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Minutes of the Regular Meeting of the Academic Council

Thursday, March 24, 2005, 3:30 - 5:10 PM

The minutes of the February 17, 2005, Academic Council meeting were approved by voice vote, without dissent.

Announcements

Nancy Allen (Medicine, Chair of the Council): Since this is the last meeting of the Council elected to serve this year, I just wanted to go ahead and thank those of you who have served for the past two years or four years or, in the case of a few individuals, the past six years. As some of you may know you are only allowed to serve 3 consecutive two-year terms and then you need at least one year off to get your head straightened out again. I want to thank you for your attention, your energies, your readings of the materials and your participation in these meetings.

The second announcement is that although it is a bit early to think about Commencement, we did receive a memo from the University Marshal's office asking us to encourage faculty to attend the full commencement ceremonies on Sunday morning May 15 at 10:00 in the football stadium, and also the university-wide reception late Saturday afternoon, May 14 on East Campus lawn. These are both wonderful experiences. If you have not participated in commencement I remind you that it really is a very festive occasion where faculty from across the campus have a chance to see how happy our students are to graduate; to hear some wonderful comments from the Commencement speaker; and to see in person our honorary degree recipients. I hope that you will all attend.

Question for the Provost

Nancy Allen: We'll now move on to a question for the Provost — we seem to have kept the Provost busy answering these anonymous questions this year... Provost Lange: The question reads as follows:

In the Jan. 25 issue of the Chronicle, a Duke student complained about what he perceived as propagandizing in one of his classes: "One of the most insulting moments of my Duke education occurred in an ancient Chinese history class in spring 2003, when the U.S. was preparing to invade Iraq. Our teacher took a break from Confucius and the Han Dynasty to stage a puzzling "teach-in" about Iraq in conjunction with some national organization. During this supposedly neutral discussion, she regaled us with facts and assertions suggesting that the Iraq war was scandalous, foolish and doomed to fail ..." If the student's account proves to be accurate, do you think that the instructor's conduct was a legitimate use of class time? Or did it go beyond the limits of academic freedom, in which case, what action do you think might be appropriate on the part of the academic administration?

I welcome the opportunity to respond to this question. I especially do so because the topic and my response provide further opportunity to think about themes developed in President Brodhead's colloquy with the undergraduates on Tuesday, March 22, with its stress on active learning and the critical role of engagement and dialogue in fostering learning. (http://www.duke.edu/president/education0305/education_address.html)

The question is a vexing one for me; and I anticipate that my response may not satisfy those seeking easy nostrums or ironclad guidelines. What is vexing about the question...and the account it contains...is that it provides far too little information to develop a firm or informed answer. As we are all aware, bad pedagogy need not violate academic freedom, and the exercise of academic freedom can in fact be bad pedagogy. It is possible, once one knew more details than those provided by this one *Chronicle* account, that that is all we have here: a case of poor teaching. Or, as is also possible, good teaching was actually going on and was simply not recognized by this student.

Perhaps in explaining why I think the question provides too little substance to enable a clear and firm answer, I can take us some way toward understanding what I think should characterize what I would call our "campus culture of learning," by which I mean the climate for teaching, learning and intellectual engagement that is required if teachers are best to communicate and challenge their students and to learn from them, and students are to be provided the richest opportunities to engage their minds and spirits in the acts of learning from their instructors, from each other and from the variety of experiences which being a student at Duke accords them.

A culture such as this is built up from the multiple experiences of teaching and learning that we should mutually undertake in interaction with our students every day. They are experiences that vary markedly in their formality, in their intentionality (as we know, much learning — both good and less good — happens in unintended ways) and in the extent to which the teaching and learning occurs between faculty and students, between faculty and faculty and between students teaching and learning from each other.

Our learning culture is also embodied in how each of us (faculty and students alike) regards our rights and responsibilities. Academic freedom is a right that brings with it responsibilities in its use. This is especially so in the classroom where the authority of the faculty member is most assumed, and hence its exercise needs to be most conscientiously exercised.

Let me start with a premise: Creating, fostering and enhancing our culture of learning must be our goal. This goal must guide our decisions about how we judge and possibly intervene in any specific event or incident that may appear to threaten the quality of that culture. In determining whether such a threat exists and whether and how to respond to it, it is worth remembering that our culture of learning is best fostered by shared norms of conduct, ones that encourage and accept the free expression of ideas and that reflect mutual respect for the expression of ideas by others.

Such shared norms, and the behavioral habits that reflect them, stand in some contrast to formal rules that seek sharply to define "appropriate" or "legitimate" behavior. Such "rules" in the academic context are likely almost always to falter in the face of the complex processes through which students learn and our faculty teach or, at times, through which our faculty learn from what their students say and do. The application of formal rules, while occasionally necessary, is unlikely to advance the deeper commitments that must support a true culture of learning.

Why is this so? The process of learning is a complex one and the matters on which faculty have a responsibility to teach on a campus such as ours often extend beyond their direct fields of expertise. The emphasis that students, administrators, and many faculty place on student-faculty interaction only underlines this point. Students learn many things, in many ways, throughout their campus careers, and faculty can contribute to that learning in multiple ways as well. This is perhaps the greatest distinctive feature of the teaching and learning process at a residential college or university that still highly values teaching and the individual and the small-group learning process.

With this understood, it begins to become clear why the question, as posed, cannot be satisfactorily answered. To begin to answer it appropriately, one would need to know such elements as (and this list is not exhaustive):

1. Trivially, the size of the class.
2. The nature of the relationships and understanding between the faculty member and the students that had developed over the course of the days, weeks or months that the class had been taught.
3. The extent to which the faculty member had established a class environment in which issues outside the strict definition of the course material had been raised in the past for debate among the students, possibly in conjunction with materials in the course. I can, for instance, certainly remember times when I was taking courses including Thucydides *The Peloponnesian Wars* or De Tocqueville's *Democracy in America* and faculty members would "digress" into discussions of contemporary events, digressions that both illuminated and brought to life the class material being presented, and also helped me think more profoundly about life, politics and the society around me. My classes were enriched, not impoverished or "slanted," by such flights into the contemporary.
4. The degree to which the faculty member's presentation of the Iraq war was offered and understood to open debate...or to close it...or simply as a harangue.
5. The way that the expression of views different from those of the professor would be understood to contribute to the classroom experience and to foster learning — or to possibly visit retribution of some sort on the "combative" student.
6. Whether the opinion of the one "offended" student was shared by others. Individual student's sensitivities to issues such as these, and their expectations for their classes and for the roles of their professors in their overall learning experience, vary substantially. I am sure we do not want to have our professors tailor their teaching — broadly understood — to one model, much less the model that might be that of the only, or one of the only, offended students. To do so would be to surrender control of our learning culture to the norms of the least open, most easily offended students, those perhaps least willing to engage in the give-and-take that constitutes a critical feature of that culture and of the learning process more generally.

