

Minutes of the Meeting of the Academic Council  
Thursday, January 16, 2020

**Kerry Haynie (Academic Council Chair / Political Science and African and African American Studies):** I would like to call the meeting to order. Welcome, everyone, and happy new year. I hope all of you had a relaxing, restful and fun break. I hope the new semester has gotten off to as smooth a start as the fall semester went. Sally [Kornbluth, Provost] and I were chatting the other day about how it was quite a smooth semester and we're looking forward to another one. We'll begin with a few announcements. The first is, ECAC has created an ad hoc committee to examine designations for regular rank, non-tenure track faculty at Duke. In carrying out our various faculty governance obligations and duties, we discovered there is some confusion and

inconsistencies in these designations. For example, there are faculty members who have almost identical job descriptions with different titles. In one unit, one might be professor of the practice. But a similar job description in another unit might be a research professor. We thought it was wise and prudent to take a look at these designations across the campus and see if we can do some clarification. These inconsistencies make it difficult to establish policies and best practices and frankly, to have fairness in some of the things that we do at Duke. So we have appointed a committee to take a look at this after consulting with Provost Kornbluth. You can look at the charge of this committee. [refers to slide]

The charge of the Ad Hoc Committee on the Regular Rank Non-Tenure Track (RRNTT) Faculty Designations is to assess how the titles **Professor of the Practice, Research Professor, Lecturer, and Senior Lecturer** are currently used by schools, departments, and institutes across the university (excluding the schools of medicine and nursing) in order to ascertain if there is consistency in these classifications with regards to teaching, research, and service expectations.

In addition, the committee is asked to:

- Assess what distinguishes (or should distinguish) each of these ranks from the other;
- Determine if new RRNTT designations are warranted or whether we should consolidate existing designations, given the changing context of higher education in general and Duke University in particular;
- Define pathways for promotion in each rank and suggest recommendations for what those pathways should be;
- Recommend procedures for evaluation of RRNTT faculty that will help ensure consistency in evaluations across units and departments.

Let me say that a few years ago, Academic Council received a report and approved a proposal. The committee was chaired by Judith Kelley, now Dean of the Sanford School, and Kevin Moore, Senior Associate Dean in Arts & Sciences. That committee took a look at regular rank, non-tenure track designations. In that case, the emphasis was on the review process for those ranks. Here, what we're trying to do, there will be some overlap in the charge of this committee and what the previous committee did, but the emphasis here is on what we mean when we say research professor, professor of the practice, and lecturer, and see if there can be some consistency across units. Perhaps not, we'll see. The members of the committee are:

Sherryl Broverman, a member of ECAC and Associate Professor of the Practice in Biology, who will serve as chair. Other members are:

Victoria Szabo, Vice Chair of ECAC, and Research Professor in Art, Art History & Visual Studies;

Mark Anthony Neal, ECAC member, and Professor and Chair of African, African-American Studies;

Ranji Khanna, Professor of English and Director of the Franklin Humanities Institute;

Kathryn Bradley, Professor of the Practice, Law School;

Beth Hauser, a current member of the Academic Council and a Professor Track V, Biostatistics & Bioinformatics in the Basic Sciences;

Joseph Izatt, Professor, Pratt School; and Ken Rogerson, Professor of the Practice, Sanford School.

Are there any questions or comments about this committee?

**Sara Beale (Law School):** I'm agnostic about the question of whether there should be consistency across schools and departments. Schools may want to be consistent with other schools. Nursing schools may want to be consistent with other nursing schools, and so on. It's not obvious to me that it's unfair for any given school to have a different set of titles from some other schools or different responsibilities within those titles if they're internally consistent. I'm just agnostic.

**Haynie:** That's the point of the committee, actually, to take a look at this and see whether or not. One of the concerns that we have, when Craig [Henriquez, Biomedical Engineering] and his committee [Faculty Compensation Committee] would do a salary equity study, and we don't find differences where we sometimes have a sense that there may be, it may be because of what we call people and how people are designated. That data often show that there are some titles where there are more women in those titles, for example. So we don't know. This is the work of the committee.

**Beale:** Perfectly appropriate in my view to look at.

**Haynie:** Thank you, Sara. Any other comments? So as for process, this committee will report back to ECAC and ECAC will then communicate with Provost Kornbluth and Sally will decide whether or not there is something worthy of attention by the Academic Programs Committee. If there is a concrete proposal, it may find its way back to this body for discussion and consideration. Sally, anything you want to add?

**Sally Kornbluth (Provost):** You pointed out the overlap and I think it's okay. I think what's going to happen is that this committee will allow a lot of implications for previous discussions and I think each school, as you talk to people from different areas of the university, each school will be able to express how they use these things. In the end, as you say, I'm also agnostic about it, Sara. But whatever we wind up with, I just want to make sure that the transparency that was intended by the previous committee is actually happening.

**Haynie:** Thanks, Sally. Next announcement: coming soon are our annual elections for the Academic Council. The election process will begin later this month. So get ready for advertisements and robocalls. [laughter] All faculty who are eligible to serve will receive an email from me and the office notifying them of their eligibility. All eligible faculty are opted in for the election. So, unless you remove yourself from the process, you are opted in. If you receive votes, you may find yourself on the nomination and official ballots for the Council. So please stay opted in and encourage colleagues to also stay opted in for our election process. That's coming up later in February.

I'd like to recognize a few of our faculty colleagues who recently received some honors. There are three colleagues in particular who were recognized by the Graduate School and received the Dean's Award for Excellence in Mentoring:

Sandy Darity, our colleague on the Council, from the Sanford School;  
Jennifer Roizen, Assistant Professor in Chemistry;

and David Wong, Professor of Philosophy. Congratulations to our colleagues for that award. [applause]

### ***APPROVAL OF THE MINUTES OF THE NOVEMBER AND DECEMBER 2019 MEETINGS***

**Haynie:** Next, we'll move to the approval of two sets of minutes. If you recall at our last meeting, because of the holiday schedule, the short break between the November and December meetings, we didn't have the minutes ready for approval. So there are two sets of minutes posted to our website for our approval. We'll consider them together. Are there any additional contributions or corrections to the minutes?

