moved over. A classic example is Pat Casey, James B. Duke Professor, who is over there right now. There are other individuals who have made that type of commitment.

We also have a second class of individuals who are a 50-50 commitment, and then there's a third class which are twenty percent. These are individuals who have significant research interests that they've partnered up with individuals or programs in Singapore. A classic example is an individual, on my faculty, who is an ophthalmologist. She's interested in doing genetic research on myopia. Where would you go to look at myopia, but a society that has eighty percent myopic individuals. So she's partnered up with some faculty members there who are doing cutting-edge genetic research on that. Also, we expect to have about 35 faculty members in these various categories, committed, on the ground, at all times.

Shaw: Are these faculty only going to come from the Medical School or can they come from Arts and Sciences?

Buckley: To my understanding, that's something I am not sure I can answer specifically, but I don't know that there are any limitations as to where these faculty come from.

Shaw: Has that been discussed?

Provost Lange: To the extent that there's an arts and sciences faculty member who can participate – we're just talking about the degree, or about the general. Which are you talking about? The degree program or the general program? The degree program is on the floor. And for the degree program to the extent that an arts and sciences faculty member or an engineering faculty member who is appropriate for the curriculum, the joint curriculum that was devised, we would certainly be interested. With respect to the broader thing, we have engineering faculty, well they're actually joint school of medicine and engineering faculty, with their primary appointment in engineering who are already a part of research faculty over there. Does that answer your question?

Shaw: So, your general answer is: yes, as long as you have the interest...

Lange: Right, my general answer is yes.

Amy Bejsovec (Biology): I was just wondering if you could comment on whether this new program of ours would generate tension with existing medical-training programs in Asia that don't require baccalaureate degrees?

Buckley: We've had extensive discussion with the folks. Just to give you background, this was something where they actually initiated the request. It wasn't that we decided that we were going to try and impose our system on them. They looked around the world and looked at institutions and said: we have a goal. Our goal is to create a research infrastructure to support medical areas we want to go into, so they've looked at this.

Realistically, you take an institution which has been training physicians in one realm and you bring in a different realm, its certainly going to create some issues. We've actually been dealing with some of those, now, surprisingly enough there are not quite as many as we thought there would be. And as we continue to work together, I think some of those concerns will fall away. Surprisingly enough, you might assume that they might look at us as being superior, but in fact, just the reverse question has been raised. Where they say: I'm not sure you guys can bring in the type of physician that we need.

So it really is a give and take between the two groups as to how things will actually work out.

Question...?

Buckley: Well, interestingly enough, the first class is going to be enrolled in the Fall '07. We're going to take twenty-five students, the whole class size will only be 50, so it will be 200 students in all.

We've already had over three hundred applications for those 25 positions, so its running very close to what we might expect here at Duke. So we're very pleased...

Paul Haagen: The secretary has reminded me to remind you to identify yourselves before you speak so we can get that in the record. I also want to note that in this matter, as in the last several matters involving the Medical School, faculty governance has gotten a dramatically higher level of cooperation, consultation responsiveness and it has really been a joy to work with the Medical School on this issue.

Deputy Dean Will Mitchell is next to present a proposal for a

Masters of Management Studies degree

Dean Mitchell (Fuqua): Thank you Paul. And following your instructions, I'll repeat that I'm Will Mitchell, Deputy Dean of the Fuqua School – just in case anyone else has stepped up here. And thank you all for giving us the opportunity to present this. I believe you have two documents about the proposal and I won't go into this in depth. I certainly welcome any questions.

One document is specific to the proposed partnership with Seoul National University in Korea. The other document provides a deeper background of the

idea of the Master's in Management Studies degree. I will briefly make five points

First, I'll say the primary objective for this initiative to expand our international presence, particularly in Asia. There are many other opportunities around the world, there are certainly many Asian economies which are particularly important for us to grow in – and really grow in all three of our missions: in our research, in our teaching, and in the impact that we have in our own society and on others.

Second, we have the opportunity to work with a very strong partner in Korea in Seoul National. They're a very strong research institution, very strong teaching institution, an institution that is very well embedded in the Korean economy, perhaps even over-embedded. But certainly a very effective partner for us to work with, both in intellectual strength and organizational strength.

Third, we've developed the idea of this new professional degree, a Master's in Management Studies. In our partnership with Seoul National this would compliment an MBA degree that they offer, a global MBA, which is essentially a one-year MBA degree that they would earn in Seoul. In addition to doing the one year MBA degree in Seoul, they would come here to Duke, and do the one year MMS degree. This is a degree that would suit students who have completed their core requirements through the global MBA and want additional elective depth, which we can offer but their home institution cannot offer, and one year's experience in the US and at Duke. So it's an opportunity for them to get their initial education in Korea, and then come to the US, come here to Durham, and get subsequent education.

I guess the fourth point I'll make is that this is an approach that will complement rather than compete with the MBA that we already offer. The goal here is to basically reach a set of students who don't really suit, who don't really have a need for our MBA which is a two-year degree and our day program also our executive MBA programs, but want a one-year residential experience rather than two years.

And finally, I'll say that this is an opportunity to reinforce an existing relationship with Seoul National. We've had faculty exchange programs in which faculty from here have spent time in Seoul, we've had faculty from Seoul spend time here including the former Dean. Faculty have spent time in both research and teaching in both directions. We have executive education partnerships with them, and they also serve as the host site for one of the residencies for our cross-continent master's in the business administration executive MBA program. They've proved to be a very effective partner, a very thoughtful partner.

