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Minutes of the Regular Meeting of the Academic Council

Thursday, November 30, 2006

Paul Haagen (Law, Chair of the Council): I'm going to call the meeting to order. I think we may set a record today for Academic Council meeting length, but we'll see how that goes.

With the short time between the November 16th meeting and today's meeting, the minutes could not be produced in time. We have apparently no Rosemary Woods problems this time, they're just not quite ready. They will be voted on at the January meeting. Today we will have a series of votes on proposals and requests which were presented at the November 16th meeting. The presenters are here today if there are any additional questions before the votes are taken. The reason that we have to have these two so close together is that the Board of Trustees meets tomorrow and will be acting on each of the items... We will go directly to the votes on the various degree items.

The first of those is a vote on the request to create dual J.D./DESS degree between the University of Paris and Sciences Po in the Law School. Dean Gustafson is here to respond to any questions. The updated proposals were included in the agenda packets. The resolutions have been distributed today and they will be included in the minutes. I can read them if you like. Otherwise, are there any further questions or comments about the proposal?

Proposal to Establish a Joint Juris Doctor and Diplome D'études Supérieures Spécialisées (Jd/Dess) with University of Paris I And Sciences Po

WHEREAS, the School of Law has proposed to join a small number of U.S. law schools in the creation of a joint degree program with two highly regarded French universities, University of Paris I and Sciences Po; and

WHEREAS, the proposed program includes two years of study at Duke during which students

complete at least 62 credits toward the JD degree, including all required courses, and a third year of courses at the University of Paris I and Sciences Po; and upon completion of required courses, students receive a joint JD/DESS in Global Business Law; and

WHEREAS, the appropriate university committees and the Provost have reviewed and endorsed a proposal to establish a joint JD/DESS degree with the University of Paris I and Sciences Po;

THEREFORE, BE IT RESOLVED, that the Academic Council endorses the proposed degree of Juris Doctor and Diplome D'Études Supérieures Spécialisées and forwards the endorsement to the Board of Trustees.

Any questions or comments? If not, we have a resolution. [The resolution was approved by voice vote without dissent.]

Next we have a vote on the proposal to establish a joint juris doctor J.D./MEMP (Master's of Engineering Management) degree. Are there any questions for Dean Gustafson?

Proposal to Establish Joint Juris Doctor and Master of Engineering Management (Jd/Memp) Degree

WHEREAS, the School of Law and the Pratt School have proposed the creation of a joint JD/MEMP to allow students to earn both a law degree and a master of engineering management in three years from Duke University; and

WHEREAS, the proposed joint program strengthens each school's strong emphasis on interdisciplinary studies; and

WHEREAS, the appropriate university committees and the Provost have reviewed and endorsed the proposal to create a joint JD/MEMP; THEREFORE, BE IT RESOLVED, that the Academic Council, endorses the establishment of a joint degree of Juris Doctor and Master of Engineering Management and forwards the endorsement the Board of Trustees.

There being none, is there a motion to approve the resolution to approve the joint degree of juris doctorate and master's in engineering management? [The resolution was approved by voice vote without dissent.]

Dean Sandy Williams is back from Singapore — I guess to tell us if there really is a functioning entity there. And I would like him to add any comments if he has any before we consider it. Do you have anything you would like to say?

R. Sanders Williams (Vice Chancellor, Medical Center Academic Affairs): I hope my colleagues did justice to the proposal when they came before you earlier this month. I am here to answer any questions. I can assure you that the school is going to thrive. It is beautiful place and a beautiful country. We broke ground for the new facility. It is now under construction. We have an active faculty now of some fifteen. on the way to fifty full-time faculty and we have an applicant pool of students that runs to some 300 applicants for 25 positions. As best we can tell, the qualifications appear to be comparable to our applicant pool here at Duke. And 50 to 75 percent are Singaporean nationals and a good number are Asian citizens who are at major U.S. institutions. So we look to be drawing essentially the demographics we were seeking.



Progress on delivering the curriculum has been quite strong and the support of the local community has been magnificent. We are proving some prospects for philanthropy that would endow the school beyond its government support, at levels at which we would envy here in Durham. So I really have nothing negative to report. All systems go. We also welcome

the tradition of a three-year review which this endorsement today would set up. Are there any questions?

