

**Intellectual Dynamism in times of Economic Volatility**  
**Fall 2012 Address to the Arts & Sciences Council**

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**Exemplary Faculty Leadership as Adaptive, Integrative, and Innovative**

Let me begin by thanking Tom Robisheaux for his wonderful introduction. When I think about the next three years we have to work together, I already know it is going to be an extraordinary partnership. Tom and I share a vision of collaboration and engagement between faculty and administration, and you are going to hear much more about that vision as we move forward.

The title of this talk is *Intellectual Dynamism in Times of Economic Volatility*. You might recall I began last year's talk with the legacy of Ernie Friedl. She created Women's Studies and Anthropology here at Duke, and consolidated a sense of academic purpose in those fields. This sense of academic purpose is what I have been thinking about this past year as I mull over the possibilities for faculty leadership in times of volatility, and as I have listened and worked with each of you. Thank you for that remarkable first year. It was spent entirely listening and learning as much as I could, as well as hiring and growing even in the midst of financial challenges. This address will focus on how we can build together, based on what I have heard.

My invitation to collaboration in this address is an invitation to build on a very strong tradition of faculty governance and faculty engagement that goes back very far in Duke's history. Let me give you two examples. John Spencer Bassett was a faculty member who, through sheer perseverance and leadership, helped a struggling Trinity College become settled in Durham. And he did so through gathering students around his library, as well as creating a journal in southern history. And he also ensured a Duke tradition of academic freedom through what became known as the "Bassett Affair." In one of his writings he proposed the idea that African American leaders were as good as white leaders, and he praised them intensively. This move was controversial to the say the least, and he was condemned. There were a number of different calls for his firing. The Duke Trustees stood by him as did President Roosevelt. Bassett is a powerful example for us today.

The other example is Samuel Dubois Cook, who is known to many of you as the person whose name is on the Cook award, and whose name also graces the society at Duke organized to serve the intellectual community of African-American scholars, as well as the larger city of which they are a part. Cook was the first African-American professor at a Southern white university; he was also a political scientist who wrote on the civil rights movement as was happening. But what may not be known to you is how he pushed the boundaries of community. As my colleague, Dean of the Graduate School Paula McClain tells me, Cook wondered a lot about who was defined as a legitimate "southerner." He would ask people, white men in particular, whether they thought he was a southerner. When they responded negatively, he would always ask them a follow up question: "Why do you suggest that I'm not?" Even though he grew up in Georgia, and had been to college in Georgia, he always raised that question of how you define a southerner and pointed out its whiteness. Cook was not so much a leader at Duke around a time of economic volatility, as 1966-71 were times of expansion, but they were certainly a time of racial volatility.

These two men represent an intriguing set of faculty leaders, embodying the themes that I am building upon annually: adaptation, innovation, and integration. As you will recall, adaptation is the ability to respond to new circumstances, to develop a life script that we want to tell about ourselves. Innovation is the capacity to create new knowledge not only in natural and social worlds, but now in information, big data worlds. Integration is the capacity to connect and unite towards specialization in an academic world that does not frequently encourage us to do so. And I want to provide modifications of these three themes every year, based on what I have learned by listening and working with all of you.

### **Adaptation without overreaction.**

This is the ability to know when to respond to circumstances quickly and when to watch and assess. I give you “the flipped classroom” as a wonderful example of this capacity. As I have observed over the course of the past few months, many faculty are actually pursuing the flipped classroom, but in their own way and at their own pace. Some are moving dramatically, but some are moving more organically, giving a few lectures or modules in a “flipped” manner, but not doing the entire class in this mode. The idea is spreading, but we did not over-react. We did not suddenly decide to make all of our classrooms “flipped classrooms.” We moved into it more accordingly to our pedagogical needs.

### **Innovation through preserving the best of tradition.**

I think at a place like Duke in particular we always need to worry about innovation for innovation’s sake. I think that the best innovation always brings along, and even sometimes creates, a newly profound sense of tradition with it. Let us take the flipped classroom again. What are we doing with that? We are thinking about ways in which small group learning is a part of a liberal arts education. In fact, Peter Lange have discussed the ways in which much of online learning might actually re-invigorate the small classroom with 5 or 6 students around a single teacher and change those dynamics back to a more traditional small class model. That is the best of the Indian education from 400 BCE; that is the best of Oxbridge; that is the best of any number of intellectual traditions. And it is deeply traditional.

### **Integration without over-legislation.**

We need to think about the connection between discrete spheres of knowledge, as I have defined integration above. But we need to do so with simple and elegant forms of oversight. As Tom said, we need to pay really clear attention to when what used to be simple and elegant forms of oversight become overly bureaucratic organs. This spirit is going to be particularly important for us as we think about the next phase of online learning and the next phase of global education.

