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                        Academic Council

March 25, 1999

[**Correction to** the Minutes of February 18, p. 4, paragraph 2, line 8: add 'not' to read ". . . tradition of not really doing anything that others have not already done . . ."]

The Academic Council met in regular monthly session on March 25, 1999 from 3:50 until 5:00 p.m. in 139 Social Science Building with Professor Robert Mosteller (Law) presiding.

The **Chair,** acknowledging a departure from the usual order of business in order to accommodate the first speaker's busy schedule, invited Dr. Edward Holmes, newly appointed Dean of the Medical School and Vice Chancellor for Medical Center Academic Affairs, to address the Council first before turning to the Minutes and announcements. He introduced Dr. Holmes by recalling that he had spent 21 years at Duke in the departments of Medicine and Biochemistry and left to become chair of the hospital at the University of Pennsylvania. Most recently, he was at Stanford University serving as Associate Dean for research, Vice President for Transnational Medicine and Clinical Research and Special Counsel on Biomedical Research to the President of Stanford University. The title of his address is "The School of Medicine in the 21$^{\text{s1}}$ Century." In this context, he is particularly interested in what all of us at Duke are, namely breaking down the barriers or establishing linkages between Duke's powerful Medical Center and the rest of the University. He said that roughly 25 minutes total are available and that there will be some time for questions.

Dean **Holmes** thanked the Chair for inviting him and giving him the opportunity to chat with members. He thought he would give his audience a snapshot of what he thinks is going on in the School of Medicine. He's been here for all of two months and hence still on a very steep learning curve and a little reluctant to use the 'v' word, vision, after having been here for only a couple of months. There is a great faculty at Duke, and he would be pretty foolish not to take advantage of that faculty in trying to develop a guideline for where to go in the future. To set the stage for just a moment, he recalls that when he left Duke in 1991 to go to the University of Pennsylvania, Duke's School of Medicine was really a school

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within a medical center, and it made probably very good sense in those days to have the Chancellor and Dean be one individual. Since he left in 1991, Duke, like a number of other institutions around the country has grown to become a health system. There is no longer just a School of Medicine, and Duke Hospital and the VA hospital, but there is Durham Regional Hospital as a part of it, Raleigh Community Hospital, an HMO, and an MSO. There are all the acronyms. Duke is really up there with all the various components of that. It has the responsibility for somewhere near a million lives in this health system now and the system has direct control or influence over something like 150,000 lives. They are not called patients anymore, but lives. He is sorry for that change but at least he didn't call them customers. As the health system has expanded and as the Chancellor of the health system, Ralph Snyderman, has taken on the role of really being the CEO of this health system. The amount of his time that was available to be the Dean of the Medical School has become dwindlingly small, hence one of the reasons he thinks for inviting him [Holmes] back and what he views as a tremendous opportunity was to be the Dean of the School of Medicine. There now is one individual who has a full-time commitment to the academic programs in the School of Medicine.

One of the things that he might do is provide at least his view of what the School of Medicine is as an entity. He finds it confusing both in the School of Medicine and in the rest of the university when people think of the School that they often think of the medical students. Indeed, the medical students are an important part of the School. In fact, they are one of the more important parts of it, but the School of Medicine is considerably more than just the medical students. There are about 400 medical students and an even larger number of residents and fellows that he and his colleagues are responsible for educating and training. There is also a very large graduate student population that they are directly involved in educating, like Lew Siegel and others in the University. There are a very large number of post-doctoral fellows and about 1400 faculty in the School of Medicine. By his last count last night there are 19 departments in the School of Medicine, and he is not sure as to where all of them even are. Duke has a large number of departments, clinical and basic science departments. It has some centers and institutes, things like the Aging Center, the Cancer Center that influence hopefully and help others in the rest of the university. So his is a fairly large entity and the School is a complicated organization and is one that he thinks that the Dean has responsibility for, educational programs as well as research programs throughout the school. So, to change a bit, Gordon Hammes, who was his predecessor and the Vice-chancellor for Academic Affairs which is the title he now carries, did not have some of the same responsibilities that he has in the

deanship for all of the departments in the School of Medicine and the educational programs as well as the research programs. So, one of the things that he sees that's a change the dean needs to focus on, is the identity of the School of Medicine. It has gotten a little bit lost in the last few years as the health system was built.