I'd be very happy to answer questions.

Change in status of African and African-American Studies

Haagen: Thank you, Will. Provost Lange and Professor Piot, is he here? Then Provost Lange will be

here to present a request to change the status of African and African-American Studies from a program to a Department. I believe Provost Lange will make introductory comments and will be here to answer questions as well.

Lange: Actually 'change the status' is almost a misnomer, because it's actually to change the name of a program that already in all operational ways has the status of a department. So this is really a proposal to name a unit which has been functioning fully as a department but which has had the name *program* attached to it, a name which really has a certain archeological status going back to when it was in fact a program that could not make direct appointments, but then was granted by the Academic Council and the Board the authority to make direct appointments into the unit. But the name of the unit was never changed.

The issue of whether to change the name from program to department has been on the table for a few years, basically because it was really a matter of nomenclature, no one really had an impetus to make the change until the external review (which is referred to in the document) occurred. The external review made clear that sometimes, in the external, non-Duke world, the program status appeared to suggest perhaps less institutional commitment, and less strength in the unit than was actually the case. In light of the fact that we're also intending to make a number of appointments in this unit in the next few years, it seemed only appropriate that we now take the opportunity. The unit initiated the request, it got full support from everybody who has looked at it. It has my very strong support, and I hope you'll approve it.

Haagen: Are there any questions?

Voice: What was that? This is Peter Lange, signing off? (laughter)

Haagen: The efficiency and lack of inquisitiveness at this group will have us out early.

Lange: Don't bet on it!

Central Campus update

Haagen: That's from the person who will now be giving us an update on Central Campus, Provost Lange and Executive Vice President Tallman Trask.

Lange: Tallman and I are going to do this. I'm going to do the lead part of the presentation [slides appear as Appendix A], and Tallman will do what he does best which is to kibitz and point out all the flaws in my work.

So we have at Duke, as you well know, two wonderful campuses. Campuses which are distinguished by their architectural beauty, by the attraction they provide for all of us, and increasingly, also by their programmatic distinctiveness. Whereas these campuses used to be more programmatically mixed, they are now increasingly defined by their own programmatic character.

On the other hand, we have a third so-called campus [presents pictures of unattractive current Central Campus] which does not have exactly the same status.

This is sometimes referred to as *Central Campus* but, as we often say, it is neither central nor is it a campus. It is really a collection of buildings – many of which have well outlasted their useful life – which has many parking lots, which has this really fantastic (!) station which is directly across from the Duke Gardens and which is otherwise a place which attracts few if any of our campus citizens by its beauty.

With President Brodhead's arrival, as you know, there has been a concerted effort to think very, very seriously about Central Campus. But the point I want to start out with is that the planning for Central Campus is not driven by the space, but by the program. From the beginning, there are several programmatic elements and principles which have really driven our planning for Central Campus.

The first was that that Central Campus would be a residential community for, primarily, seniors, some juniors, some graduate students and some faculty. It was to be a residential community with a distinct purpose, which was to capture the notion that as students developed through their career as undergraduates at Duke, they should move toward living more independently, just as they should move toward thinking more independently.

Those of you who follow the undergraduate curriculum will know that we are increasingly offering our students opportunities to do independent research and learning in their junior and senior years, including trying to double the number of senior theses. That captures the idea of trying to move toward intellectual independence. The notion was always that Central Campus would be a residential community that was kind of a gateway to adulthood; it would be an apartment community, not a dormitory community.

The second thing was that it was to be an academic village. By which we intended that it was not to be a suburban sort of community where students would put on their backpacks in the morning and head off, so that it would be a dead place all day and everybody would come back to go back to their apartments at night. Rather it should be a very lively, active place that would fully reflect the activities that you see on a campus. So there would be residential, there would be academic, there would be social, and there would be cultural activities all day. And you'll see more about that in a few minutes.

Obviously, this is the beginning of an east-west connection. You'll see much later, exactly how that works, but there is a lot of land up there, so this is only a first step, but it does provide us an opportunity right from the beginning to think about transportation between east and west with Central Campus really being central to the pathway. Tallman might say some more about that.

We've talked about the educational development model. Sustainability is a very important feature of our planning. This is a large amount of concrete, well I guess concrete, a large amount of hard building materials to be adding to a part of the campus, and there are

a many issues both with water run-off and with energy consumption. And we are working very hard to assure that those potential problems are fully taken into account. In his more ambitious moments, Tallman maintains that the amount of energy used in the new campus in the first phase will not exceed the amount of energy which is consumed in the current Central Campus – which only really says something about how phenomenally inefficient the current campus is, because those buildings just leak like sieves from an energy point of view.

Sustainability is a different issue, and as you'll see later, we'll show some ways that we can use run-off to actually help us with the gardens and with watering in the gardens and watering on the green spaces on central itself.

It is to be a community. Here, diversity reflects less the kind of diversity which we discussed at the last Academic Council meeting (although that will obviously be reflected by the way those populations are represented there) but more that we'll have different populations in the campus. Professional students, graduate students, undergraduate students. Nurses and interns possibly living there. Some faculty living there. So it is to capture the full range of the community that we have here at Duke.