*[Minutes approved by voice vote without dissent]*

### ***A CONVERSATION WITH STELFANIE WILLIAMS, VICE PRESIDENT FOR DURHAM & COMMUNITY AFFAIRS***

**Haynie:** Now I'd like to welcome to her first meeting of the Academic Council Stelfanie Williams, who serves as Duke's Vice President for Durham and Community Affairs. She joined us in 2018. In her role at Duke, she leads and coordinates Duke's community efforts in areas such as economic development, affordable housing, early childhood, K-12 and workforce education, student engagement, neighborhood relations and community health. Prior to joining Duke, she served as President of Vance-Granville Community College, during which the college experienced the largest graduating classes, record fundraising, and programmatic and capital expansion. Stelfanie is back at home. She received her undergraduate dual degree in public

policy and Spanish from Duke and a doctorate in education from NC State University. Please join me in welcoming Stelfanie Williams. [applause]

**Stelfanie Williams (Vice President, Durham and Community Affairs):**

Thank you. It is a wonderful pleasure to be with you all for what I hope will be a conversation. I am going to keep my remarks brief so that we might have some discussion and perhaps even some questions. I wanted to begin by thanking all of you, the faculty, and really commending your work. Having been a part of the Duke family, I understood the cutting edge research, the innovation happening among our faculty, but I've also come to appreciate in this year and a half the service that many of you do on behalf of Duke and in your own personal lives as well in our community. I really want to commend our faculty for that. I want to spend a little bit of time today just talking a bit about the history of our office, the course that we are charting for the future, and then of course, talk about whatever is on your mind. I'm curious: how many of you in the room have been at Duke for 20 years or more? [numerous hands were raised] Good. Well, you will probably be familiar with the trajectory of Duke's involvement in the community and may know that our work really began out of the Duke/Durham neighborhood partnership, even prior to the formal establishment of our office. I have a couple of colleagues with me today. Sam Miglarese [Deputy Chief Administrator, Office of Durham and Community Affairs], who is a part of that Duke/Durham neighborhood partnership and really helped build the foundation of the work that we do. And our newest colleague, Tuere Bowles [Assistant Vice President and Director for Research and

Advancement, Office of Durham and Community Affairs], who joins us from the faculty of NC State and will be leading a number of initiatives in our office. The Duke/Durham neighborhood partnership began as a partnership between Duke and the 12 neighborhoods that are proximate to the main campus. Over the years, that has been a very important relationship that we've been able to utilize and work with community on a number of issues. Even today it's an infrastructure that we rely upon to both inform and guide the work that we do. About a decade ago, the university felt that it was important to build on that foundation of the neighborhood partnership and to expand our involvement in community and established our Community Affairs office - at the time, it was Durham and Regional Affairs - with our first Vice President Phail Wynn. Any of you who knew Phail knew that he was an education champion and really should be given a lot of credit for the great work that's happened between Duke and Durham Public Schools and a number of the partnerships that are in place. As we speak, in any given academic year, more than 500 Duke students are out and about, involved in our school system. Many of those are your students and in your academic schools and in programs like Service Learning and the Program in Education. We are grateful for that. Durham Public Schools is the fourth-largest school district in the state. It is important, the investments that we all make in collaboration with the school system.

As I have come into this role and taken a look at the opportunities ahead for us, my vision is centered at the intersection of three things. The first is quality of life. That we, really, as a Community Affairs office, need to be thinking broadly and

comprehensively about all of the interdependent facets of quality of life. I will talk a little bit about that. The second is Duke's roles or identities in the community, because our work really needs to align with the mission of the university and health system. And then finally, the needs that have been identified in and by Durham, by the community. That should really help inform our practice. So as we think about the intersection of those three things, we're going to be building on that neighborhood partnership and we have expanded that office to now be the neighborhood partnership and community development. Because we recognize that the neighborhoods that we began in a couple of decades ago are shifting and that many of the challenges that we saw in the proximate neighborhoods also exist in neighborhoods beyond that zone. So we're thinking more strategically about how we partner with community. In the education realm, we're seeing very similar kinds of challenges where, 20 years ago, some of the schools with the greatest needs, the most under-resourced schools, were close by to Duke in the downtown vicinity. The demography shifts, meaning that the schools with the greatest needs aren't necessarily within that zone. We're thinking about education differently and we're also looking at the continuum of education, from early childhood on. As a part of that, we are really focused on talent development as an aspect of the work that we do. We have very longstanding relationships with the schools, but we want to begin to think about how to prepare a pipeline, particularly around the sciences and technology, which we know will be an emphasis for the university. And also, how do we use the arts as a means of

bringing community together? So, as we think about talent development, one of the things that sticks in my mind in a community like ours, where you have great research, thriving industries, you may be familiar with the Brookings Institute research, that shows that kids who grow up in the greater Triangle area, who are at the lowest levels in terms of income, and families that make less than \$25,000 a year, that less than one in five of those kids, as they become adults, move into middle or upper class. So we see a real opportunity to be a part of that talent development pipeline and help support community organizations and our neighbors who are working to help those young people be prepared for the future. In addition to that, we really want to be a supporter of nonprofits in community-based organizations. Duke cannot come in, and should not come in, to the community and think that we can solve these issues alone or that we have the answer. The lived experience that exists within the community is valuable and these community space organizations are doing great work. One of the questions I often ask in a forum like this is, how many nonprofits do you all think exist within the Triangle region? I'm going to ask if anyone wants to take a guess. I can tell you, I was so very wrong when I arrived in this job. Anybody want to venture a guess?

**Audience:** One thousand? Five thousand?

**Williams:** We're getting warmer! 6,500. This is based on IRS reports. That excludes faith-based and education-based. So we know the number is even greater. So there is a host of nonprofit organizations that are doing good work, that we can be a part of uplifting, supporting, collaborating, utilizing the

resources, not just financial, but intellectually as a university and making the connections to make our community better. So we're looking at nonprofit capacity, community-based organizations, how we can connect with all of you as subject matter experts to really support those organizations. Also, we're taking a really strong look at how we can integrate the work we have done with the health system. So many great efforts, not just clinical-based, but community-based work that happens in the health system is connected to the other work that we do in communities. So we've been having some really rich discussions with the health system about how we can work better together on issues of potential determinants of health and on an initiative called Healthy Durham, which works with community to identify the most important topics around health. I'm excited about those intersections between quality of life, Duke's identities, both as a research university, as a health system, as an employer, and the list goes on. But also those needs identified in and by our community members. One of the ways that we are getting a better understanding of the needs is through conversations. So we're hosting a series of community conversations. We had our first in December and our next one will be in February. We're inviting in many community stakeholders, leaders, and residents and folks like you and me to talk about these issues and to solicit their feedback both on what we've done and what we might be able to do in the future. We're taking that, along with the strategic plans of other anchor institutions in the area, experiences of our team, the knowledge that we've gained over the years, and we are going to be charting our course in the future. We hope that we can work very closely with you and your

academic schools in doing that, because you all have such great subject matter expertise. Our office is an office of practice, but we know that the research can inform the practice, and vice versa. In fact, one of the things that Tuere will be helping us work on is a digital platform where we can better coordinate and link the work that is happening, because one of my internal observations is that there is great work happening across the university and the health system, yet there is a real opportunity to better coordinate, to better communicate, and to help everyone navigate and access those resources and to work together, particularly around the data resources. We see some low-hanging fruit to set up a model for how we work with community. With that, I will pause and I'd love to entertain any questions about the comments I've shared or things that are on your mind and I'll conclude with a few final thoughts at the end of that.

**Luke Bretherton (Divinity School):**

Thank you. To help me get a sense of geography, you're talking about extending the reach beyond the immediate area. Where does that extend to? We could think about the Triangle area, we could think about immediate surrounding counties, Durham County as a whole, what is the geography and scale that you envision?