Questions

Berndt Mueller (Physics): Sandy, a number of weeks ago, I think, there was in the newspaper a report about difficulties that arose in a joint program between, I think it was, John Hopkins and Singapore. It might indicate that are cultural issues involved in making things work out, even with good intentions. Is there anything like that you could see that could be pitfalls for Duke?



Williams: So the first question, if you didn't hear it was, what about the recent meltdown of an arrangement between Singapore and John Hopkins. It was a program that had been going on for about seven years and the Singaporeans cancelled the program this summer. This got a lot of international attention, it's written up in major scientific publications. I was interviewed and quoted in *Nature* and so it was a big deal.

The question is a fair one but my assessment is that the Hopkins experience should not be repeated if we do our job. Their arrangement was much more limited: about a 50 million dollar research-only program for which Hopkins had promised certain deliverables and didn't deliver. And after a warning and a two-year period to correct that, they failed to correct it. The Singaporeans simply fulfilled their contract: they had the right to withdraw for poor performance. We would expect the same thing. If we don't perform, we would expect the funding to be withdrawn. So we have very clear expectations.

In the aftermath of the Hopkins event, what we did with our stakeholders, three ministries of government in Singapore is say to them: Let's be very clear on the expectations. Let's make them even more quantitative than what we have now so we have produced in both the educational and research missions — KPI's, key performance indicators — and I spent

some time in my recent visit refining those. These are targets that we ourselves would be disappointed if we didn't hit, and frankly, the project should be shut down if we don't. But a research program has a finite life span. (On the other hand) you don't start a medical school and cancel it in five years. That's a disaster. So we expect this to have a hundred-plus year life span.

But again, the Singapore culture is that they are very honest and honorable and they do what they say they're going to do. They expect their partners to deliver on their expectations too. That's my analysis of that situation.

Peter Burian (Classical Studies): Sandy, thank you. I have a question. For your information, we did get a good presentation of this last time but I, at any rate, didn't realize that this is essentially already under way.



You spoke of about fifteen faculty members currently engaged and applications already for students. But they're going, presumably, to have shortly fifty faculty. How will this actually get started? Will students be admitted for next year? Will they be admitted exclusively by the faculty who are already there? It's hard for a layman to see just how this will work. And I think it would help us in voting to know some details.

Williams: Yes, the students are applying to enter in August of 2007. So we are enrolling our first class. There will only be 25 students. It has been kept quite small so that the faculty can enlarge appropriately.

The teaching of the first-year curriculum of medical students which, in the Duke model, is a basic-science curriculum, will be done by a combination of archived lectures, delivered at Duke to Duke students that then are viewed by the students in Singapore as background material, complimented by lectures given in Singapore where we have the appropriate content experts — and by group discussion sections of the course material including both written-

assignments of reading as well as viewing of the lecture materials delivered in Durham by the faculty who are on-site in Singapore.

And then the final piece — a fairly minor piece — will be some distance-learning techniques where by video-conferencing there are actually people in Durham and people in Singapore participating at the same time. The twelve-hour time difference gives you a window in the early morning and a window in the evening where that works.

So it's all of the above. The medical school at Duke has 1600 faculty members to teach 100 students in each class. So obviously it's a small teaching burden per faculty member. We anticipate the full-time faculty members of this school will rise to about 50 but we're involving about 100 of the doctors in the Singapore General Hospital who will serve as our teaching faculty, and we've been doing training sessions and selection and quality control over that contingent. We won't have to teach in the ward situation till the following year — the second year is the clinical year. So we think we have this adequately orchestrated, but we're sticking as close to the Duke curriculum as we possibly can with some regional modification based on cultural differences and difference in the prevalence of certain diseases, that sort of thing. But it *will* be Duke in Singapore

Burian: Thank you and just one brief follow up. What is the student population estimated to be when you have the full faculty and what is the time frame you hope to get this done in?