It needs to be a cultural resource for the Durham community as well as for our campus. I'll come back to that. And of course it will be very important that the quality of the architecture ensures that this campus, like the two that we already have, will be something we can be proud of, not just five to ten years from now, but a hundred years from now.

Here are some of the program components. I've already spoken to you about the type of residences. There will be apartment-style residences for students and faculty. There are dining options to serve the residents and those who come there for the activities that they will be doing during the day. These dining options are primarily for our community, and not for the Durham community, though – that's very much reflected in the kind of commitments we've made. There will be recreational facilities for those living on central, or those who want to wander over there who are in our Durham community. By those I mean both things like a place to work-out, small basketball courts (I haven't done that in so long, I don't know how to do it, even how to call it). And there'll be open fields. Here's one of the great things.

Some of you have been here a long time will remember that we used to have a big open field on east campus where there is now the astro-turf field-hockey field. And that used to be fabulous place where people got together and had soccer pick-up games. And then we did what universities do, we formalized it, we built our own field, we put fences up, and all of a sudden, a place of spontaneous sporting activity was lost. Now you have to play soccer now up and down hills which is a little bit difficult, let me tell you. You really care about what side you get on. So when we built Central,

there is the very large parking lot, along Flowers Drive. If you drive from Erwin Road, down Flowers toward the big Medical School parking garage, on your left you will see a mammoth parking lot. That parking lot will be gone. And the entire portion of it which is not being built on, and you'll see this in a little while, will become an open green field for just an open recreational area, which will be great.

Academic programs are very important, and one of the wonderful things here, for the first time we'll be able to create real consolidation and synergy within three areas that at Duke had been spread out along the campus.

The first one is in the arts, the following departments are anticipated to be on Central. They will be: Art, Art History, and Visual Studies. The Center for Documentary studies. Theater Studies, Dance, the studio spaces that are now in the Smith warehouse and the outpost for part of the Music Department – to have some activities over there, although we're obviously keeping Biddle building and the extensive space that music has on East Campus. We're not moving all of it. So for the first time we'll be able to bring all those art departments and activities together. And I'll talk to you later about some performance spaces as well.

Similarly for languages: We've had our language departments spread out on Campus Drive, on West Campus, in Trent Hall this year. Again, we'll be able to bring in all those languages, literatures and cultures departments together on central. The same thing is true for our international centers which again are spread out on various parts of campus. We will be moving the Franklin Humanities Institute and Center up there as well. Now that's already great, so for the first time we'll have full synergy in those units. A much higher ability to have cross fertilization within the arts, within languages and literatures and cultures, within the international community. And we'll be moving up there International House and Study Abroad as well – I should have mentioned that. But think about all the synergies that can happen across those when they're in close proximity. I mean, they're great opportunities for the languages, literatures, and cultures departments to use the arts departments, arts faculty, artifacts and so forth, to enrich the cultural understanding that they're trying to communicate through their language courses. Similarly, the interaction between international and the arts. Or International and the Language Department.

So there's a great chance for the first time to really take full advantage of the quality of these departments which have been somewhat dispersed around our campus. That's been very exciting. And the thing that has been great has been to see those departments, which were really reluctant at first ('Oh, do I really want to move') individually, each one. Now, they're rising to it, and saying 'Wow, this is actually going to be great. We really want to move here.' Central has gone from being something you're dragged into to something they're pushing us to get going.

There'll obviously be requisite academic support space. We intend to have the alumni center move over there from where it is now. Where is that street called?

Tallman Trask (Executive Vice president): Chapel Drive.

Lange: So the alumni center and the career center. And again, a synergy there, right? Because alumni do a lot of work with our students through the career center, and there's an interest in getting our students to understand that they will be alums with the obligations and opportunities that alums have. There will be a Duke store, that will be basically what we refer to as the paraphernalia shop, which exists in the Bryan Center. It will move over there. It's not a general store but a Duke Store primarily for Duke things. We have had a lot of communication with the community about what will and will not be sold in that store. There will be a small grocery to replace the small grocery that is already on central – Uncle Harry's. That will be replaced because we're building right on top of where the current one is. There will be plenty of parking, I'll come to that in a minute. And there'll be the requisite support functions. So it's a pretty exciting place, lots of activity, and I'll come back to the activity thing in a minute.

In 2000 a master plan was created and the orange color were places that we planned to build. I'm showing you this to show you the extent to which we already anticipated that the heart of a Central Campus development would be right up here on the northern end of Anderson Street, and I'll show you why in a minute and I'll show you in much more detail. But we've been thinking about this as a prime location for a long time. By the way, if you went in detail, and I'm going to give you the time to do it, you also find out that lots of the buildings we've built in the last five years were already on this master plan.

Prior to the last election, we referred to this as Tom Delay's version of Texas. So this is basically, the footprint of the first phase of Central Campus. Again, just to orient you, this is Anderson Street going north to Erwin. I'm showing you this slide because it really illustrates the extent to which we are fitting central into the topography of the land; rather than violating topography, we're actually using it. The darkest spaces on this map are the lowest land, so you see there are these three hollows here each of which is buffered in our zoning commitment. This is the Duke Gardens and as you can see, each of these actually will provide green space and a green opening for the campus plan itself and the campus plan has been put on the high ground and fit into that larger stuff, so this is basically the area, the first phase of the Central Campus development, what it encompasses.