Beyond these considerations, I would add the following: if we are to encourage lively teaching and learning, student and faculty engagement and a breadth of types of learning experiences at Duke, we must be most attentive not to create an atmosphere in which faculty or students — and I stress this rule applies to both — feel constrained by "custom," customary ideas or "politeness" in what and how they communicate with one another about issues of importance. Mutual respect, but not deference, is what is important. Hence, the instinct to call on administrators to intervene, much less the desire of administrators to do so in ways that might have the effect of explicitly or implicitly creating such constraints, must be curbed. And, on my part, there is a concern that almost all administrative interventions will have this effect. What this means (and this is a point which I will repeat below) for the most part discomforts such as those described in the question should be settled "on the ground," by those directly affected, and through open discussion and even debate. When done well, the experience of settling the problem becomes part of the learning experience itself and reinforces the broader learning culture.

That said, I do not want to be misunderstood. Classes are primarily for the teaching of the advertised and expected subject matter and professors can be expected to devote all, or certainly most, of their time to teaching that material in those classes and students to learning it. Deviating from doing so should be considered a privilege to be exercised with care and substantial forethought. To fail to do so on a regular basis is, ironically, to devalue the subject expertise for which we are hired and to which we dedicate our intellectual lives. Since I believe most of our faculty do in fact have that dedication, I must assume that rare is the circumstance in which they will abuse their ability to choose what they teach or to squander the time that they have to teach their subjects. After all, one of the most common experiences among us as teachers is regret at not having that extra class or two to really complete teaching our subject.

As this suggests, great care must be taken when deviating from the expected teaching agenda. The conditions I outlined above for understanding if possible abuse of the classroom has occurred also present some of the considerations to which I would expect our faculty to attend, and our students to use, in judging whether such an abuse has occurred. And, of course, they also reflect some of the conditions to which we as administrators must be attentive as we monitor whether our learning climate is being fostered or degraded.

Of course, abuses may occur. What, in these circumstances, is the best recourse for the student who feels the classroom has been misused? Probably the best and first lines of response should be direct ones: to the professor, in the class or outside and in private, alone or in concert with fellow, like-thinking students. This too would be in the spirit of a mutually reinforced learning climate. Recourse beyond that — to others — might begin with a colleague of the professor or another faculty member, or perhaps the chair of the department. After all, those colleagues are likely to be much more knowledgeable about the circumstances and conditions I have mentioned and much more likely to make a reasoned intervention if called for and to get a reasonable and non-defensive response from the "accused" faculty member. Recourse to the Allen building, be it to a Dean or the Provost, as is suggested in the question, is unlikely to be the first, second or even third best course of action.

Nancy Allen: Thank you Peter I was going to see if there are any questions or comments. Thank you; that was a very full response.

Ph.D. Program in Public Policy

The next item is continued discussion and vote on the resolution in support of the proposal for a Ph.D. program in Public Policy, a proposal that came to us last month, presented by Professor Fritz Mayer and Bruce Jentleson, the Director of Sanford Institute and Department Chair. Neither of them could be here at this moment. If there are questions for them I know Fritz will be here when his class is over at about 4:05. I can hold this vote until he gets here, or if there are no questions or comments, I think it's fair enough that we go ahead with the resolution.

ACADEMIC COUNCIL RESOLUTION SUPPORTING PROPOSAL FOR CREATION OF A NEW Ph.D. PROGRAM IN PUBLIC POLICY

Whereas, the Department of Public Policy Studies has submitted a proposal to the Graduate School for a Doctoral Program in Public Policy, and

Whereas, this proposal has been reviewed and received the support from the Executive Committee of the Graduate Faculty, the Academic Programs Committee, the relevant school deans, department chairs, the Provost, and

Whereas, the Academic Council Executive Committee, finding the review process to be sound and the proposal to be extremely well documented, recommends approval,

Therefore, be it resolved, that the Academic Council endorses the establishment of a Ph.D. Program in Public Policy. The Academic Council commends the Department of Public Policy Studies for this unique proposal, which will further Duke's goal of promoting scholarly inquiries into public policy issues.

Does anyone have any questions that would be directed to those individuals? If not there is one correction in the last paragraph of the resolution that was in your packets, and that is the replacement of "School" with "Department" in the last sentence. There is now a task force looking at whether a "school" should be in our future. It is not a school at this moment. Could I have a motion?

Nancy Allen: Is there a motion to move the resolution with that change - Department of Public Policy Studies? Motion made and seconded. Any comments? [The motion was **passed**

without dissent by voice vote.]

Changes in the Distinguished Professor Selection Process

Our next item is to review the Faculty Handbook language revisions that the Provost put together, as promised to us after the last meeting when he described changes to the Distinguished Professor Selection process. We fully discussed this at last month's meeting. Are there any questions about the document you received in your packet? The document gives the replacement language for the Faculty Handbook (where faculty who are thinking about these issues can find the relevant information about nomination and selection, etc.)

Are there any questions for the Provost? If not may I hear a motion that we accept those language revisions to the Faculty Handbook? [The motion was made and seconded and passed by voice vote, without dissent.] We thank Jeane Bross in the Provost's office for helping put this language together.

Faculty "Climate" Survey

The next item of business is further information about the upcoming faculty survey, discussed at the January Council meeting. That discussion was led by the Provost and Professor April Brown who chairs the Faculty Diversity Standing Committee. Since that meeting there have been many further discussions among ECAC, the Provost, April Brown, David Jamieson-Drake and Judith Ruderman. We've had at least one ad hoc group discussion about this and we had a couple of other ECAC discussions. We felt that enough of our questions had been answered to allow ECAC to go ahead and put together a resolution of support for this survey.

ACADEMIC COUNCIL RESOLUTION OF SUPPORT FOR AN INSTITUTION-WIDE FACULTY SURVEY

Whereas, the Academic Council of Duke University heard a report from the Faculty Standing Diversity Committee on January 20, 2005, presented by Provost Peter Lange and Professor April Brown, and

Whereas, there was full discussion of the report of the Faculty Standing Diversity Committee in Academic Council, and

Whereas, the Executive Committee of the Academic Council (ECAC) continued this discussion with the Provost, Professor Brown, David Jamieson-Drake (Director of Institutional Research), and Judith Ruderman (Vice Provost for Academic and Administrative Services), among others, and

Whereas, the Faculty Standing Diversity Committee and the Provost have presented a clear rationale that the use of the MIT survey, as modified to respond to conditions at Duke, will facilitate comparisons with other COFHE institutions and increase the likelihood that Duke will have a basis on which to implement positive changes affecting climate for faculty,

Therefore, Be It Resolved, that the Academic Council supports the proposed faculty survey. We encourage all regular rank faculty members to complete the survey so that the results and any actions taken will reflect the needs of the faculty.