## **Economic Volatility**

I will come back to these themes again and again, but I wanted to give you these modifications as an example of how I have been re-thinking these three themes this year. Now I want to turn to the question of economic volatility. As you know, I always like to begin with reality and build a vision from there, so the high note that I am going to end on is going to be preceded by a few cautionary tales.

Let me begin with the story of volatility, which is a financial story. In April we were thrilled we had balanced our budget, even before we had our budget meeting. By working with all of you and making hard decisions, we found a way to pay for our faculty and all of our programs. And then in June we had a deficit of three million dollars. We did so for several reasons. First, some departments had over-anticipated their revenue from grants. Second, we are still struggling with

under-performing endowments that have flowed into the provostial initiative fund (SIP) that have supported so much of what we do. Third, the demand for financial aid is increasing much faster than expected. The numbers shift, but the need for financial aid is increasing at almost twice the rate of tuition – a huge increase and a financial fact that we are living with every day. And fourth, to be very straightforward, we have fewer retirements, which mean fewer hires.

These are four issues that we can think about in a number of different ways. None of these were anticipated, and the combination of all of them set us out of balance in three months. But by July, miraculously, funding from Continuing Studies revenue, from the Annual Fund, and from Global Education in particular, put us back in the black by about \$500,000. That immediately went into our reserves to keep us at our legal limit for our reserves.

We have been given special permission from the Provost to spend that reserve down in order to hire at the rate that we want to hire for next year. In other words, we are still over-spending in order to hire as dynamically as we need to be. Before I go on, I want to take a moment to thank the people that brought us into July: Hank Woods and Gayle Leezer, the directors and staff members of the Annual Fund, deserve our extraordinary thanks. Dee Holland is representing Paula Gilbert from Continuing Studies to receive our thanks. And let me also acknowledge Kathy Augusta who is substituting for Margaret Riley and the office of Global Education. I want to make sure we acknowledge these efforts every year because these are the people that contributed significantly to our financial flexibility.

### **Shared Financial Decision-Making**

In this environment, we know that we have to be strategic as well as visionary. Most importantly, this means we must have people at the departmental level, not just at the top, making hard financial decisions. Without an ethos of shared financial decision-making, our financial volatility will destroy our intellectual community and undermine our intellectual ambitions. And intellectual ambition is what makes Duke Duke. If we have thirty six special interest groups clamoring for a central funding source—that is not going help bring us together as a community. So we need to continue to develop what we began to do so well last year, which is an ethos of shared difficult decision making.

You have heard this information before, but I want to make sure you understand our basic financial structure. Our undergraduate tuition accounts for 74% of our income, and we are now at our most selective ever. Our indirect cost recovery from outside funding is at 18.6%. Annual Fund, again a small amount, but funds that we control at our discretion, at 4%. Our assigned income from the provost is 2%. And, we have continued to grow the Annual Fund steadily, which is extraordinary in these financial times.

We need to pay particular attention to, and increase the amount of grants and our indirect costs in particular. We have taken significant hits because of our loss of the American Recovery and Reinvestment Act, funds that helped with any number of projects. Outside government funding is decreasing and impacts our budget hard, although we have been trying to compensate for that. An additional fact, however, that gives us great pause is the lower value of Arts & Sciences endowments, which achieved a high in 2008-09, a low in 2009-10. We a little better in 2011-12, and not doing so well in 2012-13, a reflection of our volatility.

On the expenditure side, we see faculty compensation as the highest expense. So when I am negotiating with you about salaries for your fabulous hires, I am trying to balance your need

with others' needs and thinking with a sense of the common good. Undergraduate financial aid expense is not that far below faculty compensation, and it may become even higher. I want to remind you that we are being supported in undergraduate financial aid by central Duke funds to the tune of several million dollars every year. So while we get a lot of help, it is still something that dramatically impacts us. We need to redo our financial models for how we share in this and our need-blind admissions every single year. Our general and administrative costs are at 22% and our space costs are very high as well.

We are required by the Trustees to balance the budget. So when we mention cost saving, it is not just because we sequester money or enjoy reducing expenditures, but rather we are really trying to find a way to fund our ambitions creatively and in a way that maximizes the public good. And we have serious challenges: we face a walk-down for several different provostial funds and start-ups. While we get much central help on start-ups for faculty, particularly the sciences, we have also been facing significant start-ups for social sciences and humanities faculty. We also must assume costs for our undergraduate research program that have previously been externally funded.