Question: Where is the Nasher on there?

Lange: The Nasher is right down here. The Nasher will be right there.

Tallman Trask: There's the outline of it, right there. That little dashed line.

Lange: In May, we presented to the Board this block diagram. There is no architecture here, this is just a set of blocks where buildings are likely to go.

This is Anderson Street, this is Erwin, here is a new road we plan to build, which will be closed to all but Duke traffic – that means blocked to all but buses, bicycles and pedestrians – from this roundabout here down to Flowers. It is called *Duke Way* in this map, but the current planning commissioner, Frank Duke, told us we could not use that name (!). Durham has banned further streets with *Duke* in the name because people are already so confused. So we renamed this street; it is now referred to as *Big Donor Way* (laughter). Keep that in mind as we go along.

Since this is going to carry over to the more recent slide, I want to show you this one, this would be an almost entirely undergraduate apartment precinct, with services below like restaurants. This would have more mixed use, like recreation over here, and probably the paraphernalia shop or Duke Store over here and a mix of undergraduate, graduate, and faculty apartments here. The same here. This would be the academic quadrangle, where all those academic programs will be and we actually have an idea of stretching the arts down toward the Nasher, because the Nasher is really down here. This was the plan in May.

The other thing I would really have you take note of is this monster. In the May planning, we had a 1300 car parking garage at the northern end, and you'll see that plus some other things. We had a lot of discussions with the Board at the that time about whether this is exactly right, but the other thing I should note is that Donor Way passes under Anderson. Anderson remains as a thoroughfare. So this part of the campus is actually lower than Anderson Street. That, that is what we showed the Board in May. We had a lot of discussion about it, and we started working on some issues over the summer, as well, as you can imagine, adding programs. So here are the main issues were that we worked on over the summer.

The first one was: What really is going to be the relationship of Central Campus to the Durham community? We had had several meetings with the community and the Board was also interested. Basically the answer to that question is that the Central Campus is campus for Duke, but it will have certain kinds of activities, primarily cultural and performance activities, which are designed for our community but should also be enriching for broader Durham community. So there will be lots of access – I'll even talk about parking in a few minutes – access, for people from the Durham community to come onto central to participate in cultural activities. There will be some new performance centers up there, it provides an opportunity for that kind of interaction but it terms of residences, and in term of dining, in terms of academics, this is primarily a site for our folks.

Second, we need to make central a very lively place, and we'll continue to work on that. I showed you a lot of the programming and that programming is

going to make it a lively place, among other things. Remember that every Duke undergraduate has to take a language course. In fact, they have to get up to a certain level in languages. The average number of language courses taken by our Duke undergraduates is more than three. What that ends up meaning is that you will have all your language courses on Central Campus. In fact, we're going to design classrooms that are particularly well suited for the teaching of languages. So we will bring many activities up there. The students have to go up but the same thing is true of the career center, for the other programs that are being run, and of course for the performance activities. So central will be lively place.

We're looking right now at how the population of the campus will change during the day. How many people are likely to be there at 8 am, at 12. We brought in an outside consultant to help us think all those things through. Later, in the Spring, we'll be able to show you these things...

As I've already told to you, over this summer we've added more graduate students and faculty so now the population is likely to be about 1200 undergraduates, and about 300 mix of graduate and professional students, perhaps interns or medical school residents, and faculty apartments. There will be a few faculty that will have a programmatic role with the undergraduates, but most of them will just be there because that's the place they want to live. And then we really sharpen the arts focus, which I'm going to come to again in a minute.

New programs: Surprise, surprise, new program means new space. So on the left you see the May plan, and on the right you see the revised plan. A couple of things to note, the basic location of activities which I showed you earlier has not changed. But, first of all, notice that we now stretch down much further. Remember that substation I showed you? Well that substation is right here, in the old plan, it was still exposed. It was right in there somewhere. In that new plan the substation is hidden by half of that parking garage which has now been moved down here and by two buildings that basically buffer down this side. Furthermore, if you're talking about the Center for Documentary Studies, about them having an independent house that is like their current residence on Pettigrew Street but down here, which also has the advantage of stretching the arts down toward the Nasher, and of stretching the scale down from the larger scale, 3, 4, 5 story buildings that might be up here, down toward a smaller scale for them, and then down towards a Campus-Drive kind of scale – basically one, two or three story houses, at most.

Second major change, the parking garage: we split it in half. And that has lots of advantages. One of the biggest is that we can segregate the kind of parking and traffic which students generate from the kind of traffic and parking generated by people who come to work everyday and who then leave, or people who come for cultural activities and then leave.

Let me give illustrate: the residents might have most of their parking places in this lower garage, which has a further advantage: since they don't all go in and out at the same time of day, they're not really burdening Anderson Street with a whole lot of 5:00 or 8:00 am traffic. Because students don't get up at 8 am, and they don't go anywhere at 5:00 in the afternoon either, they're going to go in and out much more sporadically. If they're taking the 8:00 am language courses they'll just roll out of bed and go over here.

On the other hand, this garage might be the garage where there are about 600 employees who work here, between faculty and staff. Most of them will come in the day and leave in the evening. That creates a bunch of spots that are empty – creates opportunities for people who are going to come in the evening (because this is where the performance center is going to be)...