Williams: The estimate, the steady-state number of students per year, will be 50, which is half the size of the Duke school. Of that fifty, about ten each year will do a combined M.D. /PhD.; those students will have the opportunity to come to Durham to do the Ph.D. component of their program, financially supported by Singapore and so forth. Now all of them — remember in the Duke curriculum every medical student does a full year of research in their third year — the Singapore students will have the opportunity to come to Durham and choose a research mentor from our full faculty here if they so choose. Likewise, we're offering the converse opportunity to Durham students: to go to Singapore. Three have signed up to do so next year. And they will serve as sort of big sisters and big brothers to the entering class, impart some Duke culture and flavor right from the start. So we're getting as much cross-pollination as we can.

I think that it will mean a higher level of teaching responsibility for the faculty in Singapore than most of our Durham faculty are accustomed to — because it's a smaller faculty. As we recruit research stars, we are telling them, everybody teaches, it's going to be an important part. Whereas, frankly, here it is an important part, but often a very small time demand on our research-intensive faculty. It will be somewhat larger for the Singapore contingent.

Karla Holloway (English/ECAC): You say that ground has been broken and building plans are underway and fifteen students out of fifty are already in process. What is it that we are doing today that is not already in process? What action will we take?

Williams: I do want everybody to understand what you are doing. When we signed the contract to start this joint venture with Singapore, in which it's their money and our know-how to do this thing, to do this project, this was endorsed by everyone as a worthwhile project. But we held back the promise of a joint degree. The Duke name is all over it, the Duke interests are embedded. But we held back the promise of a truly joint degree until we met certain milestones to really be assured that this was really going to work.

Now, after the two years that have passed since the contract was signed, we think we have achieved those milestones. So now we've come to ask for your endorsement of a joint degree. So that's the only variable. The students who have applied now have applied without an expectation that the degree that they receive would be truly joint. But we thought it advantageous if the criteria had been met to let the very first class have that opportunity. And that's why we're here now.

Charles Clotfelter (Public Policy Studies): What's the experience, what is the precedent of using taped lectures in medical education? Is that something that has been done a lot?

Williams: No, it's fairly new. But the trend in medical education that has been going on for some time, but is accelerating now, is to get away from passive learning measures such as lectures and into more active, problem-solving team-based learning — group-learning concepts. Our curricular experts here — Dr. Buckley, I think came and spoke to you in my absence — he's our head of curriculum and now our vice-dean for medical education. He believes that the principles we're applying in Singapore will actually be somewhat in advance of some of the things we're likely to do in Durham too. So we expect to have some cross-experiences as we make curricular innovations at both places.

The other thing I can say is that Duke, the medical center, has operated for almost a decade now a very successful distance learning program. It's called a Master's of Health Sciences in Clinical Research. We offer that curriculum to people at the National Institutes of Health in Bethesda. That's been a very successful program; highly valued by the NIH with a large subscription of students. It involves both some archived lecture materials and these teleconferencing-type group sessions. So this is a new thing. But it is a trend that is likely to become more prevalent. When I went to medical school for the first year we sat in lectures for 9 hours a day, by the time you walked out of that, you were dizzy. And now we're using less lecture format and more problem-solving. It's probably down to half now what it was twenty-five years

ago and it'll probably be half again in another ten years.

Blanche Capel (Cell Biology): How are the laboratories that are part of first year being taught?

Williams: They're being taught on site — so we have student laboratories. Curriculum again mirrors precisely the Duke curriculum and we have identified people with appropriate backgrounds to teach those laboratories. The practice course that runs through the first year will likewise be the same, and we've already identified the teaching staff for that and the locales in which that will be done.

Capel: But still using live microscopes and...

Williams: No, no, just as we are at Duke, we are going away from live microscopes to computer-based systems.

Question: Could you say something about what need this addresses in that part of the world?

Williams: The distinctive element of the school, outside of the Duke connection, is that it is a post-baccalaureate school. The Asian universities almost all follow the British system of medical school being essentially an undergraduate major. People enter at age seventeen; it's a five year curriculum. So they do not do a baccalaureate before they go to medical school.

The Singaporean government in its aspirations to become a leading intellectual and economic center of biomedicine was advised by a blue-ribbon international panel chaired by Bob Brown — former MIT provost — that if it really aspired to scientific medicine, it needed an American-style medical school. It took that advice, sought a partner, and came to us.