Turning now to the walk-down for our faculty, I want to thank you for last year because we did extraordinarily well financially. We have only about \$1.9 million that we are still accountable for. I would like to remind you why faculty are expensive: when we hire, those hires have many related costs, whether it is start up or graduate students, infrastructure, space, and/or building renovations. Those start-ups can occur in any department, from dance to chemistry. Now only 13 of our 624 faculty are supported by our SIP funds. But they are going to continue to walk down, and we have to balance that out on our budget. We are not out of the woods yet, but we are making significant progress. And this is the most dramatic shift. In 2008-09 we were in debt for almost \$7 million. And in 2012-13 we are at \$1.9. We are always going to want to work with SIP funds to help us be creative and work collaboratively across schools as well, but we do not want to become completely dependent on SIP funds as we were in earlier times.

So to review our vulnerabilities and our volatile economy: we have the Annual Fund, very much based on the economy; our indirect costs are closely aligned with federal government budget; we have the increasing cost of financial aid; and we have our SIP walk-downs. These are the crucial financial challenges.

What are we doing to increase revenue? We have used a multipronged approach. First, we are hiring a Director of Entrepreneurship and Innovation. We have created a University-wide Center for Innovation and Entrepreneurship due to a \$15 million gift from David Rubenstein. Robert Calderbank is shepherding that, beautifully I might add, until Eric Toone of our Chemistry Department returns to Duke. We have re-attracted Eric from the Department of Energy head up that Center. One of his major specialties is tech transfer, and he will work determinedly with the Center to increase our income from patents and licenses.

Second, we are working with Continuing Studies to identify new markets, including forms of executive education that do not compete with the business school. We are focusing on mid-level executive education, and we are deepening a long-term partnership with a firm that looks promising indeed. We are also looking at international student recruitment in summer school. In addition, we are actually in the midst of hiring someone to help us develop new programs and investigate the new markets for Continuing Studies.

Most importantly, we are also hiring a director of research support in Arts & Sciences particularly focused on sciences and social sciences. We as a college need to attract multi-disciplinary grants, and we hope this new grant development officer will develop relationships with individuals as well as departments to develop new opportunities in a wide variety of venues.

And finally, I want to encourage you to develop and implement new master's programs, as we are doing in Dance and, to cite another example, Computational Economics. It is a very important way that we can generate value for our knowledge. Why do I say it that way? Revenue can no longer be a dirty word in the academy. We have to think about creating value for knowledge while at the same time maintaining academic standards. We want to think about these new markets and new ways of reaching out because we want to create a collective sense of the common good. Continuing Studies knows that part of the reason why we are building these programs is because the larger college faculty will benefit from them, and we will be able to hire more faculty for the college with the new income.

This is just a little factoid, as we look at our research funding compared to Pratt. Some 125 Pratt faculty won \$71 million in engineering research dollars. In the A & S natural sciences division, 250 faculty won \$73 million in research grants. We can do twice as well as we are now doing, and we must be more grants active. With the help of Robert Calderbank, one of the most resourceful people around grants and income generation, we hope to be more successful.

We are very aware of how differently configured each of the grant environments are and we want to make sure we honor that grant cultures are never uniform. And at Duke, among the many reasons why I love working here, is that people really do try to honor those different cultures. So, to underscore, we do need that collaborative decision making and we want to create the sense of a common good in everything we do.

### **Going Green**

Part of that common good is a new aspect of the dean's office that I would like to introduce to you now: Going Green. We are thinking about increasing revenue in a number of different places, and part of that commitment includes energy efficiency. The energy conservation committee, headed by staff member Randy Smith, has been a key player in introducing green practices in offices all across Arts & Sciences. Now we are looking for ways to increase energy efficiency in four or five different projects. We are going to invest in all of these projects. I will not go through all of them now, but I hope to devote an entire council meeting on them in the future. If we continue with those projects with Randy, our savings will be \$250,000 a year, a not insignificant number.

But it is not a matter of simply saving money. We have decided in the Dean's office to offset all of our travel so that we are a carbon neutral office. I would encourage all departments to consider that, especially departments who do a lot of air travel, not just to conferences but also overseas. In the Dean's office, we are also applying to become a green office, which is a process open to all departments at Duke. We will be sending around the URLs for both how to become carbon neutral as an individual as well as a department. There are protocols for carbon neutrality as well as how to become a green office. So we would like to take the lead on that and encourage each of you to do the same.

### **Faculty Development**

Now I will turn to the all-important issue of developing our faculty. I want to remind everyone of the criteria for how we hire faculty. First, we prioritize junior over senior searches. Second, we have discussed searches allocated to think about renewal opportunities across departments, strategic ones where, if you are ranked at eleven, you could become in the top ten. Third, we respond to serious teaching needs. Fourth, and this is absolutely essential, we commit to continuation of pending searches.