Warren Grill (Biomedical Engineering): Where are the tennis courts?

Lange: They're not here right now. There's no swimming pool right here now either.

Voice: There were volleyball courts.

Lange: There are actually volleyball courts. That's a cool thing, that has to do with sustainability. Sand volleyball courts turn out to be great water filters for run-off. In other words, if you have a sand volleyball courts and run water through them, from the garage, you run water through them, it filters them you put it in tanks and then you bring it down for instance to this. I learned, I called this is sluice once and was pounced on so let's call it a rill. There you go. But it is in fact a rill. This is a word I recently learned. A rill is a sort of elegant waterway that carries water from one place to another.

Voice: Like a river.

Lange: Like a river except it's a rill¹. (Laughter)... And, so this is all, this could all be part of a single run-off system to capture water. So Warren the answer is, there are no tennis courts at the moment but they can be restored I'm sure. And we've also had a lot of pressure about this swimming pool. And we are likely to build an outdoor swimming pool, either where these things, because we can always run off right into the pool. (Laughter).

Haagen: Will they be sand tennis courts?

Lange: No they won't be sand tennis courts. Or we could put the pool and maybe some tennis courts over here. So I mean, there are possibilities, and we know that, to put them over here, remember that big grass field I was talking about? We could probably put some tennis courts over here. And still have plenty of room. Yes?

Question about parking spaces being displaced.

Lange: That are being displaced? No, I have not. Tallman could talk to you about that. But I should mention that we're building a new parking garage in

another part of the medical center to accommodate the medical student parkers who are currently parking in central.

Tallman Trask: The whole program requires about 2600 new parking spaces. 1300 for the people who currently park on central to park somewhere else and 1300 are going to accommodate the new group who is going to live on central.

Question: So there will not be new spaces created, in the end it will be a zero balance?

Trask: No, there will be about 1300 new spaces.

Lange: Any other questions about this? Because this the last look here at this picture. All right. Now, let's talk about scale, because it's hard to know the scale of things, right? Its hard to know you're looking at the monstrous thing, we're talking about 8 to 900 thousand square feet, maybe about a million square feet of space in all of central but here's the scale...

Tallman has instructed us all that when West Campus was built, it was very self-consciously built with a quad of almost the exact same dimensions as the east campus quad. But what you see in this drawing is the red, the red is the Central Campus plan, the blue is, the chapel is here, the blue is West Campus. It gives you a sense of the scale. It's not huge. Just think about here. Here it this staircase going up to Davison. And here is the staircase. The staircase going up toward clock tower. So this is not huge. This is totally walkable – even by a semiconscious undergraduate at 7:45 in the morning. This also means it is a totally easy-interaction kind of space. I mean if you're living here, walking over here to get something to eat is not a big problem. It's like walking across west campus quad. So I just thought this was useful to give you sense of the scale of this new campus.

This representation shows the way central fits with the east-west connection. Again, just to underline, this is donor way... these street patterns are not exactly laid out yet, but more or less it would come along and it would rejoin Erwin, and this has a great advantage for us. Right now, there is no way for a person who lives on west to get directly to Ninth Street. And there's no way for a person who is on Ninth Street to get directly back to west campus. With this new route, we can create one. We have to work with the city (we don't yet have the permission to do this) but we have the community groups to agree that this would be a good idea.

With this new route, we'd be able to run buses along donor way under the two overpasses here (147 and the railroad tracks) and on to 9th Street, have a drop-off point, make it curl around on Broad, that's a potential possible route, and come on back through here.

So it creates whole new set of connections which we have not to date been able to take advantage of. Otherwise, there's not much to say about this drawing. I just want to stress the extent to which you see the way phase one of this whole new campus, fits into the green space – in fact, adds green space. With this big

¹ “rill: A small stream; a brook, runnel, rivulet; *spec.* A small trickle of water formed temporarily in soil or sand after rain or tidal ebb.” (OED)

quad here, this quad here, and smaller little quads here. So there's a lot of attention to the campus in the green.

Ann Brown: What is that? It looks like a raised walkway that goes through the medical center.

Lange: This is a proposed walkway bridge, overpass, and graceful, elegant, elevated path across the Duke Gardens, to provide direct access over to the back of west campus. It's one of the less-developed but more intriguing ideas. The advantage would be that you wouldn't have all these people trudging through the gardens which might be better for the gardens... Thank you for pointing that out.

By the way, notice here is the Nasher. What happens here? What happens at the center of this? Here's the plan: at the center of the center, what we're expecting to do is to have a really striking piece of architecture, a kind of book-end to the Nasher at the other end of Anderson which would contain two performance spaces, about a 250 to 300 seat theater for film, that could also be used as a classroom obviously. And about a 250 to 300 seat theater for dance and music performance: two smaller performance theaters. A visual-studies library, which would be the library for Central Campus, would provide all the normal library-access library services but would have a specialization in visual studies to go with the arts focus of the campus as whole and a teaching-and-learning cluster (we're building one of these in Perkins). They are new clusters of classrooms, break-out rooms, rooms where students can lots of different activities, faculty can teach in lots of different ways. We're expecting about half the classrooms or so to be in this building and an arts café. So it's a performance-and-teaching center, and obviously it's very important to have real architectural distinctiveness there.