One of the things he would really like to spend some of his attention on is trying to have the School of Medicine recognized not only as an entity within the health system as a very major part of what it does but also as a school within this university. Its proximity to the Allen Building, only a stone's throw literally down this quad from where they are, make for a good fit and they would like to become more of a school within the university. One of the things that he thought he would spend just a few moments on and then would like to open it up for discussion, is what are some initiatives that they can work on with the rest of the university in trying to build trans-university programs and to bring the School of Medicine in as close an alignment as appropriate with all the other things that go on in this great university. One of the things that Bill and he have had a chance to work some on but would say as an example of the type of program they could do more with, is a small entity called the Center for Chemical Biology which some in the audience may have heard about but John Simon has been instrumental in working with; they would like to see their pharmacology and biochemistry and maybe other basic science and clinical departments in the School of Medicine become more closely aligned with the Chemistry Department. A major opportunity for them is to take the chemistry around small molecules [being investigated] in the chemistry department, for example, and tie it to some of the large molecule type of analysis that might go on in either biochemistry or pharmacology, and probably develop new drug targets that would be even at some point therapeutic opportunities for medicine in taking care of patients. That would seem a small step but an important step in trying to bring together the medical faculty in closer proximity with individuals who are in the Chemistry Department.

Another initiative that was on the way before he got here, and John has certainly been active in, is in cognitive neurosciences. They have a neurosciences imaging program underway that they would really like to see being closely affiliated through neurobiology and other initiatives with cognitive neurosciences that are ongoing right now that just seem like a real opportunity to bring together faculty through Arts and Sciences and probably other departments in the rest of the university that might be emanating in the School of Medicine. Another initiative that is out there that is still in a very preliminary stage but is one that is very intriguing

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to him, is a program that at the moment is being called the Institute for Genome Sciences and Policy. That name seems to change on a regular basis which it probably should as the faculty gets its arms around it more, but that to him represents a huge opportunity to bring together programs across the campus. Some of the things that have been talked about and for which he has found really an excellent reception among people he has talked with across campus, are opportunities for Engineering, for Arts and Sciences, for the School of the Environment, the Law school, the Fuqua School, for the Divinity School, for all concerned to look at this wonderful opportunity coming out of the genome initiative, which is sequencing of human beings. When it is completed around 2003, there is going to be a tremendous opportunity not just to understand the way we as an organism work as a human being, but also other experimental systems. They are particularly intrigued with Jim Siedow's help. They have had some really interesting dialogues with Zoology and Botany, particularly Botany about plant biology how that might fit into a genomics initiative. As patients are begun to be studied and questions are asked at a genomic level, immediately policy and ethical issues come on to the forefront. Questions that have to do with privacy in studying patients, that have to do with intellectual property that overlaps with what might go on in the Fuqua school, what's happening in the School of the Environment, how environment and heredity play in together. It seems to him that this is a wonderful opportunity to begin to do more across the entire university. So, he thinks their success in the School of Medicine going forward is going to depend to a very major degree on how effective they are in building bridges with the rest of the University. It's something that is an important agenda for him as Dean of the School of Medicine, but he thinks the entire faculty in the School would also welcome the opportunity to try and build more programs going forward. So, their future is a chimeric existence as he sees it. They are part of the health system which is going quite well. They may be the only ones who are not losing money at the moment. That may change in the not too distant future the way health care is going but they do enjoy a pretty special situation right now. They want to continue to take advantage of what is happening in the health system. It's very important to them educationally. Their medical students, their residents need this health system, but it's also a great laboratory to do clinical research in. Similarly, they want to do more with the rest of the university. If his administration, while he's here, can do anything to build those bridges, he'll view it as a success for them as a School of Medicine. So he would stop at that point and try to entertain any questions his audience might have for him on what he's planning to do, and he would welcome any suggestions people might have for how interactions among the schools and departments in the

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university are fostered.

Prof. **John Board** (Engineering) asked for a comment on how Dr. Holmes might interact at the undergraduate level with the campus. He's heard some of his colleagues in especially the basic sciences departments complain in the past that although individuals made efforts in that way, it didn't receive much support from the top down in terms of teaching courses that were accessible to undergraduates or having undergraduates working in the labs. Does he see a change in that?

Dean **Holmes** replied that he doesn't know a great deal about it yet, so he needs to learn more to begin with what they are and what they aren't doing. He suspects the faculty in the Medical School like all the rest of the university face increasing pressures and from different directions to educate their own as well as participating in educating others. Recognizing those pressures, it seems to him it would be a pretty big loss if they didn't find a way to participate more in training each other's students, particularly on the undergraduate level. He had the opportunity when he was at Stanford to participate in a course in human biology, and as a medical school faculty member he found it tremendously exciting and energizing to do that. It actually did result in a student working in his laboratory. So it was, if you will, a pay-off directly from doing that. He sees nothing wrong, in fact he sees something very positive about doing that going forward. With regard to the Engineering School, he didn't mention them in some of his opening comments. That's a huge opportunity for them at the graduate and post-doctoral as well as faculty level to collaborate more going forward. Biomedical engineering is pretty strong here and at Stanford right now and there are some excellent opportunities for them to do even more and [what] with some of the technologies that they're particularly interested in, he thinks Engineering would be a great partner for them.