**Williams:** That's a great question. We've actually recently changed our name to Durham and Community Affairs with that in mind, because our focus is on Durham. That is Duke's home, if you will. But we understand that things are regional and it's important that we take a regional perspective on most of the issues that we work on. So I describe it as a ripple effect. We are focused on Durham, but as those

issues have a regional impact, we work across the Triangle. Then, in some cases, where Duke has a presence and real community connection, we're also supporting those efforts. For example, we have had a recent conversation with the Nicholas School and the Marine Lab on how we can help support the work they're already doing in Carteret County in some collaborative way. Durham is the focus, and it spreads from there.

**Shai Ginsburg (Asian and Middle Eastern Studies):** Are there any attempts to coordinate with other universities in the region?

**Williams:** What we're doing right now is trying to benchmark and assess and study what some other universities are doing. So we're sort of auditing the landscape of civic and community engagement. Quite frankly, the whole concept of community engagement is a fairly new one for universities. You've always had town-gown relations, but civic engagement as a formal aspect of universities has only existed as a field for about 30 years. So we are certainly making connections and trying to build a network among peer institutions in particular, but also communities that are like Durham. But sometimes, trying to figure out where that sits within a university takes a bit of time. But we're looking at that and trying to figure out what the best practices are that we might want to incorporate in our work and who the other partner institutions are that we might want to learn from or work with.

**Nicole Larrier (School of Medicine):** A couple of things. One, what have people in the community been telling you so far are their priorities in terms of recent conversations or preliminary ones? And

the second is, have there been any comments or feedback about the recent light rail discussions and any feedback from the community? Has that affected what you're doing in any way?

**Williams:** The number one priority identified by residents, based on the community survey that the city puts out biannually, is housing. We started our first community conversation around housing. I would say, generally, it was very positive. Because Duke has actually made a lot of investments around affordable housing and supporting organizations that are working to help build community. We have an existing housing strategy group that we meet with, generally monthly, around issues of housing. It's made up of about 30 community leaders that work on that topic. What we've found is that it is a priority and something that we need to continue to be involved in and to look for opportunities not just to build new affordable housing, which is important, but also to think about repairs, maintenance, supporting our legacy residents in Durham. So that is a real focus for us and something that I think we can build on. In terms of the light rail, I sort of joined that conversation, as you know, very far along. Having been here since August of 2018, I came on the conversation at the tail end. The conversation had occurred over about 20 years. I would say, from my own view, that people have really turned the page and are looking at what the opportunities are for the future of transit. Durham, in fact, is involved in a comprehensive plan called Engage Durham that will include both land use and transit. And our office is a part of that discussion. There are ideas being floated around with bus rapid transit, commuter light rail, which would

connect some of the counties in the Triangle. I think there are some promising opportunities. As the university has been doing for a number of years, Duke will be involved in that and supportive of the right plan. Of course, there were a number of disappointments and lessons learned through the light rail, but there were a number of issues beyond Duke. I think people recognize that, as we move forward, we can work together and come up with a plan that will really serve the needs of the broader community.

**Prasad Kasibhatla (Nicholas School of the Environment):** You mentioned education and health as two areas of the community engagement and you mentioned affordable housing. I guess the other side of the picture is jobs and the university is one of the major employers of this region. I'm especially thinking of the university's role in terms of jobs and job training for more marginalized sections. For example, people who have been in jail, returning citizens. I know that Hopkins has a program like that, for example. I'm wondering if your office is thinking about things like that.

**Williams:** Yes, indeed. I actually went to visit the program at Johns Hopkins. I'm impressed by what they're doing. We have had a number of conversations about being a part of that with our community-based organizations that work on issues of workforce development. I have to tell you that Duke really is engaged on this issue. The university and the health system both work with an organization called TROSA that allows the TROSA clientele to come on campus and to work in a number of capacities. We also have found that there are a number of pocket programs happening. One, actually, in the Nicholas

School, is around internships. We're hoping to convene a conversation later in the spring, jointly with Paul Grantham [Assistant Vice President, Office of Communication Services] and the HR team at Duke to figure out what all the great, innovative programs are that are happening across campus that are connected to either internships or apprenticeships, and how we can coalesce the energy around those programs and develop a one-Duke sort of model, if you will. So I think, stay tuned, it is one of our plans to figure out how we might amplify the work that we're doing around workforce and talent development, particularly for those who are disenfranchised, often.

**Josh Socolar (Physics):** I'm curious about whether there are issues that are too politically charged for us to touch. How do we think about Duke's role, for example, in supporting rights to abortion or voting rights? How do we decide whether we can get involved in an issue?

**Williams:** Our office, specifically, will be looking to focus our efforts around a handful of issues. Because we can't do everything well and we want to make sure, again, that the issues we're focused on are at that intersection of quality of life, Duke's roles, and the needs identified as priorities by the community. At least for the next handful of years, we're going to be identifying a handful of issues that we can advance and hopefully have real impact in. Because Duke is a university, that means that there are a number of resources, a number of perspectives and angles that the university or health system may take on any number of issues. Sometimes that might involve our office, but some of the issues and examples you raised probably will not be a part of the

key focus areas that we are attempting to make some advancement in. My concern is, if our office gets involved in too many things that don't center on the highest priorities of the community, where Duke's mission is focused, and quality of life, that we will be doing a lot of things and none of them very well. That's not to say that as issues emerge, we might not change our course. But how we are going to prioritize is through this process of talking with communities, staying connected with communities, clearly identifying those lanes where Duke has the greatest opportunity and resources to make an impact in community, and focus on quality of life. I think, as academic schools and other aspects of the university need us to come in and be a support on any other particular issues, we're happy to have that conversation. But we'll have to see where our focus needs to be and that's where we hope to spend our energy.

**Haynie:** One last question?

**Kathy Andolsek (School of Medicine):** I appreciated your openness to having lunch with me and exploring some of these issues a while back. In follow up to that, a couple of things to mention is, I think University of Colorado has done some lovely work around anchor institutions and becoming an anchor institution and supporting local businesses, minority-owned businesses, and women-owned businesses for services, rather than outsourcing to more national organizations. The second would be using county health rankings by the Robert Wood Johnson group, looking at why Durham is only 12<sup>th</sup> out of the 100 counties in North Carolina for health outcomes and 25<sup>th</sup> out of 100 counties for quality of life, and 46<sup>th</sup> out of 100 for

socioeconomic factors. Those are good benchmarks that we could use as we do things, to see our improvement. The final is to piggyback on the employment issue. As a major employer, I think one important place would be to look at our own who live in the community, and are the community, and are us, and maybe the bottom – and I don't know what the right number should be – but the bottom 25<sup>th</sup> percentile or 20<sup>th</sup> percentile of salary of individuals here, not the top five percent or two percent, but the bottom 20-25 percent, and do we need some kind of wage adjustment? Because you mentioned how many of us have been here for 20 years – I've been here for a little longer than that – it costs so much more to live in Durham today than it did, relative to peers, 20 years ago, just because of the gentrification of our community and the fact that now it's tough to get affordable housing in any of our neighborhoods. I would just say, we really need to make some salary adjustment, particularly for the people at the lower end, again, not so much the top end, but at the lower end, to make sure that we're actually treating people respectfully for the job that we want them to do, and in that, inflate some of the standard of living in the community as well.