In addition to these principles, we want to add one new one: to maintain intellectual dynamism in a volatile economy, we need to be hiring intellectual leaders at the associate level. Many departments are already so doing, but it is important to emphasize that those intellectual leaders will demonstrate, through their research, key trends in a field and will be the ones that are going to be taking the lead in changing fields. We are committed to working with you on finding those leaders. Sometimes hiring at the senior level is an absolutely essential target of opportunity, but when we say prioritizing junior over senior searches, we also want to make room for this associate level leader.

Then we have ongoing and completed faculty searches, searches that we have approved. And I have introduced another type of search, an out-of-cycle search. By an out-of-cycle search, we mean, "We cannot do it this year but you can start an out-of-cycle search in the spring that could come on budget the year after." So we have both the ongoing searches in which we are now engaged and that we have approved, as well as the completed searches that were out-of-cycle searches that focus on faculty who will come on a little bit later on.

The faculty arrivals for this year are very exciting indeed. They are really wonderful additions to fields in Classics and Computer Science, in Evolutionary Anthropology and Math, Political Science, Psychology and Neuroscience, Romance Studies, Sociology, and Women's Studies. We have also really tried very hard to think about diversity, and, I think, we have done fairly well. We have recruited two African-American faculty and two Latino faculty out of the hires that we have made so far, as well as three Asian faculty. In addition, we are also excited about many of the ACLS fellows. I will be happy to discuss with you about any decisions we have made about hiring or allocating searches and also to go through that information more thoroughly with any of you who would like to do so.

### **Interdisciplinary Leadership and Departmental Extroversion**

One of the key elements of my time with you as dean had to do with the idea that Arts & Sciences can lead and has the opportunity to lead in a number of different ways. In the past year, Trinity College of Arts & Sciences has launched new collaborations with each of the other schools at Duke. In the School of Medicine, we have started an oversight committee and a Dean's seminar study series that is going to start this year. In the Sanford School of Public Policy, we have a joint Egan chair that we raised \$1 million for last year and visiting professors in media and social issues. With the Nicolas School of the Environment, we are co-sponsoring a university course focused on water. With the Law School, we are in the midst of a joint faculty appointment. With the Fuqua School of Business, we are collaborating on social entrepreneurship. And with Pratt, we are working on undergraduate pathways for entrepreneurship and potential collaboration on a new science facility.

Now I want to focus specifically on A&S. As you know, last year we came up with three with clear areas where A&S could be interdisciplinary leaders and create intellectual synergies and

energies—information, populations studies across time, and integrating the humanities. I want to update you on where those are, as well as give examples of department and divisional extroversion.

### **Information Futures**

Let me give you an overview of what we now call Information Futures. The idea that big data is a big deal and that data enables interdisciplinary and active engagement. But we have to work with data faster and with greater insight than we ever have before. A great example of a possible collaboration between Helen Egger, in psychiatry and behavioral sciences, and Guillermo Sapiro, in electrical and computer engineering, where we are looking at autism. It has been shown that early diagnosis helps early intervention, but people are now waiting as much as six months for diagnosis in children who are aged four and under. What if we were able to speed that diagnostic process up by automating the annotation of vast amounts of video? This is a very important idea involving computer science, math, statistics, and electrical engineering. We have a number of different projects with such potential. We also have an Information Futures proposal that was developed through last year and we submitting it to donors now. Information Futures represents an extraordinary opportunity, and I will keep you informed on our progress.

Continuing the theme of extroversion, in the Natural Sciences, we focus on student entrepreneurship. We could feature Jake Stauch who instead of going into the lab to do brain imaging, made a small brain-imaging tool that could be taken into any number of decision making rooms and used there.

Each department can be extroverted. The Department of Mathematics provides another example, as it partners with engineering collaborating on research training grants, which are essential to our graduate programs. Our new grant director will work to develop more of that type of funding. In Biology, Mike Reed and Anita Layton are looking at algorithms for the growth of human organs in a number of different ways. And Math is collaborating very creatively and successfully with Art and Art History to study where art and math intersect in speaker series.

### **Population Studies Across the Life Cycle.**

In the Social Sciences Division we are focusing on an effort called Population Studies across the Life Cycle. We have an extraordinary leader in Dean Angie O’Rand. We are announcing a new Dean’s lecture series on populations across the life span. We will be featuring major thinkers in this field, both at Duke and at other institutions. We will be developing a curriculum on population studies across the life course, with such partners as the Sanford School of Public Policy, the School of Medicine, and faculty from the Social Science Research Institute (SSRI).

Across the division, there are several examples of research and teaching that exemplify the concepts of extroversion and teaching innovation. Economics piloted a flipped gateway course, and the emerging Duke IDEAS program is looking at an education and human development initiative that will partner the Social Science and Natural Sciences divisions. We think the combination of Information Futures and Population Studies Across the Life Cycle would be unique at Duke, and transform both the Social Sciences and the Natural Sciences in terms of big data.