Prof. **Jo Wright** (Basic Sciences-Medicine) asked if his vision included any growth in the faculty numbers in Basic Sciences or Clinical Sciences.

Dr. **Holmes** replied in the affirmative. He has been talking to the chairs in the School of Medicine. It would seem to him something that they might do. The way departments in the School of Medicine have been sized doesn't seem terribly rational to him right now and maybe there is no rational way to do that but it seems the first thing that ought to be done is to determine the size of the faculty based on their educational needs. At the very minimum, there's a certain critical number of people that are needed to teach both graduate students and medical students and other folks who are hopefully in the undergraduate school to do something with.

That to him would be the minimum size a department should be. The maximum size might be better based on what programmatic opportunities there are, the research opportunities going forward. He thinks there needs to be a dialogue about that. That stated, one other thing he should say is that there are several ways to gauge how well you're doing with your academic programs, one of which those at the Medical School love to look at is where the NIH rankings for the School and for individual departments are and he thinks that's a good number, [although] that tends to be a volume driven number as to how large you are as to how you come out in the NIH rankings. He'd like to win in that too. The other way is that there is a ranking that the Association of American Medical Colleges puts out which is how well you are doing on a funding per principal investigator basis/ money is not always a good measure of quality but it's hard to do research without money, so that's something that ought to be looked at as well, hence he would like to see [the School] really come even higher in that ranking than they are and first do as well as possible per person, then decide how big they want to be. So, his long winded answer is that he thinks at least 25 new faculty are needed in the research operations in the School of Medicine. There is a pretty big transition in and out of the School, if, in addition to the turnover, which seems to be significant for most schools, about 30 people are added in the tenure track in the School of Medicine each year. For the last 5 years the overall size really hasn't changed, so there's maybe a shock to the rest of the university. He would think, incrementally, at a minimum, 25 investigators in the basic sciences and the physician science programs are needed in the School of Medicine. Clinically, however, the need there is more determined by what the health system sees as an opportunity and it is driven by another set of metrics than the one he just went through. Some space is needed. They are probably not alone in that regard. He should say one other thing; there is a metric which he is pretty impressed with [regarding] our faculty. If one looks at the indirect cost recovery per square foot in the School of Medicine, nobody quite tells the truth about this and he thinks there's a lot of apples to oranges, so he doesn't totally trust the numbers they have but they look pretty darn good. And he thinks one reason they don't have as much funding per PI as some other institutions might have is because they might not have quite as much space available per PI as some other folks. That's not such a subtle message, but he thinks more space is needed.

Prof. **Mosteller** wondered, although he doesn't know how far along the planning is, if he can sketch out something more about the human genome project and how it might bring [everyone] together.

Dr. **Holmes** replied that Nan [Keohane], John [Strohbehn?] and

Ralph Snyderman asked a number of people to start working on trying to develop some sort of a more polished concept for what's been going on for the last six months. When he arrived, this initially was called the Institute for Human Genetics. It seemed to some of them that that was a rather confining term and that there is a lot more than humans that they would like to study. Plants [as well as] other organisms are probably important to study so they had suggested that the name be changed from Human Genetics to Genome Sciences. Another reason for that is that some people when they think of genetics think of single genes and children who have a specific genetic abnormality, whereas genomes at least suggest to him that they're thinking about [those] in man, all 80 to 100 thousand genes and how they interplay in an intact organism. He thinks that actually is an important change in the title because they would like to study organisms in addition to man and indeed the sequencing as members are probably aware. They will complete the sequencing of a human being or a couple of human beings in 2003 or probably even before that date. In parallel to that, they are sequencing other organisms on a regular basis right now. Yeast has already been sequenced but they're in the midst of doing worms and flies and he thinks that's going to create a lot of exciting biology that will bring people together that are working in systems other than man. He thinks on the human side of this, the reason they thought policy was important to include in the title of this was that there's really some fundamental issues; in talking with Pam Gann [Dean, Law School] for example, he knows that the Law School, has expressed an interest in maybe recruiting one or more faculty members who might look at some of the specific policy issues related to this. There probably will be a lot of intellectual property that comes out of these sorts of initiative that partners in both the Law School and the Fuqua School would be absolutely critical in trying to take advantage of. There are some privacy issues and ethical issues related to this, i.e. when you start taking samples from patients, when you use the word DNA. We've collected samples from patients for years and nobody seemed to particularly get exorcised about it, but once you say you're going to look at someone's DNA, we all get a lot more concerned about that and there are national agendas that ought to be influenced by an institution like Duke to [establish] the policies that are there. If human beings are begun to be studied and questions are asked about their DNA, it could influence whether you get health insurance or not. It could influence whether you become employed or not. There is a recruitment offer out right now to a person who happens to be at Stanford and is coming here; he wanted to meet a Chemist, he wanted to meet the people in the Engineering School, and he wanted to meet people in the Botany department, because to develop some of the genomic technologies he has, he thinks he can't do it unless he has those colleagues to