Further, Be It Resolved, that the results of the survey should be reported to the appropriate faculty committees and the Council for discussion and possible action during the 2005-06 academic year.

The gist of this is that we heard the report in January; we've had full discussions at this Council and in further follow-up discussions at ECAC we received a clear rationale for the use of the modified MIT survey, which will facilitate comparison of the Duke data to data from COFHE and similar institutions. This should give us a basis on which to perhaps make some changes to make this an even better place for faculty. We'll see if you have any questions or comments. Judith Ruderman is here. The Provost is here. Susan Roth I think has been involved

in some pieces of this in the past. Are there any questions? [The motion was made, seconded and passed by voice vote without dissent.]

Nancy Allen: (To Judith Ruderman) When will the faculty receive this survey?

Judith Ruderman (Vice Provost for Academic and Administrative Services): This will be launched about April 21. But there will be at least two mailings before that explaining issues about confidentiality, how to access the survey, the uses of the survey and so forth and so on. And it will be wonderful if all the members would encourage their peers, their colleagues, to respond.

COIA Academic Integrity Resolution

Nancy Allen: Thank you Judith. Part of the intention of this resolution was to encourage others to participate. OK. Our next resolution is to support the adoption of the Academic Integrity Document of the Coalition on Intercollegiate Athletics (COIA). Last month I made a presentation prepared by Linda Franzoni and we had a discussion about this particular document and what it means. I would like to call on Kathleen Smith who has been a steering committee member to COIA from Duke and also is the chair of our Athletic Council.

Kathleen Smith (Biology): I just wanted to make a couple of comments. I've been involved in this and I should probably have said something at our last meeting, but I was leaving for Australia about 10 hours after the meeting and had a lot of things on my plate.

I think in general this is a good document. There is a lot in the document that I have been uncomfortable with in specifics because I think in many cases it either goes overboard, it has little chance of being adopted, or it's absolutely trivial and has very little impact on anyone in reality. Most of those things have been gradually weeded out in the document as it has gone along. I think that there are still some elements in here that I have questions on, but I think the spirit of this resolution — which says we are endorsing this as support for the overall thrust of the document — is good. That being said, I think I have questions about what our endorsement of this document means for Duke. And I say so because if we are making any particular implications for things about Duke then in as my role as faculty athletics representative — which really is representing the faculty as a whole in athletic matters — I have some specific questions that I think we certainly won't resolve today, but I think this Council or ECAC needs to think about at some time.

Those questions include three things, really two questions and a comment. The first is that this document as a whole puts a great deal of emphasis on the Faculty Governing Board, meaning this Council and/or ECAC, as having a very direct role in things it does not do at this time: a very direct role in monitoring a number of things about academics. The question is, Is the endorsement of this document a statement by this faculty that we need to change the role of the Faculty Governing Body or not? At it stands now, we have an academic committee, which is comprised of faculty and which is appointed by ECAC. This document makes a very strong distinction between bodies involved in athletic councils and bodies involved in the governance council of the university. So I think is a question that we need to resolve on campus. I think this is a good time to do so because I have asked — and President Brodhead has discussed with the Board of Trustees — that we have a complete overhaul of our Athletic Policy manual. The last time that the policy and the governance and faculty participation in athletics was discussed was in 1973, and I think a lot of things have evolved since then. So my intention was that do this in the Fall. Due to some personal problems I wasn't able to get this organized. But I would like, perhaps starting in the summer, with a group that is comprised, both of members of ECAC and people currently on the Athletic Council, to really see whether our internal governance and faculty participation in the governance is adequate for our needs.

So the questions raised by the document dovetail well with what I would like to do at Duke anyway. But I will say by the same token that as faculty athletics representative (it's my

8th year now!) I've been very frustrated by the lack of significant participation on some of these questions, even by members that have been appointed by ECAC to serve on the Athletic Council. There really hasn't been sufficient participation. But I hope that we can have a good conversation on this. Because I think that if we are saying, as a faculty, we need to have more information, we need to participate more — then we need to take that responsibility seriously. This lack of sufficient participation has been one of my great frustrations in my role as FAR.

The second general point I want to make is of a different kind. It's something that I've struggled with a great deal and I think it is an important point for us as faculty to think about. One of the things that this document asks us to do is to collect data on patterns of athletes' enrollment in courses and patterns of athletes' majors. We collect that data; it is shared with the Athletic Council, the Board of Trustees, with other kinds of groups on campus. Bob Thompson is very active in collecting and discussing these data. But I've never really known what to do with it, because of a couple of things. For example, if we're saying Tier 1 athletes (revenue-sports athletes) are differentially majoring in certain areas, what does that mean? Are we implying that those areas must not be academically legitimate? I don't feel in a position to make that judgment. I don't know if we collect these data and if we discuss it publicly, if we spend a lot of time discussing it, what do we do with these data? I don't know what we do with the data that athletes are differentially enrolling in certain courses. Do we as a faculty then say there must be something fishy about the teachers of those courses? I think that these are hard questions to answer. I'm uncomfortable putting the data out and allowing the implication there's something wrong with these courses. On the other hand I don't know or who can or who should intervene. So I think that it sounds good on paper, but as someone who should implement these kinds of things, I don't really know what the next steps should be. So I think again, this would be a useful exercise for the faculty to talk about.

And then the 3rd specific thing about this is this document has a very, very long statement about an Office of Athletic Academic Advising. And I just want to tell you that we have nothing that elaborate. We don't need anything that elaborate. Almost all of our athletic advising occurs just like any other student advising on campus. If you look on the Athletic Department web page you can see the Academic Services and almost all of it is directing students to go to the on-campus writing center, the on-campus advising center... Now we do have some people within the Athletic Department that do monitor tutoring and do some additional athletic advising. But we don't have an Office of Athletic Academic Advisors. I don't like that portion because I think it's micromanaging university affairs to an extent that is inappropriate. They are stating that the person who heads this office should have a certain degree in a certain area. I don't think it's anyone's business to do specify that. I have a lot of just specific problems with it; but the document does sort of lead into it by saying "we don't expect this to have to apply to every institution."

So I think that in general we can endorse this, but I think that it means that we do have to think about a lot of things, and I would like some guidance about what that means for what we should be doing at some time from the Council. Are there any questions about this?

Questions

George McLendon (Dean of Arts and Sciences): Given all your reservations, I'm confused about why you would want this to be endorsed in its present form rather than referred back for further analysis and reading.

Smith: Well my only real reservation is with some of the specifics in that section on academic advising. And they preface that with saying this isn't intended to apply to everyone; it suggests some things to think about, more or less. In terms of other 'reservations,' they aren't reservations, necessarily, but I think that in implementing these issues there are a lot more questions that, if we as a university do endorse it, we have to say what do we want to do here.