Other examples of extroverted research in teaching include Thavolia Glymph and Seth Sanders in AAAS and Economics collaborating on a National Institute on Aging grant to look at mortality among slave women in the Civil war. Something very important for us is a partnership between Lisa Linnenbrink-Garcia and Lisa Huettel in Pratt, looking at STEM student motivation and

achievement. They are exploring how can we analyze the data that we have and use big data analytics to examine our own undergraduate experience.

### **Integrating the Humanities.**

In the humanities we are continuing the largest grant ever given by Mellon—the Humanities Writ Large program—and are beginning to see its impact. In addition, we are looking at a new MFA in Dance called Live Art and Embodied Practice. We have a whole suite of American Council of Learned Societies (ACLS) fellows; we have a very exciting Ph.D. Lab just getting started that met for the first time last week. We have given out \$137k in support of undergraduate humanities research. We had our first bridge hire, Portuguese specialist Lamonte Aidoo, to develop a Brazilian Cluster in Romance Studies. As we have hired a digital Humanities technology consultant, Will Shaw, who is there for you now if you have a new project.

I now want to make several announcements about grants programs to help make our goals of extroversion and collaboration a reality.

### **Interdepartmental Collaboration Mini-Grant Program.**

The Dean's Office will support of \$500-5,000 for anyone to collaborate. One department can collaborate with another department within A&S or from another unit. This initiative can include joint seminars or collaborative courses on FOCUS programs. Political scientist Scott Marchi, for one, has been very insistent that we focus more on FOCUS. The grants call also supports joint symposia involving outside speakers, which would further thinking about a joint hire or a joint MA. The possibilities are endless, and we will be sending around a Call for Proposals soon.

## **Undergraduate Education**

Now I want to focus on undergraduate and, to some extent, graduate education: we have to get out in front of the things that are coming toward us. That is my mantra for this topic: Getting out in front of Duke IDEAS, getting out in front of Global Education, and getting out in front of online learning. Each of these are areas where Trinity College of Arts and Sciences can be actively engaged and not be reactive, but instead proactive, in thinking about forms of leadership.

### **Advising**

Let me quickly review the pieces that make up our advising team at Duke, which includes academic teams, peer advisors, global advisors. Beth Fox has done a wonderful job with Dean Lee Baker on energizing us in many ways. This year, we have changed the make-up of the advisor base to include more advisors with Ph.D.s. And we have increased the number of advisors to improve the advisor-advisee ratio rather dramatically. We also have been working on global advising to integrate students' global and civic experiences. We also have worked very hard on transforming the peer-to-peer advising by providing peer mentors with professional training, and thinking about some of the limitations of non-peer advising, such as how peers can answer students' late at night.

We are strengthening a very strong partnership with athletics. Lee Baker just gave us a wonderful presentation at staff about how well Duke is doing. Duke leads in the number of athletes on the honor roll in the Atlantic Coast Conference. That fact is remarkable, and there is tremendous effort at Duke to create the scholar leader/athlete.

This progress and success aside, as I listen to each of you, it is clear that we struggle with a very complex curriculum. The issue is, we have created a curriculum so complex that you have to

make a checklist and this in itself creates a problem. We all recognize the importance of advising, and the question is how best to move forward. How do we think about advising in a way that makes it transformative and not just transactional? We now have several different ways in which this can happen. First, we have developed the new concept of Directors of Academic Engagement, which will essentially take a global advising role, and make it even more expansive to focus on the life script from entry to Duke through graduation. Secondly, I have asked for a formal, professional review of all pre-professional advising offices this year so that we can integrate pre-professional work better into our intellectual work.

### **Advising for the Life Script task force.**

In the next month, I will appoint a faculty advisory task force to identify the next steps in advancing our advising model. Building on Duke's successes, I hope to develop what I will call *Advising for the Life Script*. This term will explore how we advise students from their beginning time at Duke to the launch of a career in a way that allows for the advice to be more inspirational, even more hands-on, than we are already doing. How do we think of students as being responsible for their own networks of advisors while at Duke, and therefore bring that skill out into the world?

In addition, we are thinking in a number of ways with Deans Lee Baker and Vice Provost Steve Nowicki on the undergraduate goals for this year. These include doing more with undergraduate research, creating a scholar's program that recognizes all of the different extracurricular learning experiences, such as civic engagement, entrepreneurship, energy and the environment. How can we create programs that are like certificates but not transcript designations? How do we honor programs, such as the Cardea Fellows Program that Lee Baker has developed, and build those into our curriculum? How do we integrate and advance DukeIDEAS? If Trinity College of Arts & Sciences does not get out in front of DukeIDEAS, we will have re-enacted and re-inscribed the pattern where suddenly there is an initiative and Trinity faculty react. DukeIDEAS is a key innovation, and the college and particularly the committees in Arts and Sciences can contribute and shape it in significant ways.