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collaborate with. So they're finding they're simply not going to be able to recruit the faculty they want unless they're able to partner more effectively and he thinks the Law School had in town a visitor two weeks ago from the University of Michigan who deals with intellectual property issues that would be absolutely critical to some of these initiatives and they would love to partner with the Law School on these types of recruitments.

Prof. **Peter Burian** (Classical Studies) asked about a distinction he hadn't heard before [namely] between physician scientists, and clinical scientists.

Dr. **Holmes** thought he should define the terms as he understands them as there is not a lot of unanimity in this. There are people physicians, people like himself who have spent 80% of their time in a laboratory studying things at the bench. He did have a clinical outlet. Those types of people he would call, for example, a physician scientist. You're asking questions that are probably at the interface of basic science and clinical medicine. What he would call a clinical investigator is a person who uses patient populations to ask questions. Some of those might be PhD's, some of those might be MD's or MD/PhD's, so there is a collection of investigators who tend to get more focused on questions of human populations. Some of them actually never see patients. Maybe he didn't hit on what Prof. Burian was asking as to the type of faculty they have.

Peter Burian thought this actually extremely interesting. Obviously, the situation gets more and more complicated and specialized all the time. He is wondering whether it is still possible for people who are involved in patient care also to be actively engaged in research as opposed to the clinical [aspect].

Dr. **Holmes** responded that when he started this 25 plus years ago, all of them wanted to be a triple threat, i.e. that they had a laboratory, were fantastic teachers and were great clinicians. He doesn't think they were any of those probably. If one wants to be successful as a physician- scientist, one is probably going to have to spend 80 or maybe more percent of one's time in the laboratory and compete effectively to get NIH grants. That's just what it takes today. He also thinks, that when he is sick he doesn't want to have a physician scientist to take care of him. It's really a pretty high skill set to take care of patients today and he thinks that individuals who spend 80% of their time engaged in patient care are absolutely critical to deliver the quality of care that is required today. Those individuals can [nevertheless] contribute academically in several ways. One is teaching their medical students and residents, as the best way for them

to learn to practice medicine is probably not from Ed Holmes but from somebody who is really a master clinician. That is a very important part of what they do. So the triple threat going forward is a group of three people.

The **Chair** thanked the speaker who had to leave. He added that he thought the reinstitution of the Dean of the Medical School is very good for the university, because he is helping to look towards the rest of the campus and he thinks that people will get to know Ed Holmes over time because he knows he's committed to this idea that the Medical School is part of the university.

With this, the **Chair** went back to the normal order of business, the first of which was the approval of the minutes of the previous meeting.

MINUTES

Prof. Staddon had a [one word] correction to the Minutes of the meeting of February 18, 1999 which the Chair said had been received. The Minutes were **accepted** by voice vote subject to the correction requested, [cf.'correction to the Minutes of February 18' at the top of p. 1 of these minutes]

ANNOUNCEMENTS

The **Chair** had several announcements. The first was the creation of an Intellectual Property Committee that has been set up by the President and Provost with input from the Executive Committee of the Academic Council to review existing university policies having to do with copyrightable intellectual property. In particular, the committee would examine issues that arise with new uses of intellectual technology in instruction and distance learning and the new intellectual property questions that arise in these areas. One of these questions, for instance, is the ownership of these new kinds of property. As a second matter, the committee will investigate ways in which Duke University might address the escalating cost of purchasing and having access to scholarly information particularly in electronic form. He is pleased that this committee has been set up, because he thinks this is a new set of issues that Duke is just having to start to deal with as information technology and teaching routines come together. The committee is made up of Hadley Cocks, who chairs the Mechanical Engineering and Materials Science Department, Dr. Charles Putman, Sr. Vice President of Research, David Ferriero of the Library, Steven Cohn of the Duke Press, David Lange from the Law School, Professor John Oates from Classical Studies, Campbell Harvey from the Fuqua

School, Robert Califf from Cardiology and Allen Kelley from Economics.