So our students, we won't be competing for the same student pool (as other Asian medical schools). We will be completing, enrolling, people who have their baccalaureate degree just as US medical schools do and offering them a research-intensive training program so that's what's new.

The British model produces very fine clinicians but there's little variation, there's little encouragement of time in research, and of people to be innovators. That's what Singapore felt it needed, and that is the Duke reputation, even among US medical schools, to produce creative mavericks and change agents — that's sort of the Duke marque. The key word that we're using in marketing this school is "pioneer." It's a pioneering venture, and we want people who aspire to be pioneers in biomedicine. That's the theme.

Haagen: I see no further questions. Thank you, Sandy. [The following resolution was proposed and seconded:]

Academic Council Resolution Supporting Proposal for Creation of a Duke/Nus (National University of Singapore) Joint Doctor of Medicine (Md) Degree

WHEREAS, the School of Medicine has submitted a proposal for a joint doctor of medicine degree in partnership with the National University of Singapore, and
 WHEREAS, this proposal provides the Duke School of Medicine curriculum for students of medicine in Singapore to pursue careers as clinician scientists and allows Duke a strong presence in a vibrant area of the world for biomedical research, and
 WHEREAS, this proposal calls for the admissions and faculty appointment process at the Duke/NUS Graduate Medical School reflect the same values and commitment to diversity as used at the Duke School of Medicine and,
 WHEREAS, the proposal calls for a review after three years of the Graduate Medical School program by Duke and NUS to ensure the program goals are being met, and
 WHEREAS, this proposal has been reviewed by and received support from the Basic Sciences Faculty Steering Committee (BSFSC) and the Clinical Sciences Faculty Council (CSFC) and the Academic Programs Committee (APC), and
 WHEREAS, the Academic Council Executive Committee endorsed the proposal, and
 THEREFORE, BE IT RESOLVED, that the Academic Council enthusiastically endorses the establishment of a Duke/NUS joint Doctor of Medicine (MD) program. The Academic Council encourages the dean of the School of Medicine to monitor carefully the admissions process, content of the curriculum, and the faculty participation in the education of outstanding clinician-scientists in collaboration with the National University of Singapore.

[The resolution was approved by voice vote without dissent.]

Haagen: Will Mitchell is here to respond to any other questions on the proposal to create a degree of master of management studies in the Fuqua school of Business. [There being none, the following resolution was proposed and seconded:]

Proposal to Create a Degree of Master of Management Studies in The Fuqua School of Business

WHEREAS, the Fuqua School of Business has proposed the creation of a Master of Management Studies (MMS), a one-year program de-

signed to complement a general management business degree of international partners or to provide a basic set of business skills for students with non-business degrees; and
 WHEREAS, Fuqua has demonstrated continuing leadership and innovation in global business education; and
 WHEREAS, Seoul National University is the leading business program in Korea and among the top programs in Asia; and
 WHEREAS, the appropriate committees of the University and the Provost have reviewed and endorsed said proposal to create a Master of Management Studies degree with Seoul National University;
 THEREFORE, BE IT RESOLVED, that the Academic Council endorses the creation a Master of Management Studies (MMS) with Seoul National University and the Fuqua School of Business and forwards the endorsement to the Board of Trustees.

[The resolution was approved by voice vote without dissent.]

Haagen: The second to last item today is the vote on the proposal on the change of status of the African and African American Studies Program to the African and African American Studies Department. Provost Lange presented the request at our last meeting to change the status from program to department. Peter Lange is here to respond to any further questions, should there be any. [There being none, the following resolution was proposed and seconded:]

Proposal for Change of Status for African and African American Studies

WHEREAS, the appropriate university committees, and the Provost have reviewed and endorsed a recommended change of status for African and African American Studies from a "program" to a "department"; and
 WHEREAS, the change of status will assist African and African American Studies further to develop its curricular and research goals;
 THEREFORE, BE IT RESOLVED, that the Academic Council, endorses the creation of a Department of African and African American Studies and forwards the endorsement to the Board of Trustees.

[This resolution also was approved by voice vote without dissent.]

Executive Session: Honorary Degrees

Respectfully submitted,

A handwritten signature in black ink, appearing to read "John Staddon", written in a cursive style.

John Staddon
Faculty Secretary, December 29, 2006