### **Duke Kunshan University**

I also want to mention DKU - Duke Kunshan University. We are advancing into the first phase of development with Global Health and Markets and Management Science. We need to get out in front of that immediately to create a coherent understanding and plan for Duke's engagement in China. We have to create a liberal arts philosophy for our presence in China at the undergraduate level, and we have to develop a set of principles, and I will work with Dean Baker, Vice Provost Nowicki, and faculty to accomplish that. Indeed, I have commissioned a **Trinity College of Arts & Sciences Advisory Group on Liberal Arts in China**, co-chaired by Nora Bynum and also including Mary Bullock and Bill Kirby as ex officio members. (Bill is a Harvard faculty member and just happens to be one of the foremost scholars on China and serves as a consultant for Duke on China.) Once we develop foundational principles for our work in DKU, we anticipate subsequent development of a very dynamic and engaged curriculum.

### **Teaching Innovations**

I want to touch briefly on teaching innovation, an issue central to the work of Dean Baker and Vice Provost Nowicki. In particular, we will be evaluating the DukeImmerse programs and considering what works well and what does not, whether they are affordable, and what we can do to scale them well and make them work best in the curriculum? These are very significant considerations, as we move forward into our next phase of curricular development.

I also want to explore the role of the Bass Society as a faculty think tank. Steve has some very interesting ideas for that. He is also developing a platform for promoting faculty-student interaction in the house-based residential system.

I am also pleased to report we will co-sponsor a new university course on water this year with the Nicholas School of the Environment.

We are also thinking about STEM retention and encouraging students to pursue careers in science, technology, engineering and math fields. Our focus is on expanding success in science through collaborative engagement. We now have a good track record upon which we can build and I will be gathering some interesting data and returning to this priority throughout the year.

### **Mini-Grant Program for Course Development.**

In response to the Faculty Forum we held last year on teaching innovation, the Dean's Office will support course development grants of \$1,000-\$5000 for interdisciplinary collaboration. This sort of collaboration could include new introductory courses, a revised introductory a gateway course, which is key in sciences for sophomore students, a capstone course, or a course that might feature social engagement. That Call for Proposals will be coming out in the next couple of weeks.

### **Facilities and Risk**

As you may know, each year we look at our risk management map and think about what issues make it difficult for us to sustain our research and teaching. Then we make decisions about changes needed as we move forward. This year we are identifying facilities as our number one risk. I have reported this priority to the Provost, but I also want the Council to see how hard we are working on maintaining our diverse facilities and providing a classroom environment that enhances our endeavors. This summer, we completed some twenty-three renovations. Bob Barkhau does an extraordinary job in making sure that we can work in the classrooms that we have in an engaged and exciting way. Examples of facilities we have upgraded recently include Crowell student lobby and classrooms, Gross Hall renovation, Carr history lounge, upfits in the French Family Science Center, the Language lab, and changes in the Biological Sciences building..

### **Strategic Priorities in A & S**

As I come to the close of this talk, I want to focus on priorities for Trinity College of Arts and Sciences. Last year I identified three priorities that I am pursuing as dean: 1) hires in Asia; 2) public scholarship and engagement, defined as an outward facing role for the university and the community; and 3) diversity and diversity practices.

#### **Hires in Asia.**

Because nearly one third of the world's population is in Asia, we must expand Duke's expertise in Asia, and to not do so would simply be intellectually irresponsible. I am pleased to report that we have three hires in Asia approved this year out of the twenty-four hires approved. (This number includes faculty we hired this year as well as out-of-cycle searches.) Fourteen of the faculty slots are ongoing ones for this year and ten more are from the out-of-cycle searches that hit our budget in 2013-14, and three of those are for hires in Asia.

Because I am working without the advice of the faculty, I am creating **two small advisory committees**, one is an advisory group on hires in east Asia, and the other, in south Asia.

### **Public Scholars Initiative.**

We recently announced a Public Scholars Initiative and are developing the faculty leadership for the initiative this year. I spent last year talking to chairs and department members asking them: who were their publics? Whom do you engage with? I was amazed **with** BY the extraordinary, and sometimes unexpected, answers to those questions. In addition, we have had a wonderful response to the call for the first faculty workshop on public scholarship to explore the changing place of the university in today's society. The workshop will involve Duke faculty members as well as Durham community members and be co-chaired by Professors Laurent Dubois and Mark Anthony Neal. STET

### **Diversity and Diversity Practices.**

Finally, I want to discuss the ongoing conversation on race and difference at Duke. In the spring of 2012, I wrote an article for the Chronicle reflecting on the questions that arise around the controversies about race and major choice that happened last year, and outlining several principles by which we might move forward. This year, because it is the fiftieth anniversary of the first matriculation of African American students, we are going to be focusing on three of those principles. First: there are real generational differences in how we experience racial and ethnic identity, where our students' ideas of diversity is not our own, and we do everyone a disservice to think we know what diversity is. We do not. In response to this, we are supporting a research project on doctoral pathways with sociology of race and difference group. Our office has funded graduate students to do work with post-docs on this exciting research project.