The second announcement was to mention what many may have seen in the press already, that Dr. Trask has made the decision not to move forward with the possible privatizing of the bookstore. This brings closure on an issue that earlier [was thought to be] an issue that might be coming to the Council. It's an issue that many individual faculty members expressed personal interest in to him and to the Executive Committee. He personally views this decision as a successful combination of faculty involvement and governance in this university. The issue was handled in the first instance by the Bookstore Committee which Professor Gillespie chairs. That committee helped formulate the issues under which outside vendors were evaluated and in the University's analysis, the potential financial benefits of moving forward did not justify further inquiry. He believes that the faculty and the University were well served by the Bookstore Committee and the process in general.

His third and last announcement is to note that this is the last meeting of members of Council whose terms expire this year. Letters announcing the results of the recent election are in the process of going out. On behalf of the university faculty generally and the Executive Committee in particular, he wants to thank each and every one for this year's service and he would particularly like to thank those who are completing their terms this year.

ELECTIONS

The **Chair** now proceeded with the election to two positions. He referred members to the two pertinent items on the agenda sheet. The first was to that of Faculty Forum editor, a one year term. Professor Victor Strandberg, who had hoped that this past year would be his last year in service, was willing to serve another year; he's the nominee brought forward. In the absence of any other nominations, Prof. Strandberg's was moved and seconded. He was **re-elected** by voice vote for one more year. The second of the positions was that of Faculty Secretary, also with a one year term of office. Tilo Alt, who was finishing his first year, was willing to stand for election for another term. After the approval of a motion to close nominations, his nomination was moved and seconded and he was **re-elected** for another term by voice vote followed by a round of applause.

As the afternoon's final item of business, the **Chair** introduced David Ferriero, Vice Provost of Library Affairs, who last spoke to the Academic Council on the strategic plan for the Perkins library system in the fall of 1997.   He

explained that he has come back today to update Council on the accomplishments with respect to that plan and the new goals as well as something about the goals within the capital campaign and that David will, as part of his presentation, introduce to Council Lynne O'Brien, the new Director of Instructional Technology.

Vice Provost **Ferriero** with the help of an overhead projector made the following points: The first one had to do with space. All of the libraries of the Perkins System are either at or over capacity, including many of the professional schools also, the Medical School Library being one of them. The campus storage facility is also over capacity and, worse than that, it is in terrible physical condition, so materials are at risk in that facility. Work has been going on for several years now trying to come up with a place to put a new storage facility somewhere close enough to campus to make it reasonably accessible without destroying prime real estate on campus, and the search continues. There is a plan for a building, a plan that is a campus solution, modular in concept, so that it does allow for growth of the collection and at the same time serves as a campus storage facility and has the potential for serving as the Triangle storage facility; there is interest on the parts of provosts of Duke's colleague institutions, especially at Chapel Hill and at State to create some kind of a [joint?] storage facility. The other major space issue has to do with Perkins itself and the need to renovate that space. There are seven different service points on three different floors. The collection is not arranged in a logical sequence and the quality of the space itself doesn't invite use, so there are some preliminary plans, for some renovations especially of the first floor to reconfigure space to provide for individual and group study space. Preliminary consultations with an architectural firm in Boston are in process for the campaign in order to raise funds to actually do this.

The second issue has to do with shelf failure. The Vice Provost inherited a horrendous problem in terms of people's ability to find materials on the shelves; existing resources have been re-allocated to beef up the amount of effort that is devoted to reshelving of materials. About $25,000 has been diverted annually to take a seasonal approach to shelving. It turns out that at the end of each semester about 80,000 books and about 70,000 journal titles have to be reshelved and in the past, the existing staff has chipped away at it and maybe by the end of the next semester books will be back on the shelves. Their goal is 24 hour turn-around time and they are getting close to that. [In addition], there is the much larger problem of shelf reading. There hasn't been any kind of major shelf reading project in Perkins for at least 25 years in terms of the people who are in the building. Thus

far, 40% of the collections have been checked and 19,000 books have been found significantly out of order. These are books that potentially would have to be re-ordered, if it is possible to re-order them, and many could not be re-ordered because they are out of print, hence, resources are being reallocated to make shelf-reading a regular process to make sure the material is in order. He invited faculty input about this problem. His office is on the second floor and he would love to hear from users directly and [for them] not to go away angry.

