

## Chapter 5 – Transforming the Campus: Central, West, and East

Investments in facilities enable the work of our faculty and students and help create a distinctive campus environment. Through new construction, renovation, and reuse, we must ensure that our facilities are up-to-date and constantly evolving to support the changing needs of our faculty and students. Continuing to develop the facilities on Duke's campus – on Central, East, and West – is essential if we are to create the kind of distinctive community we envision.

In recent years, we have become far more deliberate about the role of facilities in institutional planning:

- The 2000 Campus Master Plan and subsequent 2002, 2004, and 2006 Action Plans have provided a framework for campus development understood throughout the campus community.
- The Provost created the Academic Space Planning Working Group in the summer of 2003 to identify long-range space planning issues and ensure that academic space is allocated efficiently to the highest priorities.
- The Executive Vice President introduced a more disciplined capital budget process and a parallel capital projects approval process.
- The Provost and Executive Vice President have jointly supported efforts to improve reliability of, and access to, space utilization data and corresponding floor plans as well as related financial data, facilitating planning, decision making, and project management.

Guided by the goals in *Building on Excellence*, the university is nearing completion of a set of major projects, with new projects on the horizon. New facilities such as the Bostock Library and von der Heyden Pavilion, the Fitzpatrick Center for Interdisciplinary Engineering and Applied Sciences, the School of Medicine's Snyderman Building and MSRB II, the Westbrook Addition and Goodson Chapel, the West-Edens Link (Keohane Quad), the Fox Student Center, the Bell Tower Residence Halls, Rubenstein Hall, Genome Sciences Research Building II, and the Nasher Museum of Art, all dramatically underscore how space and facilities can enhance our institutional environment and culture, helping to attract the type of faculty and students we seek and facilitating our work in productive scholarship and education. In winter 2007, the French Family Science Center is slated for completion. From 2000-2005, Duke's net investment in property, plant and equipment increased by approximately \$600M. We know that many other institutions invested at similar rates, many critical projects are underway on those campuses, and those capital investments in key priorities are continuing, and so must our own.

As we move forward advancing the goals for the next stage of Duke's development, we must continue to invest to ensure that our facilities can support our institutional vision.

To do so, we anticipate a total facilities investment of approximately \$551M over the next six to eight years plus an additional \$350M for the first phase of Central Campus redevelopment. In addition to Central, these investments include \$202M in the West Campus core, including Arts & Sciences and Engineering academic space, undergraduate residential and co-curricular space, performance spaces, and library facilities; \$185M for projects in the School of Medicine; \$139M for the other professional schools; and \$25M on East Campus, primarily to renovate the old art museum for academic programs and improve arts facilities. The investments will support the following overall strategies:

- **Redevelop Central Campus so that it is a vibrant intellectual and residential community**
- **Invest in core West Campus facilities, improving student residences and co-curricular space, arts and library facilities, and space for core academic programs**
- **Continue to invest in East Campus facilities as an important home for the academic programs and the arts, with support services tailored specifically to the needs of first-year students**

### **Redevelop Central Campus so that it is a vibrant intellectual and residential community**

The development of Central Campus as a coherent place connecting East and West offers a transformational opportunity in the life of Duke University. The Central Campus Planning Committee overseeing this opportunity is pursuing a staged approach to its development. While the full completion of Central will take decades, the first phase, targeted for completion in 2009 and including residential, academic space, and campus services space, will embody our commitments to interdisciplinarity, internationalization, the arts, and the integration of learning and living. The educational model driving the conception of Central is explicitly developmental, fostering students' intellectual and personal growth through academic, social, and residential engagements. East provides the inward-looking gateway that welcomes first-year students into Duke's academic and social communities; West provides more focused intellectual and social experiences as sophomores and juniors; and Central will offer upperclass and graduate students the outward looking portal to the world beyond Duke. Thus, Central will provide both culminating and transitional space – culminating in the sense of refining and consolidating intellectual and personal skills and the capacities for autonomy and self-regulation and transitional in the sense of fostering engagement with the Durham community and the larger world.

This definition of Central as a vibrant place for discovery and learning suggests that it will be a natural home for the arts and interdisciplinary research centers, bringing together faculty, students, and outside professionals. This intellectual model has been

guided by the concept of Central as an “academic village.” As such, it will draw all members of the community together – faculty, students of all levels and schools and staff – to interact and to engage and exchange with, and beyond, the Durham community. Central’s major program elements include student housing, dining, recreation and social spaces; an Alumni and Career Development Center; and exhibition and performance space complementing a strong academic core. Current planning involves the language, literature and culture departments; the Department of Art, Art History and Visual Studies, the Center for Documentary Studies, the Program in Film and Video, the Program in Dance, and the Department of Theater Studies; the Center for International Studies and related area studies centers and support offices; and the John Hope Franklin Center for Interdisciplinary and International Studies. Central campus will feature shared facilities for digital media production, student performance and exhibitions, and teaching and learning space designed primarily to meet the needs of the resident departments and programs. Central will be supported by a library resource center focusing on visual studies but including access points to the full range of library services and information resources.