Provost Lange: I would just make one comment about the data. It is not entirely accurate

to say that we do not follow up on some data. For instance, there was two years ago a question about whether there was a certain major that a large number of athletes took and we actually did a thorough examination. There has been administrative follow-up on data that we have been examining on a frequent basis about our athletics and athletic programs. The point is that most of that administrative follow-up has been without much faculty input. The question I think Kathleen is raising, is whether either the existing faculty structures that interact with athletics or some other structure that we might create should be more engaged in the process. For example, we have an Admissions and Financial Aid Committee of faculty. They don't make decisions about undergraduate admissions, but they certainly see the general policy lines that are going and so forth. So I just didn't want to leave the impression that we're not following up at all.

Kathleen Smith: What I was referring to is the fact that those data are to be collected for this body.

Lange: And that's a different issue

Smith: And that's a different issue

Nancy Allen: Thank you, Kathleen. ECAC looked at these materials a number of times and I get e-mails from Bob Eno [COLA activist at Indiana] and so does Kathleen and Linda Franzoni at least twice a week — twice a day sometimes. We've been inundated with information, but I think ECAC felt comfortable resolving that we are generally supportive, without getting too much into specifics. I think that in all fairness we are way ahead of almost every other institution in our practices and policies and so on. I certainly like the idea of having groups look at the existing policy to see where we need to strengthen what we are doing. But at the moment ECAC felt it was good to be part of COIA and try to be there and almost as much a leader as follower. I don't see that this will trap us into doing things that we don't want to do. Is that fair enough Kathleen?

Kathleen Smith: I think that is fair.

Kristine Stiles (Art and Art History): What about a revision of the document that was written in 1973. What really did you want us to imagine we should do with that?

Kathleen Smith: Well I think what will happen with that is that ECAC will have a group looking at it and then those suggestions and the issues that are raised by this group will be brought to this body as a whole...

Will Wilson (Biology): Is there some feedback through COIA to tell them "you are micromanaging"?

Kathleen Smith: I meant to say this when George raised his question. This thing has been discussed. I have never been involved in anything in any sphere of my life that has been so discussed and revised. And I'm not joking. There will be days when there is one e-mail that starts the ball rolling and I can expect 30-40 e-mails that day over one sentence in this document. So it has been for about 2 years revised by people all over the country. So I think we are ready to move on. I do not want further revisions to this document until I quit my position!

ACADEMIC COUNCIL RESOLUTION
TO SUPPORT ADOPTION OF THE ACADEMIC INTEGRITY DOCUMENT OF THE
COALITION ON INTERCOLLEGIATE ATHLETICS

Whereas, the Academic Council held a discussion on 2/17/05 on the draft of the document entitled "Academic Integrity in Intercollegiate Athletics: Principles, Rules and Best Practices", as proposed by the Coalition on Intercollegiate Athletics (COIA), of which we have been a participating member since its inception in 2003, and

Whereas, the Executive Committee of the Academic Council has further reviewed the current draft after amendments were made in February and provided the COIA website (<http://www.math.umd.edu/~jmc/COIA/COIA-Home.html>) to Council members, and _____

Whereas, endorsement of this document by our Council is understood as support for the general proposals and overall thrust of the document, recognizing that our policies at Duke University regarding admissions, scholarships, curricular integrity, time commitment, missed class time and scheduling of competitions, and advising policies for student athletes generally rise above the threshold of the majority of the proposals herein,

Therefore, Be It Resolved that the Academic Council of Duke University supports the adoption of this document by COIA, in order to further their efforts in advocating for reform in intercollegiate athletics.

Nancy Allen: Since this particular draft went out we had a couple of minor suggestions from ECAC. In the 3rd paragraph second line replace 'practices' with 'policies.' And then at the last sentence in that paragraph replace 'should' with 'generally.' [The resolution was moved, seconded and passed by voice vote, without dissent.] I will let Bob Eno know.

Central Campus Project

We will now move on to the biggest topic of the afternoon and that is the discussion of the current status of the planning for changes in Central Campus. This is an ongoing effort and Provost Lange has outlined in his report to us the processes so far, where we are, what the next steps are. The point today is to get your ideas, your feedback on what has come up so far so that the next phase of planning will be even better.

Provost Lange: I have very little to say at this point except that I realize that while we gave you a great deal of paper you might not in fact know where we are talking about.. So Tallman [Trask] is first going to give you a presentation of where the spaces we're talking about are, and then I'll give a very brief summary of a couple of the things in the documents and then give you plenty of time to talk.

Tallman Trask (Executive Vice President): Thank you Peter. I'll talk about the current conditions on Central Campus — remind people it's neither central nor a campus in its current configuration — explain how we got there and give a rough idea of how it might get planned out. These are slides that have been seen by UPC. They've been seen by the Board. They've been seen by lots of people to get the same message out. Central Campus is roughly defined by the area of Campus Drive as we know it, Flowers along the edge of the Garden, Erwin Road, the freeway and Main Street — now 8 consecutive lanes of asphalt on the northern end. It includes (but not for development purposes) the portions that are down below Campus Drive.

For reference points this is the new Art Museum. One of the things you'll notice about Central Campus immediately is it contains a significant portion of the remaining trees on campus which many of us regard as a *good thing*. Those trees tell you something else you need to be aware of [next slide] which is that there are very interesting topographical and water issues on Central Campus which suggests development toward the north is a lot smarter, a lot less disruptive and a lot cheaper, than development in the south. So all these plans avoid as much as we can those dark areas. In fact, trying to preserve most of them as natural spaces.

This is the current Central Campus as you probably know it. To understand the history, I'll explain that when James B. Duke began to contemplate giving money to then Trinity College, the plan was to buy up land around Trinity College. Neighbors got wind of it, prices went up, Duke got mad went over and bought the adjacent farm and this road in between. All those red boxes were basically on land that belonged to the Erwin Mill, and those are the mill workers' houses that were on what is now Central Campus for most of the early 20th century. Over the years those have been given to or acquired by Duke, so we now own about 98% of the properties in Central Campus. The reason we went around the long way [referring to Campus Drive] was that is what was for sale in 1928.