Now, I'm going to show you pictures of three buildings that we've been looking at as kind of inspiration. I'm not going to give you the name of the architects, because these are not about the architects, it's just about thinking of the kind of thing you could have at the center of the center, to house and really show off these activities

I particularly like this last one because of the notion of it spilling out onto the space and spilling out into, the academic quadrangle on the one side and the larger quadrangle between the residences and the northern buildings on the other.

That's basically most of the presentation. I just want to show you two further pictures. These are pictures which show you the state of west and east campus during the major construction projects that went on there. One of the most striking things here is these railroad tracks, these railroad tracks were extended from those tracks that go up towards the hospital, in order to bring the stone from the Duke quarry into the campus. And they were then torn up, and I'm told that the same thing happened on east. In any case what you can see is this is what Central Campus might look like next year. But if we do it right, we're going to end up with

something as meaningful to us as two campuses are. Yes?

Susan Denman (Nursing): Is there any thought about having the performing centers be large?

Lange: Yes, there was. But we have a large performing center in Page. If you remember in the strategic plan, we're planning to upgrade Page in the next few years. And the city is building, with our substantial assistance, an even larger performing center downtown. So we did an inventory of the size of spaces we need on campus, and it's pretty widely accepted that this is the kind of space we need and that our departments want. Yes?

Linda Franzoni (Mechanical Engineering): Is there a new timeline – you said that in the last slide was what central would look like this year?

Lange: We're still aiming for September 2009.

Franzoni: So the current freshmen might sleep on central?

Lange: They might, but that's pushing it. Whether or not we can make that or not depends on everything continuing to fall into place.

Blanche Capel (Cell Biology): That was my question; the timeline...

Mary Champagne (Nursing): Where will the new parking deck for the medical center be?

Trask: The current plan is between La Salle and Towerview. We're talking with the school of medicine about what's the better parking site and what's the better research building site. But basically, in the area to the west of the new genomics building (hard to hear).

Champagne: So the walk to the hospital will be close to this

Trask: Well if you take 1300 spaces that were on east side and move it to the west side you'll reshuffle a lot of people, not just pick them up. But we argue a lot about whether we have capacity shortage of parking or not. We clearly have it in Research Drive area and so we want new parking there.

Will Wilson (Biology): I'm concerned about the connection between Duke and community. Two things about that: One is business, providing opportunities for people outside Duke to earn money; and the second thing is, the bicycle and pedestrian pathways and arteries that are going to have to be coming into campus from the community, and that's all outside. Another problem is that, you know, Erwin Road runs there, the railroad runs there, 147 runs there, so all of these arteries are blocked right there. What is Duke going to do to try to help the flow from the city into Duke? You talk about the bus going under Erwin and the overpass, but what about bicycle pathways? And also, the commercial aspect: as presented there is no way for commercial spots to develop, so everything is internal to Central Campus. So I wonder if there's something creative that could be done to bring private enterprise onto Central Campus, rather than the commercial center that Duke ...

Lange: It's not going to be a commercial center, period.

Wilson: But you talked about opportunity for the community to come onto Duke. What are the opportunities that Duke is providing the community?

Lange: I get the point. You have to understand, I have been now on the order of 15 to 20 meetings with community groups, the old West Durham association, the Trinity Park association, the Trinity Heights association. The one thing they don't want us to do, that they have repeatedly stressed that we not do – and that has been one of the most difficult points of negotiation – is that we not build on Central Campus retail that would be attractive to non-Duke people. They don't want us to do that, because they want that retail to remain on 9th Street and West Main Street.

If anything, we have in the course of conversation restricted the amount of retail. We have the agreement we won't build more than 50,000 square feet of retail space on Central Campus of which over twenty thousand is likely to be the paraphernalia shop and the grocery store, so we're really talking about less than 30,000 of new retail for all the restaurants that will serve our own community. We can build more than that, but anything more would be restricted only to the Duke community. So in our discussion, I understand your point, but they've actually been pushing us to go the other way.

Wilson: Has it been considered that spaces could be rented out to people, so that they could set up businesses?

Lange: But that's precisely what they don't want. Because they think it will be a drain on what happens on Ninth Street.

Wilson: I'm sorry but its not Duke controlled business.

Lange: But it's not an issue. They want concentration. That's my understanding. That kind of issue has never been raised to us. I think Ann was next.

Ann Brown: Who is going to decide on the architectural style? How is that process going to happen?

Lange: Tallman is going to decide, Tallman is going to tell me. (Laughter). I know you thought I meant the other, but no.

Trask: ECAC has appointed an ad hoc faculty committee.

Brown: They're going to decide?

Trask: No, they're going to work with us to make sure that everyone ends up in the right place. We are also expanding somewhat the number of architects engaged in the process now. Now that we're at the design phase, we're going to invite some other people in to help design, some of whom have been invited in the residential piece. John Ruble who has done a spectacular European housing is coming to help and the academic and public spaces, Cesar Pelli is going to help. We're not done yet. So what I've done is try to decide who is going to work on what and...

Brown: From the slide that Peter showed, they were all very modern glass and metal. Is that he way we're going? Or is that just the examples, that happen to look similar?