The second principle is that discussions about race and difference should be owned by everyone. This fall I will create a Dean's **Advisory Group on Race and Difference** at Duke in which our major goal is to simply share what research we need to do and how we make race and difference part of everyday life at Duke. There need to be conversations that do not emerge just out of controversy but emerge in an everyday way. The final principle is that the many smaller everyday stories about race and difference at Duke – positive and negative – need to be uncovered and told. We are funding, in partnership with the Mary Lou Williams Center, a story project that will allow booths to be set up at major events and everyday places throughout the year. The idea is for people to tell their stories and experiences around race and difference at Duke in a way that is modeled on the people we trained in the story core project and NPR.

I also want specifically to address about diversity in faculty development. We must think hard about diversity when we hire, and I, as dean, have made a requirement for all search committees work with Ben Reese's office about best diversity practices. Diversity in hiring cannot be an add-on or an extra; rather, it has to be integrated and central to everything we do intellectually. And yet, at times, we hear from faculty members: "We really want this person, but for diversity can we also hire another?" While I am glad that we are thinking diversity, this approach does not make diversity central. Diversity is intellectually at the heart of everything we do. The work of diversity is done in research and teaching, and the sites are the library, the lab, and the classroom.

I want to share a wonderful example that illustrates diversity. Anita Layton in the Math department is asking how do we change the STEM retention conversation. What she is doing in Math is change the idea of what success looks like, and what a successful career in math looks like. She has also focused on creating ways in which we might be attracted to the study of math,

and the various opportunities that that such study gives us, rather than how can we keep more women and under-represented minorities in math? If any community can change the nature of that stem conversation, the Duke community can.

## **Best Community Practices**

### **Follow-Up on Faculty Fora**

Finally, let me comment on best community practices. You will notice we instituted several Faculty Forum last year, and we plan to continue that tradition. For 2012-13 we will focus on such topics as faculty and department relationships with Development, efforts to increase grant money, and undergraduate culture again, but in really specific and new ways.

As you know, I have also instituted a set of chairs workshops. Chairs are essential people at this university. We are going to be having a workshop on faculty evaluation and salaries, looking at alignment and compression. We are going to focus on creating a positive work culture, looking at undergraduate culture, intellectual life both for the chairs and for faculty, and looking at faculty development and how we build in economic times. Every Faculty Forum matters and every forum will receive a response, so we encourage your participation because we will indeed follow up. reactions.

In the Research in the Teaching and Technology Forum, faculty asked for more recognition and more technical support to reflect variations in instructor needs. We are going to be doing more thorough department descriptions of teaching and what this means for each discipline. In addition, I am going to ask each department to give the most thorough description of teaching evaluations possible. As I announced earlier, we created two new teaching awards sponsored by A&S that involve the integration of undergraduates and professors in technological conversations, as well as technology and innovation. And finally, we are going to be doing a pilot program this semester to study what the support needs are of about forty faculty members and following them through the semester, so we can better gauge how to provide support.

The other forum we anticipate is entitled Integration of Curricular and the Co-curricular. Faculty have expressed their desires for stronger ties between co-curricular programs and courses. This year, Steve Nowicki and the DukeEngage office have focused on this issue and we will be partnering with them to foster a key curricular engagement to every Duke Engage project.

### **Re-energized Work with Committees**

I have mentioned getting out in front with Duke Ideas and Global Education, and this is part of my vision for collaboration with the A&S Faculty Council. I have already met with the Curriculum Committee, and I am going to be meeting with all of the major Council committees and giving them a specific charge for this year.

We are also going to be establishing an **Advisory Sub-Committee on Online Learning** that is advisory to the Curriculum Committee and working with the Academic Council. This is a critical partnership because if we do not get out in front with online learning and a liberal education vision, it is going to get out in front of us.

We are also reactivating the **A&S Budget Advisory Committee**. Last year's budget poll reflected the faculty priorities, and that they would be making the same financial decisions that we have

made. Why not work together on the financial decisions that we have to make? So we are reactivating that committee.