I'm sure you are familiar with the late 60's and early 70' s style garden apartments [now comprising Central Campus]. Those are wood, stick-built apartments. After 40 years of student

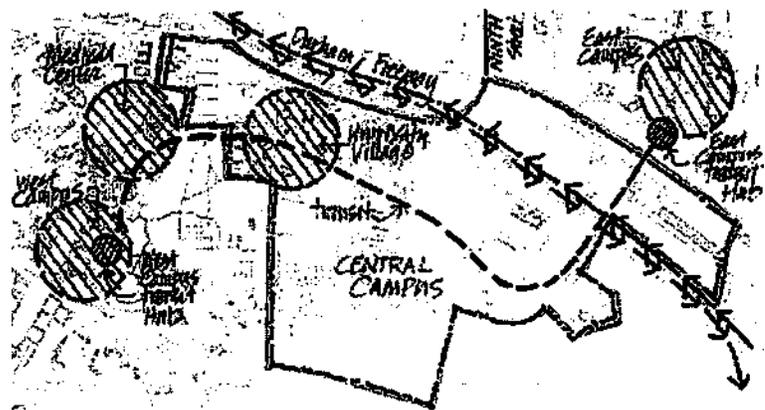
use, they are approaching the end of their useful life. It will soon be necessary to either make a very large investment in fixing them up or not. We have not found anyone yet who argues strongly in favor of the former. There have been discussions about this part of campus going on for almost a decade. This is the master plan Trustees approved in 2000 that actually started in '97-'98. You can see was some view that something was going to happen on Central Campus. At that point there was nothing more than boxes to look at. Over the years it has gotten more and more detailed.

The next one (slide). This was the detail of that plan showing preserving the green spaces, development up toward the north. This is Anderson Street and Campus Drive and Swift. It's gotten more detailed as we've gone along. There was talk about the kinds of uses that might be accommodated. Let me give you a sense of this however.. This is a very, very large piece of land. We are fortunately blessed to have it compared to lots of our other colleagues who are struggling how to develop a square block of New York City or land in Cambridge or whatever. That block of land, built out to roughly the scope of West Campus in terms of building heights and green spaces and so forth, would eventually accommodate about half the existing square footage at all of Duke —6 million square feet.

So this is not a project that any of us will finish. It's a project where we are trying to get the first steps correct and set the right tone. So these are the range of uses people have talked about. And this is the 2004 plan we began with of some kind of gathering space, but still the larger buildings up here, residential in here and then throwing in notions of graduate student housing potentially some Trinity-Heights-like faculty staff housing. Actually the Trinity Heights project we did was the only piece of land we actually ever bought to expand East Campus...

We have a very expensive transportation backbone from East to West. One of the interesting questions is can you simplify it?

The answer is we think 'yes' — and save a fair amount of money. This is more plans of what it might look like. We've been playing around with mixed-use development kinds of things. These are all very preliminary, but I want to show you where we are focused now. Everyone has agreed there needs to be a memorable green space, whether it's a triangle or a square or a rectangle. I don't think we really know. This is a housing piece.



These are all something other than housing on the ground floor. What they are is yet to be determined. Obviously access — this is Flowers. Central is much closer to West Campus than I think people imagine, and making sure we get the pedestrian connections correct is important. We imagine there will be a transit corridor and a pedestrian/vehicle corridor so we're trying to separate and change the speeds so the high speed travelers are in one corner and the low speed in another. And you have to remember all the various things that might go in use. But as I said this is less than 10% of the eventual project. So the answer is if whatever you really wanted didn't make it into Phase I, well there's always Phase II and III and IV and so on. Any questions?

Questions

Earl Dowell (Mechanical Engineering & materials Sciences): What is the working assumption about the number of undergraduate students that will be on Central Campus 10 years

from now compared to the present number, and the same question as regards graduate students?

Trask: The working assumption is that there will be approximately the current number of undergraduate students plus whatever portion of the Pratt enrollment stays on campus. So roughly 1,000-1,200 graduate students is a very interesting question. As you know we've been in and out of graduate student housing business several times at Duke...

Will Wilson (Biology): As this is being developed is there some eye to the train?

Trask: If the train ever gets there, it stops right at the main distribution point of the transportation corridor.. This lines up to the train, and we promised TTA if the train gets here we will meet the train with our buses. That actually works pretty well because they are in the same place.

Linda Franzoni (Mechanical Engineering & Materials Sciences/EC AC): Currently the Central Campus housing option is a sort of cheap on-campus housing option for students and I was wondering what are the current thoughts for pricing structure on Central? And what would be the impact, given costs for comparable housing on East and West?

Trask: Well, Larry [Moneta] and Peter [Lange] can probably talk more about this, but I think the general assumption (especially in a need-blind financial aid institution) is that having people live in cheap housing because they can't afford the other housing is not a particularly good idea. So I'm assuming the rates will go up and for those people who can't pay, Duke will pay. Is that a fair assumption Peter?

Provost Lange: Yes. I think we've already been moving toward equalization of housing rates across campus because we didn't want price to drive our residential plans. And I think when we build the new housing that we'll probably move to an even more equalized set of rates and pick up the cost of that with financial aid.

Linda Franzoni: One of your answers to Earl was something about the portion of students who choose to remain on campus and I think the cost is going to be a significant factor for the seniors who could live in the Belmont or someplace else depending on how that cost compares to living on Central. (The Belmont is pretty close for Engineering...)

Trask: Agreed, right. And so that's why we have voluntary housing for seniors who have to have an attractive place to be at a price that's competitive.

Provost Lange: So you received a large number of documents; they are what there is. You did not receive just a portion — I say this often because there is some thought in the community that there is actually a secret set of documents which entirely lays out the plans for Central in every detail; and that we're just not revealing them and we're going through this exercise in some other way. That is not the case.

We have had actually very constructive conversations with community leaders over the last few months and we intend to have more in order to continue to try to rebuild a level of trust between community and us about this project. I can answer questions. I just want to give you a few principles and a little bit of the evolution and then let the conversation proceed so that you can understand some of the dynamics between these two documents. The first document is called Central Campus Planning Process, and the second document is Central Campus Planning Process—Revised Charge; you got both of those.

What we decided to do was to create a process which would be in two rounds. The first round being one in which we would charge functional subcommittees to think about broad principles or concepts within their area. Those functional subcommittees as you know are: Housing and Dining, Academic Programs and Spaces, Extra Co-Curricular and Recreational Activities Services and Spaces, and Community Affairs and Durham Relations. We asked them to think on broad conceptual grounds. And we let them pretty much go pretty openly and freely with 3 preconditions. Precondition 1, that we expected to house — and Earl this comes back again to your point — that we expected to house somewhere between 1,000-1,200 students on Central Campus and that we intended to have that possibility be available by August 2007, basically a little more

than 2 years from now. Which in turn means that we have to have a plan for that housing in about a year. Just so everybody understands the time. That was the first precondition.

The second precondition was that we expected the housing on Central to be primarily for seniors and that we wanted it to provide an end point for a more coherent undergraduate residential experience which would be in a way in tandem with a more coherently expressed undergraduate academic experience. One in which I think the word *development* or *growth* might be the most important word. That is one where you might come to Duke and your freshman year — after all if you think about it now we've created what I sometimes refer to as a rather a cocoonlike experience — you are on East, you are only with people your own age, and you do a lot of your dining on East, you take a lot of your classes on East. And then as you mature through the system you get more independence and we're now also pushing on the academic side to have a lot more independent learning experiences also toward the end of an undergraduate's career. And so the idea is Central Campus housing for seniors would be a kind of bridge or transition path from that campus-like experience toward the kind of experience a senior will have the year after, when he or she leaves and goes to professional school or go into a graduate career or go to work. That is one in which they will have a more independent living experience. So that was the second condition. Think about the housing as being housing for seniors within a conceptual model.