Trask: You should assume that the center of the center will be something quite distinct. You should assume the others will be somewhat more traditional but there will be a mix, and the reason for that is that they talk to different places, they look at different places. One thing we said that will make central different. If you look at Duke buildings, that are typically identical on all four sides.

Brown: so is my house.

Trask: Exactly. But if you're house was on the crest of a hill overlooking the Pacific ocean, the front might be brick but the back probably wouldn't. And with all of these opportunities, the views with the woods and the gardens and so forth, the sort of standard slot-window architecture doesn't work.



Lange: And its worth remembering that we have a building right now which in fact is faced very distinctively different on different parts. The Bostock and the bridge that goes from Bostock to Perkins if you look at it from the west campus side is gothic, and if you look at it from the engineering side, it is the same basic brick facing that you have on the engineering buildings. So we've already started, built some things with that very much in mind. Buildings face different people, they interact with different parts, and to the extent that they do that, you can reflect that in the architecture. So it won't be like your house

Trask: If I had to pick, what is the predominant material here now, it's 50 percent brick, but don't forget brick comes in hundreds of colors. Perhaps a different palette than we are used to.

Peter Burian (Classical Studies): I have a pretty specific question, maybe too specific for this, if so, just say so, but I have a certain concern about the library on central which you described as primarily a visual studies.

Lange: That is the subject concentration. But it will provide services for everyone on campus.

Burian: Right, which is great, but my concern about it is the current idea of its size. I start from the

premise that visual studies, at least the whole range of visual studies, is going to continue for awhile, any-ways, to be dependent on books. Most images people study – the stuff here is copyright. So it can't all just be image-based. But the biggest version of what is proposed that I saw was something like 120,000 books, which is smaller than our current art library. And you know, we have two libraries, which is a complicated situation to have, and now we will have a third. What is the current thinking with the number of books and how...

Lange: All I can tell you is that there's been extensive, that the thinking of the library, which is about 70-60 percent of the way to where it needs to be, has been done in close cooperation with the library and with those departments. So if the number of books seems to you insufficient, I can only say that so far at least we haven't had that objection from those who will actually be using that library most intensively for teaching purposes.

Trask: I'd also say, given the level of design at this point; I couldn't tell you how many books fit into the library plus or minus 25,000 volumes.

Burian: So, the problem is you have the sort of teaching collection, there's a large research library for art, let's say, that's now pretty much in one place, it will complicate the lives of faculty researchers and also students if it's substantially partitioned into two.

Lange: I don't think it's going to be substantially partitioned. It will be, like every other library on campus, a significant piece. I don't know. But the library service center is going to be part of the place where materials in that library is stored just as it is part of where Perkins books are stored and where Lilly library books are stored. We're making very effective use of the library service center, and it's enabling us as far as we know, after some initial dislocation; it seems to be working pretty well. And we're moving books back and forth all the time depending on usage. And I anticipate that this will be the same. I don't anticipate everything in the art and art history collection, or the art collection broadly, will be on Central Campus. I don't anticipate that.

Burian: Has some thought been given to the new Lilly?

Lange: Yes. They are thinking about that.

Randy Kramer (Nicholas): I think that this is a very exciting concept that will take a lot of time and resources. How far along is the fundraising?

Lange: Well the fundraising is in discussion with a couple of people. But the basic fundraising was built into the strategic plan discussion, so we're working further on the funding. We're finding it. Also, the project grew somewhat over the summer, and so we're working through that. It may mean that some other projects will get pushed out of the way, to make that funding. But the more donors we get, I mean there are some fabulous opportunities here for donors. I mean, to be honest we may talk about donor way as joke, but that central building, that's a very significant donor

option. and there are lots of others. I mean to the extent that we're able to raise money around those options, we will be reducing the costs to us as an institution.

Trask: But truth be told Randy, I mean, we have been acquiring assets on a rather stupendous rate over the last three or four years. And one of the questions is going to be, at what point do you actually spend some of it? My guess is we're not going to be able to raise all of the money we need to build it from wealthy friends. And there will undoubtedly be commitment of university equity, which is why its important to get it right..

Susan Denman: I was thinking about security as I was looking at the parking garage – how some of those spaces get kind of creepy toward the end of the day. There's that heavily forested area next to the current medical center parking garage there on Trent as you go down the hill between Trent and whatever. And it looks like someone sort of forgot that that was dense trees (as much as I love trees). So as we think about students connecting more and more and people walking more and more, and I imagine that security has looked at this, and I'm certainly putting in my vote now to re-look at the dense forest next to the parking garage, and just think thematically about security and darkness.

Lange: Yeah, that's a good point. We're not there yet, but

Trask: Well, we have made one decision that is going to cost a little money. Especially at night, I find parking garages where the ramps are also the decks to be very disorienting, and so these decks are all flat, you can see. All the new garages are that way. And they will be secure on the sides where they need to be secure. You won't be able to just walk into it.

Susan Denman: Well, I was thinking on the exterior part, as you walk past it...The woods and the street. I mean, people who do this for a living will certainly understand the security issues.

Lange: We'll certainly look at that. Its way premature now because there are not buildings here yet.

Denman: Well, I might not stay here for a year or two.

Lange: Why, aren't you on the Academic Council every year, every month?

Denman: well, I was thinking about security and safety...

Earl Dowell (Engineering): Could you remind us of what the whole price tag is for...?