**Williams:** Let me first say, I have appreciated our exchanges and the information that you've shared about anchor institutions. It's certainly informed my thinking and I appreciate these comments. As a new employee, I really commend Duke for the living wage policy that was instituted last year and I know that there is a commitment among the university to continue to look at how we can ensure that we are at the forefront in keeping pace with the cost of living in

the community, particularly, those amongst our ranks who are helping to run the university. So, it's on the minds of the university, not just my office, but more broadly, and I think we all appreciate your comments. The final thought that I'll say is, you are an example of someone who has reached out to our office and I want to invite everyone in the room to do that. You all bring valuable insight and expertise and research that can help inform the work that we're doing. I think that the relationships and the value that our office can bring to your work is around community engagement. If you take nothing else from my comments today, I hope that you know that we want to work with you, we want to make sure that our work is well informed, and we want to be the front door, not only for the community, but for our peers within the institution so that we can work together to serve this community. Thank you. I look forward to talking with you all. I'll hang around a little bit after if any of you would like to talk further. [applause]

**Haynie:** Thank you, Stelfanie.

***A PRESENTATION FROM VICE PROVOST AND UNIVERSITY LIBRARIAN DEBORAH JAKUBS***

**Haynie:** Next, we will hear from our University Librarian and Vice Provost Deborah Jakubs. ECAC decided it would be a good idea to hear from Deborah in light of some of the information in conversations that we've been party to in various committee work around campus concerning the libraries. We also want to, as I said before from this podium, make sure that some of our bedrock and foundational entities on campus don't get lost in the shuffle of new strategic plans and new capital campaigns. The library is

one of these that can often get pushed down the agenda list. It is essential to what we do. It is essential to all of our missions here at the university to achieve a Duke quality level of research and, as Vice President Williams talked about, service to the community. We thought it was prudent to ask Deborah to come and update us on the library and give us a state of the libraries, if you will. Let me say, I am the faculty director of the Trinity Scholars program. Each May we have a dinner to honor our incoming fellows and to thank our donors, and that's held in Greensboro. A few years ago I asked Deborah to come and talk to this group about the library system. Many of the folks in that room were alumni and they were shocked and surprised to see what a library in today's world is, as was I. [laughter] I know what is important for my political science and social science world, but to see the broad array of things that the library does was eye-opening, and I think we need to be mindful of that. Deborah became the University Librarian in January 2005 and leads a system that serves Duke's community and attracts scholars from around the world. The system is composed of six libraries with an extensive off-site, high-density repository, and includes the Center for Instructional Technology. Our library system consistently ranks among the top ten research libraries in the country, containing close to seven million volumes, millions of resources that are used in a variety of formats, and 65,000 linear feet of manuscripts in archives. You'll have to tell us what that is. Deborah is also an adjunct professor of History here and came to Duke in 1983 as Director of Collection Services for the library system before being named University Librarian. Please welcome Deborah Jakubs. [applause]

**Deborah Jakubs (University Librarian and Vice Provost, Library Affairs):**

Good afternoon. It's great to be here with you all. My purpose in presenting this update to you is twofold: to offer a snapshot of the scope of the library's work and how it has expanded over the past decade, and also to give you a sense of a few challenges and pressure points. I'm going to go fairly quickly. There is a lot of information. I'll share my slides. Get ready to read a lot of things on the screen, but it's been a while since I've been here to update all of you so I decided to cram as much as I could into the presentation. [laughter]

The libraries are a resource for everyone on campus: faculty, staff, as well as visiting scholars and alumni, along with our Durham community. We support all disciplines and schools and all interdisciplinary work that happens at Duke. We have no alumni of our own, but we are a unique community resource that makes possible the intellectual work that happens here by providing the raw materials of scholarship. As Kerry was saying, you each think of and use the library's collections and services in your own way, whether print books, online journals, collections of databases, streaming video, e-books, ASTM standards, University Archives, rare books and manuscripts, relying on library experts in collection development, research and instruction, data management and visualization, area studies, intellectual property and authors' rights, digital literacy and so on. You may hold office hours or meet colleagues over coffee in the Perk, or host meetings or attend them in spaces in our buildings, or you may not even set foot in the libraries, but you likely use them every day in your research and teaching. I can think of no

unit on campus that has changed as much as the libraries over the last 10 to 15 years. It used to be very transaction-based. Go in, get a book, have a question answered, usually leave because the libraries back then just weren't that inviting before our renovations, I have to say. Now, an interaction with the libraries is ongoing, often collaborative, as we help students and researchers navigate the vast resources, make sense of what's online, learn how to discern the trustworthy from the fake, and physically and intellectually intersect with others in many ways. Librarians have deep knowledge of disciplines but also expertise in data curation, new media literacies, copyright and digital scholarship. A formerly narrow scope of operations, books, journals and print, has expanded to include everything from papyri to data, from rare books to GIS, intellectual property and copyright guidance, and open access repository for faculty scholarship, research data management, and leadership and the development of a new community-sourced software known as FOLIO: Future of Libraries Is Open. That wasn't our name. [laughter] It represents an international partnership.

So, a quick introduction and some numbers. The professional school libraries are separately administered but rely on our enterprise services, such as the online catalog, the digital repository of the Library Service Center. We jointly license a good amount of content. Speaking of content, it's increasingly digital, and yet print collections, especially those rare and archival materials that distinguish Duke from other universities, draw a global community of users. 63,132 linear feet of manuscripts and archives, that's a lot of

linear feet. Naomi Nelson [Associate University Librarian and Director, Rubenstein Library] could probably tell us how much that is. Here's a timeline of our capital projects. [refers to slide] As Kerry said, I took this position in 2005, just as the new Bostock Library and Von der Heyden Pavilion, the Perk, were opening. In the years since, we've renovated Perkins Library, Pierce Memorial Library, that's the most recent at the Duke Marine Lab, we relocated staff to Smith Warehouse to create The Link, we opened The Edge and the Doctoral Research Room, integrated the collections and services of three branch science and engineering libraries and transformed the former Rare Book, Manuscript, and Special Collections Library into the David M. Rubenstein Rare Book and Manuscript Library. Lilly Library is the final renovation challenge and I'll have more on that shortly.

**Gate count:** The renovations had an amazing impact, as you can see. [refers to slide] Traffic is up, people stay longer, we're open 24/5 during the academic year and 24/7 during reading period and exams. The public is drawn to our exhibits, which are often co-curated by faculty and graduate students. Libraries are the intellectual and very often the social hub of campus.

Here's some other things we do in addition to common functions such as book circulation, inter-library loan, and research assistance. [refers to slide] Libraries offer a very wide variety of services and spaces. This is just a sample of that. Duke Learning Innovation, formerly known as CIT, is based in the libraries, as Kerry mentioned. International and area studies experts build research collections and work with

students and scholars in a wide variety of languages. They are among the 35 subject specialists dedicated to programs and departments all across Duke.