The third precondition was that Central would be an 'urb' and not a suburb. Now we use the term 'academic village' which is better than 'urb.' So many of us live a suburban experience now. That is, we get up strap on our backpacks or whatever, pick up our briefcases and we leave home and there is no one in the neighborhood all day, right? And then at night everybody comes home again. What we don't want is Central Campus to be that kind of suburban place. What we wanted instead — and it's expressed very clearly in the documents — is a place that would have a lot of student and faculty and staff engagement *all day*. So there needed to be activities there that not only would hold residents there during the day, but bring nonresidents, whether they be faculty or students, or people from the community, to Central during the day as well as evenings... So those are the 3 principles.

That would be the first round. Then at the end of the first round the subcommittees would report back, which they have done. And reports would be taken by the Central Campus Planning Committee and synthesized into a new charge, which is the second charge you got, which would in turn lead to more detailed set of guidelines out to the functional subcommittees, requiring them to rethink in a more structured way what we can do on Central. We're just starting that second round now, and by the time of the Board meeting in May we will have completed that sort of conceptual overview.

Here's an analogy. If any of you have ever built your own house you know that you spend a lot of time thinking about what things you want to do in that house. And you probably think about some of the adjacencies that you would like to have. But you are not architects right? So you don't know exactly how it's going to work. A professional then applies his or her skills and knowledge to that basic kind of idea programming.. Well we're in that phase of thinking collectively about what we want to be in our house, given some sense of the prices we can afford. (We don't have a financial model yet.) And then we're going to talk with planners and architects about how you would actually realize this and what are some of the ways we could best realize these programmatic ideas. This summer they'll be reporting back, etc.

So that's really all I want to say except that there are a couple of things in the re-charge document that I think are worthy of note. The first is that there has been a strong feeling emerging that the original notion of just having the sort of magnet qualities of Central come out of perhaps having an alumni center and a career center in this were not sufficient. That if you are going to have a campus you needed to really have faculty and faculty activities in that place. And so what you'll see in the documents you got was this emerging idea, which may or may not

carry, but for moment seems very attractive, of Central being a place where language departments and language instruction would go, perhaps coupled with many of our international activities. All this, by the way, combines well with the current graduate-student population on Central which for a variety of reasons is pretty international... We might also move to Central the Franklin Center, which has a lot of international and foreign language engagements, from its current site over near Trent.

So that's kind of an interesting emerging conceptual idea which has drawn I think a lot of attention. And that would bring faculty there and students there all day. You'll also see there is a considerable concentration on what we can do in the Arts on Central and how we can make it a lively place for Arts performance on a small scale... or, if future financing permits, maybe even a substitute for Page — a new Arts performance center. We all recognize that we would wish to be able to do that, but our ability to realize our wishes is substantially constrained and that would not be the top priority for what we do. So that's about all I want to say. You have a lot of reading you can do and so I know Tallman and I are more than happy to take any questions or comments you may have.

Questions

Steve Baldwin (Chemistry): I'm just curious. Probably some sense that seniors would like to reconvene at the sort of the end of their undergraduate years. In other words they would gather as first-year students, they expand into I wouldn't say the vacuum of West Campus, but then to reconvene...does this seem to be the way you are thinking?

Lange: We're actually in the process as part of the second round of undertaking a number of focus groups with undergraduates as well as other groups including graduate students. I think you know the great uncertainty, anxiety, etc. if we make this attractive enough so that precisely that becomes the goal.

Baldwin: If you move Cameron that would do it. (laughing)

Lange: It might or it might not. You know I mean I don't think they want to be there all the time. But I would say that is the trick, that is the big trick. And I think we can do it. I think we are pretty optimistic that we can do it. I think we're beginning to articulate a vision for the whole thing which will make it really an attractive place to be. And you know there is a problem with living in the Belmont apartments, other than the fact that they are cruddy.. There's nothing else to do over there. You have to drive everywhere. So we can make it a really attractive place. And if we do that, and if we do the programming right, we believe we can draw a substantial number of seniors to the campus. And that will be a great outcome.

Sunny Ladd (Public Policy): Could you talk a little bit about the community and the relationship between the community and this project?

Lange: I would say that for a variety of reasons there emerged about this project over the last couple of years a certain degree of distrust between the community and the students about what we were intending to do. I think we bear some of the responsibility for the emergence of that distrust, in a sense that at least press releases, if not actual statements, were made that suggested we were further along in this process of planning than if fact we were. The result of that was that there was a lot of nervousness. Now what are the sources of this nervousness? There is the what I would call the diffuse source: Duke is a very big institution and when we roll over, smaller entities get crushed. So there's just fear of a large institution which has its own interests and may move on the basis of those interests in a way that would not be conducive to the community. We've tried to dispel some of that. You know we have for instance said at a public meeting that we have no desire, nor is it in our interest, to impoverish the communities that are right on our borders. Why would we do such a thing? But nevertheless it's out there.

There are substantial concerns about retail. They take different forms. Some people are concerned about retail with an eye to preserving 9th Street as it is. Some people are concerned

about retail because they think it might prevent 9th Street from becoming a more attractive place than it is now with a more upscale retail. But that splits people in the community. Some people like 9th Street as it is. Some people would think well you know 9th Street could be a more attractive...There is also a concern about Duke having an interest in bringing a high-end retail. This is a sort of Southpoint West concept of Central. We don't have any interest in that and have said so. But that goes back to my first point, which is there is some distrust even about our denials. We don't want a GAP. We're not into big-bucks retail...But the more open we are, and the more discussion we have with the community, and the more we have meetings like this that the community hears about where we say the same thing to our faculty and to our students that we've been saying in the community meetings. And the more meetings we then have again with the community, the more we'll ease those concerns.

Question: The perimeters shown on some of your diagrams included a number of private properties. So perhaps there might be some nervousness on that account but also does that imply that Duke will acquire more properties?

Trask: There are some pieces above the Center for Jewish Life. There are a series of houses in here some of which we own and some we don't. We aren't actively pursuing any of those. Whether we'd like to over time as they become available is not certain.

Question: What streets are you talking about?

Trask: This is Broad, Swift,... there are actually very nice houses in here that we're not interested in. We aren't doing anything — other than if someone comes to us and says 10 years from now would you like to buy this house; perhaps we'll have a conversation. Other than that there are a few pieces in here that we don't own. This is the Ronald McDonald House. This is the Quaker Meeting house. Those are off the table. We have other reasons for the development in the northern end where we do own just about everything.