In addition, we have restored all of the research funds that were cut from senior members, so that anyone who had the research funds cut in academic FY2010 and FY2011 will have them. Most importantly, you need to know that we are going to be following the faculty research fund guidelines, which means you will have to ask for those funds, but the commitment is there on our books.

### **Development and Fundraising**

In my final comments I want to focus on fundraising. We are headed into a campaign. It is the most important thing that we are going to be doing in many ways, because it makes everything we do possible. While the goals for our campaign and the name are going to be shared at the launch at the end of September, we are going to be working feverishly all year on the campaign. It is necessary, extraordinarily necessary, for us to be as focused and engaged and as innovative as we already have been. On the one hand, we will need this campaign to stay where we are; on the other – and my most optimistic -- this campaign will take this curriculum and our faculty to the next level, and I think we are already on the way.

I have committed to spend 20% of my time on the road fundraising, and I want to commend the work of some of our fundraising team members. Colleen Fitzpatrick has done a wonderful job training me, as a new dean. As we look at some of the annual fund results, we have increases in all critical metrics for the annual fund in donors, in cash, and new pledges. We have had tremendous programmatic successes in parents and reunion programs and young alumni. One challenge is that the senior gift participation is down. We are not sure what the cause of that is, and it is an interesting question. Finally, we are looking to raise \$15 million; it is a big jump, and we keep pushing Hank Woods, and he keeps performing. We are looking for a 3% increase in the number of annual fund donors.

We have already completed fourteen development trips, been featured at ten events, spoke to advisory boards, and raised some key gifts. We have raised a visiting professorship shared by Trinity College and Sanford. We have raised visiting professorship for financial economics. We have raised a professorship of the practice of studio arts. We have post-doctoral fellowship visits. We have \$45 million in new gifts for financial aid, and there is about \$5 or 6 million's more worth of announcements that I cannot make yet because the person has not signed.

I also want to remind you of the campaign framework for Trinity College of Arts and Sciences. It involves the undergraduate experience, exemplified by the phrase "boundaries not included." It involves faculty development, exemplified by the phrase, "blazing new paths." And it involves undergraduate financial aid, which is absolutely essential in these economic times. Those three concepts are the straightforward pillars of our campaign, pillars which were developed by deans before me, and now revised by me as pathways for academic engagement, such as advising and undergraduate research.

### **Closing Thoughts**

In closing, I want to return to faculty leadership and how crucial it is for becoming an even more dynamic community. So let me recap our three themes:

- 1) Adaptation without overreacting: I think this year we can adapt to the new forms of the digital world, new teaching and research, and do so in a way that is discerning and canny, not reactive.
- 2) Innovation through preserving the best of tradition – this year we can push our Global Education boundaries without losing our focus on the best of liberal learning and scholarly pursuit.
- 3) Integration without over-legislation: this year we can make bridges between the curricular and co-curricular that is even more seamless than ever by creating elegant and wise forms of institutional support.

What does intellectual dynamism in a volatile economy look like? I have tried to show you through the number of announcements we have made: 1) Support for faculty through continued forward-thinking hiring; pushing that envelope and being willing to take risks keeps that hiring going; 2) the number of mini-grants, programs we provided for courses and inter-departmental collaboration; 3) Our Budget Advisory Committee; 4) our research on diversity; 5) the Dean's Advisory Council on Diversity; 6) the A&S Council leadership role that Tom and I both want to emphasize--in innovating an online learning in global education; and 7) in central research support through that new hire that we are just about to make to help you gain additional external funding.

In the volatile economy there has to be collaboration on tough financial decisions, and creative ways of thinking of adding revenue and creating value for our knowledge. Bassett did so in an insistence on free speech and the creative use of library and the journal. Bassett also did so by thinking about what he already had at his disposal and how it could be more creative. Cook did so by redefining who counted in the scholarly community and writing on civil rights even as it was happening. I think that we, too, can make and are making new intellectual products through information, through art, through new forms of cultural interpretation, and through studies over the human life cycle. We have become, in my view, even in a year, the interdisciplinary leaders that we've always been. We have begun to be recognized by the university as being that leader.

This year, we are at our most selective ever in our admissions. This year, more people are giving to Duke than ever before. This year, even with all our constraints, we have gone up two places in the rankings. This year, we are offering the largest Coursera course to the public from Walter Sinnott-Armstrong, who the last time we checked, was up to 70,000 students. And that course surprised us all because it was not a technological course, and it was not a popular course. It was a course that is at the heart of every piece of liberal learning that we offer in the sciences, the social sciences, and the humanities: How to make an argument. If there ever was a straightforward case for the power of liberal learning in the world, here it is. And we have done all of this in a time of extraordinary fiscal constraint and uncertainty. In other words, just by being itself, Duke has become a beacon of intellectual dynamism in the world. And I am very grateful to be able to serve it. Thank you.