We are well aware that the development of Central campus must be consistent with, and support, the ways in which the academic community will do its future research, teaching, and learning. The environment needs to support processes of discovery, teaching, and learning that are increasingly based in the social context of interpersonal and small group relationships and that build upon the model of the vertical integration of undergraduates, graduates, postdocs, and faculty. This will require break out rooms, labs, and spaces that are amenable to the processing of information in multiple formats, such as film/video, texts, and data sets – types of classrooms for which we have particular current need. In addition, we anticipate the development of centralized facilities, such as a film/video/digital production media lab, which will serve students across the visual arts and documentary studies. To meet the needs of academic and extracurricular programs, a film theater on Central is contemplated. Finally, Central must include study space and meeting space to facilitate social interaction and access to information. While this space will not replicate libraries and facilities currently on East and West, it will nonetheless be critical in supporting Duke’s integrated intellectual and social experiences.

### **Invest in core West Campus facilities, improving student residences and co-curricular space, arts and library facilities, and space for core academic programs**

The revitalization of Central Campus, setting a new standard for integrating living and learning and for providing effective, modern facilities, will dramatically affect future planning on both West and East Campus. On West Campus, much of our planning and investment will involve facilities directly supporting the student experience. The first phase of this process is currently underway, with the completion of the West Campus Plaza, which will serve as the “living room” of West Campus, providing gathering, programming, and related spaces. The scale and flexibility of the plaza will support many uses, from casual conversation to formal performances, by placing high quality, user-friendly outdoor space in a central location. The plaza will connect the complex of buildings which currently constitute Duke’s student center: the Bryan Center, West

Union, Flowers, and Page. Future student center plans focus on an array of dining and function services along the plaza perimeter and require significant renovations and improvements to the West Union and the Bryan Center. Planning for the complete renovation of West Union is under way.

A related component of West Campus planning involves renovations over time to the residence halls. We have learned much in constructing Keohane Quad and the new Bell Tower Dorm on East. While the older residential quadrangles on West present obvious constraints, the recent major renovation of Kilgo Quadrangle demonstrated what can be accomplished. Similarly comprehensive renovations are needed in the other three gothic quads on West Campus: Craven, Crowell, and Few. New housing capacity on Central should make it possible to undertake these renovations efficiently and with minimum student disruption.

In terms of academic space on West Campus, the combination of Central Campus (releasing space for language, literature and culture departments in the Languages Building, Old Chem and on Campus Drive) and the planned construction of a new facility to unify the Nicholas School (releasing space in Old Chem) will provide significant opportunities to address long-standing academic needs. Completion of the Perkins Project is dependent on incorporation of the Languages Building into the Perkins-Bostock complex. Planning is underway to include a cluster of modern, flexible centrally managed teaching and learning spaces in Perkins-Bostock as part of the current phase of renovations to provide a core facility comparable to what we envision on Central. In addition to completing the Perkins Project, primary objectives for West are to use available backfill space as efficiently and effectively as possible to meet the needs of West Campus departments and programs, such as the unified psychology department.

In support of the Arts, Page Auditorium will be renovated, and we are developing new management strategies to ensure that performance spaces in the Bryan Center remain up-to-date. In addition, as we systematically renovate student residence halls, a focused effort will be made to create new student arts spaces, including music practice rooms and spaces large enough for small performances and concerts within residential units.

With regard to West's role in supporting science, engineering, and medicine, the Fitzpatrick Center for Interdisciplinary Engineering Medicine and Applied Sciences, the French Family Science Center, and new medical research buildings along Research Drive have already begun to transform the science end of campus. The new facility for the Nicholas School and the Nicholas Institute for Environmental Policy Studies is in the final planning stages and will occupy the site of the Paul M. Gross Chemistry Building. The new Nicholas Building will create a significant backfill opportunity in A-wing of the Levine Science Research Center, allowing us to meet current and future needs of Arts & Sciences, the Pratt School of Engineering, and the School of Medicine. While no specific commitments have been made potential new construction includes a joint facility for Pratt's department of electrical and computer engineering and Arts & Sciences' department of computer science, including substantial teaching laboratory space for Engineering. In addition, the

School of Medicine has suggested the possibility of building a new building on Research Drive to serve as its signature facility.

We recognize that we must continually respond to the ongoing space needs of our professional schools and we anticipate over the next planning period, capital investments in all schools, with the exception of Divinity. The Fuqua School of Business broke ground this summer on a \$40M classroom building, to be completed in summer of 2007, and discussions are underway about an addition to the Thomas Center to better support Fuqua's temporary residency programs. The Law School has nearly completed its renovation master plan with two significant exceptions: the renovation of the Law School library and creation of a central social space, which are expected to be completed over the next two to three years.

**Continue to invest in East Campus facilities as an important home for the academic programs and the arts, with support services tailored specifically to the needs of first-year students**

On East Campus, several important changes are currently underway. The Art Building, vacated last fall after the opening of the Arts, Culture and Technology studios in the Smith Warehouse, is being renovated as the new home of the University Writing Program, which will vacate a cluster of trailers that have housed it for more than a decade. By summer 2007, the old Art Museum will be renovated to house more appropriately the Program in Literature, Cultural Anthropology, and African and African-American Studies. The possibility of creating a visual studies library on Central, with the relocation of the film and video collections, will allow decompression of Lilly Library and more focused attention on the needs of first-year students. The relocation of the Department of Art, Art History and Visual Studies to Central Campus will provide opportunities to address constraints currently facing other academic departments and programs. As part of our plan to improve arts facilities, we will renovate Baldwin Auditorium to serve as a serious concert hall, make improvements to the Nelson Music Room to make it a more comfortable venue for small concerts, and address the studio needs of the Dance Program. East Campus dormitories also need attention in the longer run, but the initial focus for residence hall improvements will be on West.