Will Wilson: One of the problems is that Duke does own all of that land. It would be nice if Duke didn't own the strip on Erwin so that private commercial restaurant and cafes and so forth could develop and give the 9th Street people on Erwin. Could there be some sort of an accommodation to develop that?

Lange: There will be retail within Central. And the retail will not likely be ours.

Wilson: Yes, you think of all the kinds of campuses that are fun to go to that have that eclectic feel. It would be nice if we had non-Duke development in there.

Trask: That's the hope. And in the first phase of those red boxes the hope is the ground floors of all of those will be those kinds of things.

Wilson: But then the concern becomes that Duke is in there as opposed to some funky little...

Trask: That's the big dichotomy that Peter was talking about from those people who on one hand would prefer...we don't want to become a regional destination. We want to service our own community. And that's why this looks inward more than outward. You know there are people who believe we are only this for the money. And therefore we'll line up the expensive things along Erwin. I want to say in general I think everything we're looking at is mixed use. And whatever is above it is not on the ground floor in almost any of it. And that we would be willing to sort of grow it out.. It would be very unfortunate if we ended up picking it off of 9th Street and moving it into here. In its early phase it's more important to reinforce it on 9th Street than it is to recreate it.

Stefan Zauscher (Mechanical Engineering & Materials Sciences): Are there plans for having residential housing like you mentioned (Trinity Heights) also include that on Central Campus?

Trask: Not in the first round, but we've reserved land over in here for those kinds of projects.

Lange: You'll notice in the documents that you got there's a reference to a kind of zoning

notion. And without doing any strict zoning of our own land what we have thought about reserving zones for instance for that kind of residential, or perhaps if we don't build a major arts center in the first round where that would happen. And there's also been a lot of talk about having the zone — when you don't know what's going to happen, but that you reserve it because over a 30 year period you might well say Oh, we're going to build a new "x" or a new "y" and wouldn't Central be a great place. And you don't want to preclude that.

Linda Franzoni: Apropos undergraduates, I was wondering if other people were concerned about the sort of comment that bars are critical to the social scene and the availability of one or two large bars — for example a sports bar — is critical. And then late-night options are essential — the bar scene should offer both intimate and crowd opportunities and I think the biggest red flag for me is security and whether we attracting non Duke people, since it is not like the Hideaway where it was tucked away and not easily accessible to the public.

Lange: You are all identifying unresolved issues. That's why I stress we're not there yet. So for instance that issue of the community. If we're going to have a senior and graduate student community it's not inconceivable that we should have places where they could drink alcohol. In fact if we're going to make this that magnet I was discussing with Steve we'd better have that because otherwise people will say I'm going back to my room or live somewhere closer. That said then it runs into the issues you've raised. Then of course we are in the second round creating this Transportation, Security and Parking Committee. (That's a committee I noticed no one has volunteered for. Well one graduate student volunteered. I want to give him credit. I don't think he's ever going to get his degree, but...) The point I would make is that those are issues which have to be resolved over time because we don't want so say no one from Durham can come on the campus at night. That would be...part of our charge is to create a more integrated scheme. And in fact we've even started talking about whether the Duke Institute for Learning in Retirement or Continuing Education ought to be moved over there precisely to create an opportunity for people from off campus to come. Issues relating to the 'membrane' so to speak between the community and our campus are ones that have to be very carefully managed.

Trask: What I'm hoping it is sort of what currently exists. There are lots of non-Duke people on the Duke campus every day doing lots of things and that's just the way it is. We don't want to wall this off, but we have abilities to control it. But we also don't want to become a regional destination for the place that sucks the life out of already-vulnerable places in Durham...

Peter Burian (Classics): I want to talk about something a little bit different that may seem premature, namely, *architecture*, although it may not be if the first housing is to be available by 2007. We have just had a rather exhilarating experience here building the first distinguished building we've had since the original campus: the Nasher Art Museum which is to open soon. Most of the building that has happened between the 30's and now has been more or less a priori constrained by the proximity of the rather massive gothic architecture of West Campus and the red brick character of East and so on.

Tallman has pointed to the unique opportunity offered by this large space, which is not somewhere else, but actually between our campuses. There is no other university in the country as far as I know that has anything like this. This is going to be something that will serve us for a very long time. We don't have a tradition of thinking much about architecture here, but we have the opportunity, if we do it right, to do something really distinguished and interesting and memorable and important and I hope that we're not being too hasty. I hope we're not being too accommodating to creating a sort of comfortable mall-like atmosphere or something like this. Think about what the larger possibilities are. What the possibilities are for integrating when the time comes really interesting and distinguished arts buildings, for example, with what's already there. I hope there will people thinking very hard about this. It's not clear to me that it needs to cost a lot more money than building other kinds of buildings, but some imagination, foresight and real thought about what could make this a distinctive and distinguished campus truly is

something that we yearn for.

Trask: Peter asked me why I deleted all the pictures from this. We've actually thought a lot about examples of characters that we like and don't like. Examples of scale. Obviously the first big decisions will be what's it going to be made out of. And my hope it isn't made out of one thing anyway. It certainly will not be Duke stone. We know that. I hope it does not go off in some 2004 trendy direction and is forgotten 5 years from now. And I hope we understand that unlike the current Central Campus, these buildings have hundred-plus years life expectancies. It has to be built like it and look like it.

George McLendon (Dean of Faculty): Could I follow-up on that. I think Peter's point is slightly different. I have had the opportunity on multiple occasions to see the pictures that you deleted. And there are example of things like the College Town area around Williamstown and other attractive college town areas. And that is a model and it may be the correct one, but what I believe Peter is referring to is something different when he alludes back to the art museum as an exemplar. Which is that say, a model of artistic architecture which at least is feasible that some of that might exist in this space, because the examples that we looked at before are more wonderfully utilitarian, but they meet a different objective. So can you say a little more about that?

Trask: In the pictures you've seen I don't mean as examples of anything more than feel and scale. I'm hoping that there are really some wonderful places in the early phases. I don't want this to be a bunch of boxes. It's got to have some character.

McLendon: One thing that was pointed out when I was meeting with the group that represents the Arts part of the big next strategic plan is that something that surprisingly Duke is short of relative to many other great institutions is *public art*. So as we think about these kind of spaces are we thinking about that kind of placement as well. That's a different way in which you can distinguish a unique place. It doesn't have to be a gentleman with a cigar, (laughing).

Trask: We agree one of the things we've been frustrated about is the how to acquire those pieces for us is not going to be cheap. Good ones are really expensive. In general we agree.

Kristine Stiles: I want to go back to the relationship issue and just ask where the discussion stands about a community theater in downtown Durham and a new performing arts center?

Trask: Well the 8-year saga of the downtown theater continues.

After much discussion the city has sort of reprogrammed it out of the rock and roll arena that it was and struck a deal with Nederlander which will make it much more commercially viable... They're working out financial plans. I was down there last week. They are still a little short. They hope to resolve it in the next month or so. I think they are closer to actually proceeding

Stiles: How does that fit into your plan?