A third area has to do with collections. Deborah Jakubs has been appointed the new Director of Collection Services. Her first priority has been to rethink collection budgeting. She has launched a project analyzing 5 disciplines that Duke supports to develop a new funding model to provide better data on discipline-specific costs of materials so that better planning for future allocation needs may result. Another problem is materials inflation. This year, projections forecast another year of double digit inflation in the serials budget, i.e. a 10.5% increase in fiscal 99-2000. This makes for just about 15 years of this pattern of double digit inflation. In other words, between 1986 and 1996 Duke experienced 140% inflation in serial title subscriptions and yet for the past several years, the past 3 or 4 years anyway, funding [increases] have been at 5%, i.e. amounting to no more than half of the [annual] subscription inflation costs. As a consequence, there are real tensions between monograph, book and journal allocations as well as the library's ability to keep up with new titles that are being published. Discussions with Library Council on this issue have been initiated and the Provost's new Intellectual Property Committee is looking at this issue also, and he is hoping he can come back at some point to explore this a little more fully. Strengthening campus collaboration is another priority that we have in Collections to make sure we're building a campus collection rather than individual collections and we have established discipline groups across campus libraries, professional schools and the Perkins System working together to develop collections for the campus. At the same time, they are clarifying TRLN commitments. There is a sixty- year old tradition of cooperative collection development here in the Triangle and many of those arrangements are sixty years old and don't really map to current research and teaching patterns. High on that list is reviewing existing arrangements and crafting new ones especially in the sciences where it's tougher to do collaborative collection development. The fourth area is document delivery and charging for interlibrary loan to reduce the incoming requests for expedited delivery services to deliver the material, and they're about to recruit for a head of document delivery services. Preservation is an issue that they have identified

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as a high priority in their campaign priorities. Over half of our collection is at risk, half our paper collection. Printed on bad paper, disintegrating on the shelves, and we, unlike our peers, are probably the only research library in the country that doesn't have a preservation officer or a preservation program, so we are seriously looking at ways of remedying that. There is a Friends of the Library preservation fund that has a target of $100,000 for this, and we have a gift from a member of the Library Advisory Board for the same amount and we've just received a grant from Arthur Vining Davis Foundation to do some work in this area also. Just this morning they reviewed the job description for a preservation officer they will be recruiting soon to remedy this situation. This person is not only going to have responsibility for paper preservation, but the growing body of electronic information to digitization has its own preservation problems and they'll be looking at that. Important to note is that this is a preservation officer and a preservation program for the campus and not just for the Perkins System. So this person will be working with the professional school libraries also in terms of campus resource preservation. Regarding the capital campaign for Duke and the library priorities within it, the Vice Provost explained that the four main pieces of our case statement first have to do with Perkins renovation that has a $15 million target. The second area is collections and services and that's to beef up the endowment that exists for collections and that give us some more flexibility in terms of our ability to keep up with inflation and also our ability to keep up with electronic information with a target of $ 5 million. Preservation is targeted at $ 1.5 million and technology is another $ 4 million for a total of $ 30 M. The technology has to do with basic infrastructure, digitization projects and a piece of the instructional technology initiative that Lynne [O'Brien] is going to talk about. As of this morning they were at about $ 15 M, so we're halfway there and we're doing ok. He thought the last time he was before Council was when Betty Le Compagnon and he presented the Strategic Plan for Information Technology in Teaching and Learning. That report called for the creation of a Center for Instructional Technology and the appointment of a director of Instructional Technology. After a national search with over 30 candidates, Duke was lucky enough to recruit Lynne O'Brien from Brown University who started her work at the end of January this year. Lynne has met with everyone on campus and is going to bring us up to date on what she has learned so far and share with us the exciting future that she sees for Duke.

Lynne O'Brien began her comments by telling her audience [due to a technical glitch, without the hoped for help of her audio-visual aids] about the Center for Information Technology as she is envisioning it and the kinds of goals

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that she has for it and the things that she hopes she'll be able to do over the coming years. Although, for the moment, she is the sole employee in her Center, she hopes to add a number of staff members this summer who will be available to work with faculty in all the different departments and schools on projects related to instructional technology. The reason for her Center's being is to be sought in the fact that Duke had not quite reached the level that both faculty and students would like to see it at in terms of instructional technology activities. Most of the other schools in, not only this area and the Triangle area, but schools that Duke would consider its competitor schools already have something like a Center for Instructional Technology and an initiative to work with faculty on faculty development programs and develop facilities to support instructional technology uses. Some of the things that she is hoping to do are to promote collaboration among the different schools and departments. She's been going out and talking to faculty and staff. At this point, she thinks she's met with about 60 faculty members and about 45 staff members, talked with them individually or in small groups about their interests and needs in the instructional technology area, and on the basis of that it seems that there are a lot of individual projects that have taken place and a lot of things that faculty have either done in small groups or in some cases there are [campus] wide or school initiatives, but it seems like there could be better support if there were joint planning for different types of activities, joint planning for some of the different types of facilities that instructional technology requires, and pooling of ideas and resources, hence one of the things that she is going to be doing to try and promote that is to put together an advisory board, which at this point she thinks is pretty well established with a representative from each of the schools, a faculty member at large, representatives from OIT staff and from the library to work together and share ideas and provide feedback to her about the kinds of things that people would like to see happening. Some of the things that I've heard so far in talking with faculty is that there is an interest in more training and in more informational activities so other people can hear about the types of projects that are happening not only in other schools but right here at Duke. There seems to be quite a bit of interest in doing more with the Web in teaching. Everything from having course pages where people can distribute materials to interactive exercises, tutorials, simulations and other web based materials that students can access. In some of the schools and departments, there is an interest in going beyond making materials available outside of class time to campus based students and doing various types of distance education programs. Some of the schools, of course, have that kind of things underway but I was interested to see that even in schools like Arts and Sciences which are primarily focused on undergraduate teaching and graduate