Through Responsible Conduct of Research forums (RCR), in coordination with the Graduate School, in 2019 alone, librarians taught 478 PhD students from 48 graduate degree programs. That's 28 of the 43 forums offered for credit. This slide shows the array of RCRs taught by the library's experts. It's just a slice of the instruction the librarians do, in addition to each Writing 101 course, Focus Program, and invited sessions in courses along with numerous co-curricular programs.

**ScholarWorks:** the center for scholarly publishing, one of our newest initiatives, offers an array of services described here. [refers to slide] Again, the diversity of expertise on the library staff, data scientists, copyright experts, IT experts, digital humanists, lawyers, and PhDs in various fields makes it possible to provide such services. This is just a slide that shows a few examples of some of the digital scholarship projects that we facilitated and hosted. Ed [Balleisen, Vice Provost for Interdisciplinary Studies] is called out here for *Suckers and Swindlers*. But this just gives you a sense of some of what ScholarWorks and the digital scholarship people are up to.

The libraries facilitate data management and archiving. The repository, DukeSpace, enables Duke's open access policy for publications and links directly to Scholars@Duke. It also includes electronic theses and dissertations, and undergraduate honors theses. Duke's digital repository has three program areas: scholarly publications, research

data, and digital collections. Three distinct pathways to publishing and preserving scholarly resources and research output. The research data repository accepts data documentation and software code. After a self-submission, the research data management team provides data curation to prepare data for publishing and making available and accessible, findable, and interoperable. Data deposit is open to all members of the Duke community. And the research data repository is integrated with Scholars@Duke, as I mentioned, to increase visibility and impact of research. We've published over 105,000 items in digitized collections from the Rubenstein Library. This includes photographs, advertisements, sermons, films, correspondence, sheet music, and more. Items are often used by Data+, Story+, Bass Connections, and other projects.

So far our most rapidly growing areas, which are quite different from one another, are the Center for Data and Visualization Sciences and the Rubenstein Library. Here's a quick look at the way students and scholars from across the university take advantage of their services. [refers to slide] CDVS, the Center for Data and Visualization Services, is one of the most active spots in the library's complex, attracting students and partnering with researchers across campus, including School of Medicine, SSRI, research computing, and many others. Here, you can see the diverse distribution of demand and use for CDVS workshops and expertise from all across campus. [refers to slide] To look at this, "unspecified" is very large, but medical and sciences is quite large, you can see everyone from across campuses taking advantage of this.

Moving on to something very different, the Rubenstein Library has also experienced an influx of student and faculty interest. In contrast with most of our peers, undergraduates at Duke are heavy users of special collections. Roughly 40 percent of our use comes from undergraduates in the course of their academic work. They are attracted to the strong research collections of the various centers of Rubenstein. Here, you get a little sense of undergraduate use. [refers to slide] You might think that the undergraduates using Rubenstein Library are English majors, History majors, but no, they come from all across. Some of the instruction services have been integral to the initiatives listed here. Rubenstein Library instructors offer over 30 classes to the Duke School of Medicine, with a highlight of the year being anatomy day, when all 100 or so first-year medical students visit the History of Medicine collections to view historical anatomical works, coming to understand how anatomy has been presented over the years.

Onto budget. If you quickly add this up, you'll see it doesn't add up to 100. [refers to slide] It's not meant to. We needed another "other" category here. But these are our major expense categories. You can get a good sense just from a glimpse at this of what they are. The budget provided to the libraries by the university through the Provost is currently some \$36 million and it's supplemented by restricted endowments, philanthropy, and grants. The pie, obviously, has two large pieces: collections and people, and several thinner slices. Not included is a catch-all representing copiers, voiceover, internet, all kinds of things. The number of staff has remained stable over time at around 250, but the composition has

shifted. Whereas, just five years ago, the majority of our exempt staff, our professional staff, were librarians, now, more than 50 percent are highly skilled experts in technology, digital media, data, GIS visualization, and other areas. This means that we need to pay higher salaries, and we often compete with industry for the best candidates. Here, you can see the sources of our funding. [refers to slide] Moving on to the collections budget, this is the kind of dramatic chart that those of us in libraries like to use to show some of the things that we're dealing with in terms of the journal prices. [refers to slide] The collections budget is close to \$6 million. It's been increasing modestly over the years to help accommodate price inflation for subscriptions and the acquisition of new resources: streaming videos – some of you may use those – resources, when there are new degree programs, we need to support those, program areas of new faculty interest. You might be aware of the high cost of journals, particularly in STEM fields, and perhaps of the proliferation of full-text online resources such as historical newspapers. Some 65 percent of the budget goes to what we call ongoing expenses. So those are the bills that are paid first and then the rest is available for books and one-time purchases. We manage around 1,500 licenses for these databases. You saw that we have somewhere close to 300,000 journal titles that are available, so that's part of the licensing. And the budget continues to face upward pricing pressures. Endowments sometimes help, but most of them are restricted by field or purpose. Philanthropy helps a little bit too.

**How Duke ranks among Ivy-plus peers:** everybody notices Stanford is at the

bottom of the salary sets, just because they didn't report their data, so it's not that they have the lowest salaries by any means. [laughter][refers to slide] Here we compare with Ivy-plus. It's pretty self-explanatory. Just a couple notes to explain. Total expenditures were about where we might expect to be. Our physical collections, electronic collections, we're open a lot of hours in a week, 149 or 150 of the 168. Our physical circulation, print books, continues to hold steady at 200,000-some books a year. Our salaries, not so well. We're ranked about 63<sup>rd</sup> of 114 US libraries in the Association of Research Libraries, which also includes Canadian libraries. Even in the Triangle, we trail NC State, whose starting salary for librarians is \$9,000 higher than ours, and whose average salary for librarians is \$12,000 higher.

**Philanthropy:** we have an active fundraising program, including a generous and enthusiastic external board. Despite having no alumni of our own, most of our board members are alumni or parents or both. While no one officially graduates from the libraries, we like to think that everyone graduates from the libraries, in a way. We benefit everyone on campus, obviously. So here's a little idea of our fundraising over ten years. [refers to slide] You can see there are certain blips here. 2008-09 represents two payments in a \$10 million gift from the Duke Endowment for renovations. In 2019, a \$5 million gift from the Lilly Endowment for the Lilly Library renovation. It did well in the Duke Forward campaign. I really like this figure and I hope in the new campaign we do something equally impressive. Of course, a high percentage goes towards targeted priorities and space, i.e. building renovation was one of those. Fortunately,

we received one gift from David Rubenstein and it was a large one, \$13.6 million. And that is why the library is named for him, the Rubenstein Library. Gifts like that can be transformative, but for the libraries, they come along infrequently due to limited access to top donors.