Lange: I think its around \$500 million, but a portion of it is self-financing, the residences for instance are self-financing and a portion of the parking will be self-financing.

Dowell: In light of that, there's been a lot of conversation and press about this performance center in Durham, and – our contribution, whether there is a quid pro quo, etc. The number seems awfully small to be fussing about, I think its less than two million dollars. Could you enlighten us to why you and/or the city

of Durham are concerned about two million dollars in a five hundred million dollar project?

Trask: We're not concerned about two million dollars at all. We were asked, probably five years ago, would we will be willing to make a contribution to a downtown theater. And we agreed to make a contribution of three and half million dollars. And then two years later they came back and said 'Oh my word, it cost a whole lot more than we thought it was going to cost. Would you give us more?' And we said, ok. So we upped it to five and a half. Then they came back and said 'Oh my god, it cost even more than we thought it did last time. Would you give us any more money?' And we said no. That's our commitment to it and you need to control costs, we're not a bottomless pit that is going to throw money at this. We also said, however, obviously in this plan, what happens on Anderson Street, which is a public way, and cannot be taken out of the public, is important to us, and so when we offered the two million dollars, it had nothing to do with the theater. It was explicit that it had nothing to do with the theater. What we offered was, if we can agree to make sure that the development of Anderson is constrained to what we need to make this plan work, we're prepared financially to support that. If the city wants to expand a zoo, or buy new cars, we're indifferent.

Dowell: There's been some conversation about whether there is a quid-pro-quo...

Trask: There is a quid pro quo. If you give us the authority to control Anderson Street, we will pay you one and a half million dollars. It's a license to control Anderson Street. It's a straight-up deal.

Dowell: But do you have that forever and ever?

Trask: We will have it for as long as the term we agree to, and there's no term sheet done yet.

Dowell: Most projects do, overrun...

Trask: Not like this one.

Dowell: But when you made your 500 million dollar estimate, how much conservatism is there built in?

Trask: Well, honestly, this is target you approach from both directions. I mean, it has to have a realistic budget to build enough to be a real thing. But you can't say, if we can't build every square inch on that plot, regardless of what it's going to cost, we're not going to do it. So there's going to be a trade off. I'm reasonably comfortable that the buildings cost somewhere around 400, and that's a pretty generous allocation of money on a per-square-foot basis. Obviously some will be very expensive, but some others won't be...If we can't build something worth building for four to five hundred million dollars, there's something wrong with us. So I don't expect to see this number go up, because I do think some portion of it will be a very serious trade-off conversation.

Haagen: Thank you, Provost Lange, Vice president Trask....For those of you who are interested in the design, [Deborah DeMott](#) is the chair of the ad hoc Central Campus design committee and would welcome your input; we'll let you know the other members of

the committee. Other than that as James Brown famously said, 'Fade me on out, cause I'm goin' anyway' and we are adjourned.

Respectfully submitted,

John Staddon
Faculty Secretary, December 2, 2006

APPENDIX 1

Creating Central Campus

Central Today

Principles for Planning Phase 1

- Residential Community
- Academic Village
- East to West Connection
- Developmental Educational Model
- Sustainability
- Community and Diversity
- Cultural resources for Durham Community
- Quality of architecture

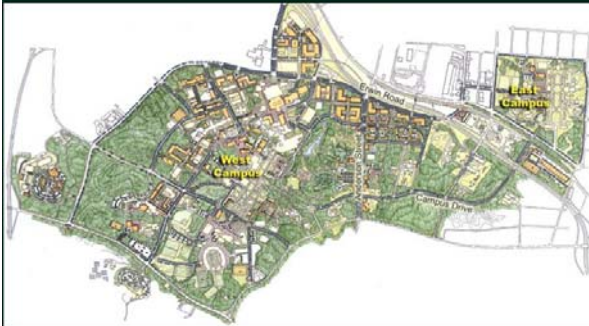
Program Components

- Apartment-style residences for students and faculty
- Dining options to serve residents
- Recreational facilities
- Academic programs
 - Arts, Languages, International, Franklin Humanities Institute
- Academic support space
- Alumni Center and Career Center
- The Duke store
- Small grocery
- Parking
- Support functions

Creating Central Campus

Duke
UNIVERSITY

Campus Master Plan 2000



Creating Central Campus

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Topography of Central Campus



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Plan for Phase 1, May



Creating Central Campus

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Our Focus since May

- Central Campus and the Durham Community
- Making Central Campus a lively place
- Mix of residents
- Arts

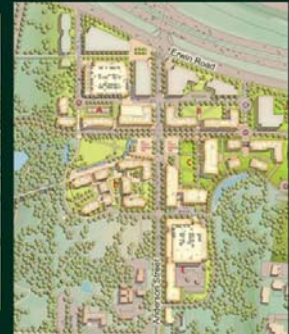
Creating Central Campus

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Plan for Phase 1



May



September

Creating Central Campus

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Comparison of Central Campus and West Campus

ELKUS | MANFREDI
ARCHITECTS

Connections to East, West & Nasher



Creating Central Campus

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The Center of Central

- Performance Spaces
- Visual Studies Library
- Teaching and Learning cluster
- Arts Café
- Architectural Distinctiveness

Inspiration for Center of Central



Creating Central Campus

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Building East and West Campuses



East Campus, 1926



West Campus, 1929

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