programs on campus, there was a lot of interest in various ways of doing collaborative projects where faculty would for example draw on presentations from another school or other events to be able to show them here, and at the same time be able to take things they do here and make them available to their colleagues at other schools. One of the things that she heard loud and clear from talking to people is that there is a need for incentives to make it worth the time and effort involved in incorporating technology in courses. To that end, one of the first things that she will be doing in working with this new advisory board that she just mentioned is establishing an incentive program that will support different types of faculty projects and initiatives in instructional technology. The exact nature of that I think has to be shaped by faculty input and by the schools and departments, but some of the types of things that faculty have mentioned to me so far that they would be interested in doing include possibly release time, dedicated support for particular projects either in terms of being able to hire programmers or assistants or being able to draw from that type of assistance provided through [existing services] on campus, support for teaching assistants or other people who could work with faculty. Some people are interested in things like summer pay, the purchase of specialized hardware or software that would be related to course needs and in some cases providing for localized support through funding of additional staff. Another thing that she's heard from talking to faculty and, her equipment failure today she thought helped emphasize, the demonstrable need for new types of classroom facilities. While there are some very good classroom facilities on campus that make it easy to use computers and projections and network connections and things like that, in other cases that is not true and there is a lot of interest in having a variety of workspaces available for students as well as classroom facilities for teaching in. A couple of the different types of things that people have mentioned have been better rooms for presentations which would be a room like this and she knows there are some on campus that are already equipped but faculty would like to see more of those. There is an interactive computer classroom that will be built this summer and there are already 8 or 9 faculty who arranged to teach their classes in that room. This is a room that will have computers in it as well as a projection screen so that people can do problem solving and interactive exercises in class and then another type that people would like to see is different types of student workspaces. For example, a couple of faculty mentioned that they would like their students to do Web based projects, but they are not sure there are enough places where students can do scanning, or audio or video input. There may not be a huge demand for that right now, but if those types of projects were to become more common, there would need to be new types of student workspaces or changes to the ones that are here to accommodate that.

There are a couple of other things that are underway that she hopes to be able to do over the next couple of months. She is working with a number of different faculty members who have said that they would be willing to participate in a speakers series to either show projects that they have done or talk about things that they have planned. There are a lot of people both in this area as well as other areas in the country who might come and share their ideas with us. Another area that she would like to work closely with other groups on campus on is the area of assessment. There's a lot of interest in trying to figure out what the impact of new programs is, what's cost effective, what's sustainable and what isn't. There are a couple of places where those sorts of projects are already underway and she would like to establish some partnerships with them to make sure that if we look back two years from now, we can decide whether the kinds of things that we're experimenting with are really worthwhile. She reiterated that she is very interested in talking to people and in hearing from faculty individually or to come and meet with departments to talk more about things they would like to do.

Prof. **Randall Kramer** (ECAC/NSOE) asked if she could elaborate a little more on her relationship with OIT and how they might collaborate.

Ms. **O'Brien** replied that while she is not officially with OIT she is heavily dependent on the people who work in OIT to make available the broad-based services that are needed for people to do instructional technology projects. So, Betty [Le Compagnon] and David [Ferriero] and herself meet on a regular basis. She's also worked with quite a few people on the OIT staff already. She's met with the people, for example, who planned the student clusters and labs to talk about ways we could get better feedback about what faculty want to do with their classes to make sure that the clusters and labs are equipped to do that. She's been working with the head of the help desk to talk about the best way to route questions from faculty that are more focused on instructional needs or project oriented questions as opposed to something's broken and how do I fix it? It's a different type of question. Another group that she thought will be really important to have a close relationship with is the Center for Teaching, Learning and Writing. There should be a new director by summer of that organization and because that is focused on teaching and learning issues as well, she is hoping they'll be able to do some joint programs and joint [projects].