**Let's turn now to challenges:** Growth in Master's programs. I think most of you are aware of the increase in Master's programs at Duke over the past decade. There has been something like a 31-32 percent increase in Master's students and growth in nearly all schools' Master's endowment enrollment. Some of this growth has been heavily concentrated. Pratt, for example, more than doubled Master's enrollments over the decade. And the number of PhD students has also increased along with faculty. The one science and engineering librarian for all of Pratt and Computer Science is challenged to keep up with instruction, one-on-one research consultations, and work with individual faculty. Master's students often need, demand more intensive and different kinds of assistance from library experts. The downstream impact on libraries, human and collections resources, as a result of the proliferation of Master's programs, is often overlooked.

**Keeping up with the Science and Technology Initiative:** The collections budget supports research and teaching in all fields. A growing proportion of the collections budget is earmarked for increasingly expensive science and engineering resources. Publishers raise prices every year, and as new faculty join Duke and research becomes more intensive and specialized in certain fields, we're challenged to acquire what's needed, keeping in mind we need to

balance the needs of all disciplines. There is a need, as well, to acquire non-traditional materials, data sources, streaming video, and to support new publishing endeavors, including open access journals. The Lilly Library renovation and expansion, this is our top priority. Our libraries have been transformed over the past 15 years and we're now focused on Lilly on East Campus, the home of all first-year students and numerous academic departments. Lilly opened in 1927. It was actually the first library opened at Duke. And it has had one modest and largely cosmetic renovation since then, in 1991. If you've been inside Lilly, you know it is charming but limited. It is prone to flooding, there is no fire suppression, students call it creepy. [laughter] We've worked over the past few years with architects, students, faculty, administrators, all stakeholders, to develop a design to modernize Lilly and "bring the best of West to East." So what we've learned from the renovations on West Campus, introducing some of those things to East, while honoring the unique charm of the building. The Lilly project is far from just a library initiative. It will serve as a catalyst for further changes on East, and I see it as a really exciting university priority. For previous capital projects, the Libraries were expected to raise 50 percent of the total funding. For Lilly, we are being asked to raise over 90 percent of the total project cost, which is currently estimated at \$45-47 million. It's a tall order, but we're making progress. And the goal is to identify the funding sources by April 2020.

**Library Service Center:** Duke's high-density offsite stacks facility is ten minutes from campus and consists of three modules, each with a capacity for

2.5 million books and materials. Modules Two and Three were funded 50/50 with UNC, which shares the space. The LSC is a critical extension of our stacks, as well as the home for all university archives and records and a considerable percentage of the holdings of the Rubenstein Library. It will offer important swing space for Lilly materials during the renovation and it offers space for large collections such as the recently arrived archive of *Consumer Reports*, two truckloads of materials, which has been donated to the library's Hartman Center for Sales, Advertising and Marketing History. The climate at the LSC is low temperature, low humidity, good for books, chilly for people, and secure. Each day, a van delivers hundreds of requested items to libraries all across campus and to our partners in the Triangle. It's used by all of Duke's libraries. It's time to plan for Module Four, and due to new zoning and environmental requirements, the construction costs have risen a lot. UNC is ready to invest its half. Duke has funded prior modules via central university resources. The Provost is now looking to the Libraries to identify the resources, one suggestion being to take on debt service in a tradeoff with the collections budget. Doing so would have short- and long-term negative impact on the access of students and faculty in all fields to research and teaching materials. It would also bequeath to my successors an annual debt payment for a building from the collections budget of over \$700,000 a year for 30 years. This is a precedent I don't want to set. They would think I was crazy. I will continue to hope that the university will be able to find the funds for this important function in the near future and that we can accommodate UNC's needs and our own.

**Finally, a culture of ambition:**

Institutions have personalities. Duke's is inquisitive, entrepreneurial, ambitious, and embracing innovation. This extends to the libraries. We pride ourselves on our collaborations with faculty and are frequently invited to partner on new initiatives. When we can, we say yes, whether it's hosting an open access journal, establishing a data repository, creating a set of courses based on a particular archive and co-teaching those classes, or harvesting faculty publications to populate Scholars@Duke. We welcome the new ideas that come through the door and we do our best to stretch existing resources to take on new projects and programs. Anticipating the next recession and planning for the campaign: Like other academic support units, we have been asked in our budget planning to anticipate a five percent and a ten percent cut to non-payroll operating expenses. At the same time, we're having blue sky conversations with our board and staff about fundraising goals for the next campaign. Thanks very much for listening today and I'd be happy to answer any questions and also to talk with any of you or email with you after the presentation. [applause]

**Anne West (Neurobiology):** With respect to the rising cost of journals, I know last year the University of California got in this tiff with one of the major publishers and was really fighting with them about costs. Is that something that is happening nationally? Is this a movement at all?

**Jakubs:** It's happening nationally and we're very well aware of it. Dave Hansen, who is our Associate University Librarian for Research Collections and Scholarly Communication, is in the know on that.

Dave, do you want to say just a couple words about what our strategy is vis a vis Elsevier?

**Dave Hansen (Associate University Librarian, Research Collections and Scholarly Communication):** We have been working hard on a strategy for this. We're not quite in the same position as the University of California. They basically didn't have money and were facing a pretty sharp budget shortfall. Actually, just yesterday, we had a good conversation with a subset of the Library Council about strategies and steps forward, and we are reformulating our plan for that. So if anybody would like to talk with us, I would be happy to, either me or Deborah. It's definitely something to think about.

**Jakubs:** We've been monitoring our spending and cutting things when we can, but as you know, they bundle the resources and so you have to buy a lot at a time, like cable, kind of. [laughter]

**Lee Baker (Cultural Anthropology):** Thank you so much for your presentation. You talked about the libraries being one of the most transformative units on campus in the last ten years. But I also want us to recognize that's been under your leadership. The leadership in a sophisticated area that's moving so quickly in so many different directions, you've just been an awesome leader for all of us. What you don't have on that [your slides] is the "cool" index. I think we've got the coolest libraries and the most welcoming libraries of anyone in the country because of your leadership. So I and the rest of the Council thank you for your leadership.

**Jakubs:** I really appreciate that. I can't say that we aren't often asked to host groups from other universities, sometimes including their Provosts, their Presidents sometimes, their architects, to see the things that we've done with the buildings. It's nice to have that kind of recognition.

**Kasibhatla:** At one point there was this massive Google project on digitization. Is that still ongoing? Are we connected to that?

**Jakubs:** Yes, that's the HathiTrust, which is based at the University of Michigan, which has carried on that work and Google is not doing the digitization anymore, but libraries are participating in the HathiTrust. We're members. In fact, Jeff Kosokoff, who is back there, is one of our most important connections. He is the Assistant University Librarian for Collections Strategy. So there is still this sense that we are building a collective collection, and I should say that extends to print as well, because we all recognize we can't continue to just build buildings and fill them with books. Of course, fewer and fewer of our resources are book-based, but there will always be books. You can quote me, I guess.

**Kasibhatla:** I was wondering if that factors into this new building that you need for the collections.

**Jakubs:** Yes and no. We're pretty good stewards of our print collections and we also are sharing with UNC as we put things in there. On campus, we also don't duplicate. Jeff, do you want to say anything about that?