Trask: I don't think it affects it directly. The big point is that I need to do something for ADF performances in the summer. And the stage and that facility would be designed to accommodate the ADF program and would be reserved for the ADF program.. Other than that I don't have any immediate... There are people who believe it could function as the Page replacement. I think those are largely city people who want Duke's money. I don't know anyone at Duke who really thinks that's practical.

Tomiko Yoda (Asian & African Languages & Literature): I wanted to ask you about the idea of creating academic program clusters in Central Campus. That would certainly have an



way...

essential impact intellectually — pedagogically — to those programs involved.. I assume the list of possibilities is still just ideas that are floating around. When and how could this program be participating in the discussion of these plans for Central Campus in general? Not just about whether they are going there or not, but whether they would have a voice in the broader planning.

Lange: They would. There are a lot of chicken and egg issues here. We have about a month's more work to do in this phase and then we'll have some sense and then we'll go back and expand the conversation again. And that's the way I would anticipate it working.

Margie McElroy (Economics): I think I've got this straight. In the original charge in part A. Housing and Dining, there was really nothing about the intellectual development of students. And then there's this wonderful sentence in the revised charge with regard to housing and dining to create a "Vibrant undergraduate residential community that encourages social interaction and intellectual development of students." Did that come before or after the actual last couple of pages that has preliminary conclusions of February 22?

Lange: After

McElroy: OK so that kind of puts that into it the goal of...

Lange: ...creating such a vibrant...

McElroy: Wonderful. Thank you.

Lange: The document which says "Central Campus planning process — revised charge" at the top, with draft 3/13/05 — you may or may not that in the upper corner — is the most recent document; and it is the one which has been sent back out to the functional subcommittees to act upon. So it's a product of a lot of discussion.

Sunny Ladd: You mentioned transportation, buses and trains. But there was a reference in the report to bicycles. I want to ask about bicycles, cars and parking. Lots of seniors here, presumably have cars and I'm just wondering what your vision is? Are huge sections going to be parking, a deck, or do you want people ride bikes and how are you going to encourage that?

Trask: We want people to ride bikes. We want people to walk and to also take the bus. Initially we will probably have surface parking.

Ladd: Where's that?

Trask: Eventually, this, this and this (pointing) are large parking structures, but those are a long way off. In the short term there will be surface parking, although we imagine that in fact for safety and security reasons we may wrap this housing around parking structures so we get out of the midnight walk... Does that answer your question?

Ladd: But if it's bikes are you going to encourage...?

Trask: There are two problems. One is the bikes on campus vs. the bikes off campus. We're going to spend a lot of effort making sure there are good pedestrian and bike pathways through Central Campus to East and West. The problem is when they hit the city streets these paths typically disappear. The city is now interested in fixing that. We're working with them trying to figure out where those pathways might extend off campus. But we'll make sure they get handled on Central.

Lange: Recall, there will be nothing about living on Central that will make it easier to park anywhere else on campus. So, it's not as if by having parking on Central you will be saying to the residents of Central: now you can drive to West. And so it's exactly now we encourage the use of the other forms of transportation and that's why we were showing you how close it is down Flowers.

Ladd: What percentage of Duke seniors have a car?

Lange: 80% have cars. Which can have differential pricing, you know... (Wits in the audience attempted to interject comments about BMWs vs. Audis...)

Josh Socolar (Physics/ECAC): Just a comment: we've heard a lot about the idea that this could be a senior place somehow, but I wonder at the same time one has to contemplate what the

effect will be on sophomores and juniors. We already separate the freshmen on East Campus and I'm not sure it's such a healthy thing to then isolate the seniors as well. So I don't know what fraction of the class we're talking about, but I think there are real benefits to mixing the students up a little more. I wonder if you might think of these living arrangements that allow students to experience something a little closer to independent living as appropriate for sophomores and juniors as well as seniors? You shouldn't necessarily have to be a senior to get that here.

Lange: Let me make two very personal observations. These are not things in the process OK. #1 there are some choices to be made. We don't know if we can attract 1,000 seniors to Central and if we don't we may get some of the outcome that you want anyway. We do have a 21-year-old drinking age in this state and in this country and that's a serious structure issue in how students relate to one another and how we as administration relate to them and how we structure these things. We have for the moment opted for the idea that making Central primarily a home for seniors has educational and growth opportunities that are worth some of the costs that you rightly point out. I'm sure it will survive in part. Whether we'll fully survive the whole planning process I can't tell. We're aware of that concern. Of course, right now we have an awful lot of seniors living off campus for other reasons. And the whole junior year experience creates a lot of difficulties and Larry [Moneta] could tell you about it at great length, but I know you've heard about because of study abroad and so forth. But how hard this notion will get pushed will partly be a planning issue and partly be just an empirical issue.

Stefan Zauscher: I was wondering in connection with Dr. Burian's comment about maybe a vision for this Central Campus be potentially something very different than what's already existing, and also developing this in relatively short amount of time with 2 years left. I wonder on the planning committees now do you have visionary architects who could come up with how we would like to have things, but also potentially provide conceptual ideas about how this could be radically different that we could imagine.

Lange: Well the answer to that is no. We don't have those people. Let me go back to my original statement. The same program can be in many different houses. And if you're raising the question, does this phase preclude particular architectural approaches? I believe the answer is largely no. If your question is, is this phase already doing architectural planning? The answer to that is also no. I can guarantee you that if we got into a discussion of architecture, there would be radically different views within our local community about how adventurous (if I can use that word) we ought to be with architecture. That's going to be a significant further discussion. But what we're doing now is figuring out what we're going to put in whatever architectural envelope that we then will be working through.

Trask: We've had some very preliminary discussions with some architects. But I think philosophically it's an important question to get on the table early. My instinct — especially after I spent Sunday and Monday at MIT looking at their new dorm and science building — is not to be terribly adventurous. So if there is great wish for us to be so, we should know sooner rather than later. I hope we're not stodgy, but I don't think we can set off in some bizarre new direction that people will wonder...

Nancy Allen: Thank you Peter and Tallman for leading this discussion and showing us some pictures, maps and so on. I would just like to say from having been chair of this Council for almost 3 years now and hearing about Central Campus over the past couple of years through ECAC, through UPC, through discussions with Tallman, through various trustee meetings, having this process with its inclusive nature, involving students, faculty, administrators, communication with trustees and alumni — and communication with the community — this is exactly the best way to go about such an endeavor. I just wanted to applaud the leadership for doing it in this manner and certainly including the Council not only in this discussion, but hopefully in future discussions. Thank you all.

The meeting adjourned at 5:10 PM.

Respectfully submitted

A handwritten signature in blue ink, appearing to be 'John Staddon', written in a cursive style.

John
Staddon Faculty
Secretary, April 5,
2005