Prof. **Steven Nowicki** (ECAC/Zoology) had a question about finding guidelines about the use of electronic materials, Web based materials in research. It's growing and moving very

quickly, and it's hard to know what guidelines to give to students about these and he's wondering if the library or Instructional Technology sees this as being an area that needs to be addressed and developed.

David Ferriero answered that actually Lynne and he had been talking about that and it certainly is a growing concern of his. We have always taught students how to be critical in their thinking in terms of what they're looking at in the paper world, and the paper world looks pretty good these days compared to what is going on electronically. At least the paper publishing process did eliminate some garbage that doesn't exist now. They teach freshmen over at Lilly Library, an introductory course tied to the writing program on how to find information, how to find and use information. Part of that, a big emphasis is how to be critical looking at electronic information, challenging the authenticity of the information, where did the information come from, who created it, what's the domain, all of those kinds of things; and it's frightening, because he hears from faculty that more and more students are turning in papers with only websites as citations. It scares him to think first of all that the whole world of paper information has been forgotten and that students believe that if it's available electronically, it's real and it's accurate, so there is a lot of work to be done.

Prof. **Eric Meyers** (Religion) asked if a handout for faculty could be prepared, such as he described for that course?

David Ferriero said that there is a Website with that Freshman Handbook that they use in this writing program that is online, and he'll give him the URL for the minutes [www.lib.duke.edu/ cit/acppt]

Lynne O'Brien said that she might mention just one other example. The Engineering School has a couple of faculty members that she's working with who will be doing a four-part series for faculty in that School on teaching presentations, technology, the Web and a number of other things, and one piece of that is to have the librarians from the Engineering Library come and talk about ways you can help students do research, using electronic tools in the library and also finding appropriate kinds of resources for research projects. So she'd like to see that type of presentation paired up with any kinds of other activities that relate to the Instructional Technology [project].

Prof. **Eric Zakim** (Humanities) explained that he teaches in Asian and African Languages and Literature, and one of the big problems that they are up against in terms of instructional technology is the use of languages that don't use Latin alphabets. He brought this up to OIT a few times and he just

wondered if she had any thoughts on strategies on how to deal with this. This is an ongoing issue for them and it does not seem to be anywhere near being solved.

Lynne O'Brien replied that she knows that the Foreign Language Task Force as part of its thinking about implementing the new foreign language requirements is planning to hire an instructional technology specialist to work specifically on materials related to foreign language teaching and font sets; character representation is a huge part of anything to do with foreign language teaching and she would think that individual would be available to help with particular kinds of projects for that. Was he talking primarily about the Web, representing characters on the Web?

The answer was in the affirmative.

She continued saying that having a specialist who focuses on areas like fonts, character sets and languages will be a wonderful resource in that area. She thinks they are hoping to probably have somebody hired by summer.

Prof. **Mosteller** interjected that he told David [Ferriero] that he was afraid if they started with him, somebody would strike upon their biggest pet peave with the library and never get off of it. He was disappointed, that no one seems to have a question they want to ask him.

David Ferriero: Shelf failure, how more basic can you get.

Prof. **Mosteller** added that with respect to Lynne, he mentioned that people might have specific questions, [rather] than general ones like 'how can you help us?'

Prof. **Jo Wright** (Basic Sciences) asked about plans for updating the classrooms because they are a major impediment, as she sees it, for faculty to use technology. It's just what she [O'Brien] has experienced here.

Lynne O'Brien responded that she's only been here about 11 weeks so in terms of having a vision, a complete vision like Dr. Holmes, she doesn't have everything figured out. There are several things underway to try and address the classroom planning. There was a committee that was formed last year that started with the specific topic of developing the Interactive Computer Classroom and one of the conclusions, she wasn't part of that, one of the conclusions that committee reached was that there needed to be an ongoing group to look at classroom planning and set goals for the upgrade of classrooms so she thinks that particular group will be one place where these types of issues can be addressed. A second thing that she would be able to do to help with that is to

bring together people who are involved in classroom planning across all the different schools to either meet on a regular basis or get together periodically and share ideas and planning about classrooms, because it's very uneven across different parts of the campus. There are some wonderful classrooms, and then there are others that need significant improvement. This is one area where a lot of schools have really moved considerably beyond where things are here. The experiences of those places can be drawn upon to look at how they've done their classrooms, how they've budgeted for them, how they've utilized them.

David Ferriero asked if he could just introduce Mr. Tom Wolfe, who is working on his new novel which is going to be set in an educational institution, so he invited him to come to the Council.

The **Chair** thanked both speakers for being at the meeting. There being no further business, he invited and accepted a motion to adjourn.

Submitted for consideration by the Academic Council,

A. Tilo Alt, Faculty Secretary