**Jeff Kosokoff (Assistant University Librarian, Collections Strategy):** We're going to have tons of books, just not as

many of the same ones as everybody else. All of you are still checking out our books and for some fields, print books are better than anything else, so why wouldn't we keep having them?

**Jakubs:** I think it's also important, you know, we're a research university. This is what we're about, is knowledge and preserving it and making it accessible very widely. We have some incredible collections here, in Rubenstein, but also among the collections we have in foreign languages and lesser used fields, but they're still important for scholars who discover them and say, my gosh, you got this and I really need this. We have to remind ourselves that it's not just getting rid of print and making everything digital.

**Ara Wilson (Gender, Sexuality and Feminist Studies):** Thank you, I want to endorse that. The Sallie Bingham Collection is amazing. It is sometimes ranked as the second best, because of a particular collection at Smith, but in other ways, it's the best Women's Studies, Gender Studies collection in the country. I want to endorse what you just said, because there is a way where, a great deal of how we use documents that the library has is about information and extracting information, but there's a whole other approach that isn't about information that requires things like archives, intellectual history, history of the book, there's a lot of fields. I will say, as a researcher who has done a little of that, sometimes requesting 14 volumes to look for one thing from LSC is quite onerous and awkward and uncomfortable, and I have to say that the LSC site that I went to is not designed for, it's not comfortable for doing research there in its location.

**Jakubs:** It's a high-density facility. It's not stacks.

**Wilson:** I know. But if you want to actually do research from texts from the 1950s, if you want to look really closely at advertisements or tables of contents or other things, it's really not designed for that. My call would be for those sites to have a very modest – because this is not a large population – but a modest, comfortable space where you could requisition 20 books right there, and do the research and have it comfortable. So I endorse the plea for not putting the onus of fundraising all on the library.

**Jakubs:** The new module could include that. That would be perfect. And UNC is interested in that as well. Thank you. [applause]

**Haynie:** One thing I'll add. One thing that struck me and one of the reasons I wanted Deborah to come was on one of the slides she mentioned an issue that this Council had dealt with when I was a member, and that was the growth in Master's programs. Some of you will recall, we said no more at some point. Because we were concerned about the impact on our undergraduate admissions and our PhD programs. It never occurred, at least to me, I don't think to us in this body, the impact that the growth in those Master's programs also had on the library, along with other initiatives like Focus, Bass Connections and other things that have emerged over the years. I do want us to keep the library on our minds because it's important for what we do and how well we do what we do. So thank you, Deborah.

## **UPCOMING FACULTY SATISFACTION SURVEY**

**Haynie:** For our last item for the day, Claudia Gunsch, a member of the Council and Associate Vice Provost in the Office for Faculty Advancement, will talk to us about the upcoming faculty satisfaction survey.

### **Claudia Gunsch (Civil and Environmental Engineering / Associate Vice Provost, Faculty Advancement):**

Thank you. I know I'm between you and the end of today's meeting, so I'll try to keep it as brief as possible. I am here from the Office of Faculty Advancement, but I'm also joined by David Jamieson-Drake [Assistant Vice Provost and Director, Institutional Research] and Jiali Luo [Assistant Director, Institutional Research] from the Office of Institutional Research, who are instrumental in carrying out and actually sending out the survey to all of you. The goal for today is that I want to provide a brief overview of the goals of the survey. I'm going to provide a few sample data sets of what we obtained from the last one, just to put into context the types of questions and then talk a little bit about the work of the ad hoc committee that we convened to talk about if all the questions were the ones that we wanted and to talk a little bit about the content of the survey. The main purpose of the survey is to examine faculty's perceptions of their professional and intellectual lives in seven major areas and they're noted up here. [refers to slide] Satisfaction, workload, departmental atmosphere, mentoring, promotion/tenure practices, hiring and retention and life outside of Duke. Within each of these categories, there is a number of questions. We come at it from a couple of different directions, asking

some questions that might have some redundancy in there so that we can get a good read of all particular dimensions of those major areas.

**The survey instrument itself:** this survey is administered to all regular rank faculty. It's been administered every five years, starting back in 2005. So this will be the fourth time that this has been carried out. Back in 2015, I was looking at the report and we had about a 56% participation rate. At the time we had about 3500 regular rank faculty. So this is a high participation rate and hopefully we'll do even better this upcoming year. I know earlier, when the question was asked, how many individuals here had been here for 20 years or more, there were a lot of hands that came up. So this survey should look familiar. The estimated time of completion is 20 to 30 minutes. A number of participants did not complete the survey, so hopefully this year everybody will begin and end the survey. One of the advantages of this survey is that we are not carrying it out in isolation. Our AAU partners, which is a consortium of about 70 universities, also carry out this survey. So there are some core questions that are asked at all these universities and so we can benchmark our data against those from those universities. Not every university will be carrying it out in 2020. They could be carrying it out in a different cycle, but roughly on this same timeline. So it does give us information. Also, because it's the fourth time we're administering it, we can of course look at data over time to see if there are any dips or, hopefully, rises in particular data. We do have core questions that we have to ask because of this being a survey that we are benchmarking, but we do have the option for additional questions.

So we brought together a number of faculty: Nicolas Cassar (Nicholas School of the Environment), Kerry Haynie (Political Science and African & African American Studies), Scott Huettel (Department of Psychology and Neuroscience), Lisa Keister (Sociology), and Ashleigh Shelby Rosette (Fuqua School of Business). There was participation in our office from both Abbas [Benmamoun, Vice Provost, Faculty Advancement] and Sherilynn [Black, Associate Vice Provost, Faculty Advance]. And then also input from the Institutional Research Office to help us understand what we could or couldn't do. There were questions that we wanted to know the context for the particular questions.

The analysis, once the data are generated, we do ask for gender and race/ethnicity at the end of the survey. There is an option to be able to provide that type of information, which then allows us to be able to go and look for differences by these different classifications. We're able to look at individuals that are tenured versus non-tenured. We can also break it down by division and school. So it does give us a lot of flexibility to figure out at what level we can really analyze the data. We generate a lot of data, as you can imagine. There were 3500 faculty back in 2015, so 56 percent of those individuals are taking this 20 to 30 minute survey, that is a lot of data. There are many different ways that can be utilized. There are institutional reports that highlight specific differences across faculty. We can compare the Duke data with other university peers, and then there were also school reports that were generated. So each school received a report that highlighted key data points and a brief report for each of those schools. There were also reports that could be customized at whatever level we could to

maintain anonymity. The data are integrated with Tableau, which provides a little bit more flexibility in terms of how we can visualize the data to meet the needs that are needed. The reports are then shared with administration and school Deans as well as interested faculty groups. I know when there was work going on in the context of the Diversity Task Force, for instance, I know some of these data were incorporated into those analyses.

As an example, I know I said I would share some data. In this particular case, it's looking at satisfaction of all respondents. [refers to slide] I don't expect that you'll be able to read a lot of these, but for instance, at the very top, there is a rating between one and five for each component, with five being the highest. In this particular case, the particular categories are ranked by the level of satisfaction or the highest ratings. At the top, you can see "intellectual stimulation of your work" had a 4.5 and then we can look at some of the key factors that are lower. So you can see at the very bottom, "startup funds" was about 3.2, which might not surprise many of you. This is another way. [refers to slide] Other types of questions. In most areas, faculty viewed their departmental atmosphere favorably and so there are a number of questions that are asked. The top one here was, "I am proud to tell people that I work at Duke." At the very bottom, "there are plenty of places to meet informally and network with my colleagues." So that provides some indication as far as making more spaces where faculty can convene to have conversations. Another sample key finding: in general, women view their departmental atmosphere less favorably than men. Again, you can see at the top, "I

am proud to tell people that I work at Duke,” and you can see the difference between females and males, 4.2 for females and 4.5 for males. Then all the way down at the bottom, again, “there are plenty of places to meet informally and network with my colleagues.” Then there were some other questions in terms of whether individuals felt excluded from informal networks in their department and unit. Another finding: departmental atmosphere, significant differences were found by race and ethnicity. Again, we can provide a deeper dive on some of these.

There are different ways that the data can be analyzed. In this particular case, this is showing a scatter plot with particular correlation coefficients related to mean satisfaction ratings for various factors. [refers to slide] So there are four quadrants with the one that is highlighted here in orange that shows high importance of particular factors related to low satisfaction. That provides indication as far as what particular areas on which we can focus. Here were some of those that came up. “Having a voice in the decision making,” “chair helping to obtain resources,” “inclusion into an informal network,” “a strong sense of belonging to a community of faculty,” and “opportunities to collaborate with faculty in the department.” Those are areas that provide some insight, in this particular case, if you can see, it was for Social Sciences and for women, particularly in Social Sciences.

This provides a little bit of an overview of some of the types of data that could be generated. [refers to slide] Overall, the committee, when we met, we felt that the survey did capture the information that would be needed. You put faculty together, there is always going to be

robust conversation. And sure enough, we did have robust conversation, realizing that it’s already a pretty long survey, so we don’t want to be adding a lot of questions. But we did feel, in terms of capturing a little bit more in terms of the climate, in particular, parts of the university that would be important to add some questions related to Duke values, both in terms of awareness of the Duke values as well as the lived experience of individuals in different parts of the university. We also felt that a lot of the questions were related to research and teaching activities, but there wasn’t that third pillar of service that was often mirrored. So for some of the questions that are related to research and teaching, we recommended adding some questions for service. And then beyond that, there were some organization questions, just in terms of some blocks of questions that didn’t make sense where they were, so we had some recommendations in terms of headers and sub headers to better organize the surveys. Some of these, we are able to do, others we aren’t, because of the structure of the survey, in terms of these core questions related to participating with the AAU consortium. I’m happy to take any questions, but I will just give a plug for the survey. It will be administered at some point here in the spring semester, so when you do see it, please don’t ignore it. This is your chance and you won’t have this chance for another five years. So this is a great chance for you to provide your opinion and speak up, if there are particular concerns or great things that you see that you want to share.

**Haynie:** When we met as a committee, I forget, we discussed a gender identification category, right? Part of this is from an old survey and the world is

changing in how we identify genders. Can we do anything about that?

**Gunsch:** In the last questions, where you identify your gender, there is a classification for male, female, and then there are additional options. So that is included in the survey.

**Esther Gabara (Romance Studies):** I have a related question in that self-identification part. It seems like the faculty at Duke, the experience of international faculty can be very different from the experiences of US-born and raised faculty and it's a significant component and they might have a set of challenges. I'm wondering if that's captured in any way, because, certainly, from the people who I talk with, the various particular challenges of coming from outside of the US and establishing being a faculty member and living in this area.

**Gunsch:** Correct me if I'm wrong, but I believe that was one of the dimensions that was also analyzed, citizen versus non-citizen.

**Ginsberg:** That's not the distinction. We may be international but still citizens.

**Gunsch:** Oh, okay. That's not captured. We could look into it. It's a good suggestion. Thank you.

**Craig Henriquez (Biomedical Engineering):** I'm curious about what happens with the data. For example, looking at some of the numbers there, is 3.2 a low score, or is it an okay score? At what point is an intervention taking place? Is there an example from the last survey where something was identified as an issue and then some change in policy

has led to an improvement or perceived improvement that should be reflected in the new survey?

**Gunsch:** Thank you for raising that question. There are reports that are provided at the high level and then each of the local leadership has obtained their own surveys. I can't speak to all parts of the university, but I can share my own experience in the School of Engineering. I know that, for instance, part of the Diversity and Inclusion Committee within that department, we had access to some of these data and so we could use that information, because it's benchmarked, we can utilize that information. I will say, I think we can do a better job in terms of how it is shared in a transparent manner with all members of the community. In terms of the meaning of a particular data point, what that numerical value means, is difficult to say. And this is where the benchmarking with other institutions is helpful.

**Kornbluth:** Two comments. One is trend data are important. Since the survey has been fairly consistent, there have been some additions, I think particularly in individual units, it becomes important. In other words, if there were gender disparities, racial disparities, et cetera, in perception, it would be good to see if that needle has moved in a positive way over time. That's one thing I would say. The second thing I would say is that I had actually just become Provost when we got the results of the last survey. I remember it was like clomp of data and it was like, what am I supposed to do with this? I think one of the things that the committee is going to have to think about a lot is how to curate and slice the data. The powerful thing is at the local level, for everybody to have data on their local piece. But I

wonder also if it might be worth discussing the data a little bit further. Rather than try to do this general overview alone of what happened in the survey, it might be worth it to pick a couple of topics and do a deeper dive and discussion on pieces that we find most important. I think there is a huge richness in this data that we don't actually end up touching on in any global sense. There may be individual units that do it, but if we're going to go to the trouble of surveying the faculty, we're going to urge high levels of participation, I think we should think more about really mining that information and using it, if you will, as a comparator next time and also thinking what strategies we can use to move the needle. I think the Diversity Task Force is one place where that was done and really thought about. But there are a lot of other dimensions to the data. Also, I want to call out David Jamieson-Drake as the superhero of the survey.

**David Jamieson-Drake (Assistant Vice Provost and Director, Institutional Research):** A couple other examples of how the data from the survey has been used in the past is the improvement of grant funding and support with that. The 2010 survey, right after the financial crisis, there was a faculty survey and we were looking very carefully at what the major points were. At that point, it came up and changes were made and in the 2015 survey the results reflected that. Another example is that the Communications Program, and how tenure happens, if you look at the data by rank, junior faculty felt differently about that than senior faculty. The communications about the appointment and promotion process were looked at and improved.

**Haynie:** Thank you, Claudia. [applause] I encourage you to participate in the survey when it comes around. It's not perfect, but we need it, it's helpful, and as Sally said, we will do some deep dives on some of the questions. That concludes our meeting. Before we break, let me just announce that the next Academic Council meeting is February 20. This will be the Annual Faculty Meeting. We moved it up earlier because of travel. The President and I will be at DKU in March so we moved the Annual Faculty Meeting from March to February. So that's February 20. We are adjourned.