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Minutes of the Meeting of the Academic Council

Thursday, November 19, 2015

Nan Jokerst (Electrical and Computer Engineering / Chair, Academic Council): Welcome, everyone and thanks for being here today. I would like to call the meeting to order. Before we begin, President Brodhead would like to say a few words.

Richard Brodhead (President): I thank the many of you who were able to come to the town hall meeting that took place in Page Auditorium last Friday at noon. And I know that many people who couldn't be here in person have subsequently watched the entirety of it and have even shared thoughts with me and with others. This meeting was called about issues very important to this university. I began it by saying, what role does intolerance, bias and hate have in a university community? My answer is, it has no place in any healthy society, least of all does it have a place in the university. I announced something at that meeting that I am now prepared to reveal a little more about. Sally and I have had the view that it would be good for us to have a Task Force on Bias and Hate. This wouldn't be the specific institution that already exists, for instance, in Student Affairs, which deals with specific incidents. That's important too. But this is different. This would be something that would be tasked with looking broadly over our practices,

practices elsewhere, trying to see if there are institutional steps we would be wise to adopt and to work them through and make recommendations to us. In the first instance, we have specifically asked the committee if it would consider whether Duke's institutional policies, and this would include disciplinary policies, ought to make specific mention of bias and hate. Duke, like many universities, has chosen to assume those things are covered by its disciplinary rules and has not made them explicit. There are different sides to this argument, as you know, and we want to get a recommendation from a thoughtful group. We have asked the group to consider issues related to communication over issues of bias intolerance and to make recommendations about the ways the university is dealing with these issues to be more transparent. I'm pleased to announce you all have gotten a message in your inbox by now and I'm looking around and some of you are nodding and some of you are just staring, (laughter) so I guess some of you already have it and some of you don't. I have asked two people to co-chair this and they have both agreed, understanding the gravity of the matter. Kelley Brownell, Professor of Public Policy and Dean of the Sanford School of Public Policy, and Linda Burton, Professor of Sociology and a Dean for the Social Sciences in the Trinity College of

Arts and Sciences will be the co-chairs. We're in the process of securing the other faculty members to be on the committee. There will also be administrators, but not an overwhelming number of them. There will also be students. The following suggestion was made which we have adopted. Rather than the administration naming the students, we will ask students to apply for the process and submit a statement about this thing. Then we will ask the chairs of the committee and the chairs of the two student governments, the undergraduate and graduate and professional student governments, to choose the student members for that committee. I believe we will have a committee with very good participation that will lead to very valuable results. I wanted you to know that. The other thing I would say is this. I said last Friday, and I mean it, and you know why I say it: there are issues that can't be solved except at the level of policy, at the level of the rules of the institution. But there are also diminishing issues that are never solved at the level of rules or laws themselves. They have to do with the life of community and what people in communities are willing to tolerate of one another and the willingness with which people who hear something they don't think should be tolerated are willing to speak up about it and take an active role. I'm not trying to shirk the proper role of the administration in this regard. I think it is an extremely important one and I think the step I'm announcing today will help fortify that role, but I do call on all of you, and all of you not in the room who are members of this faculty, for your help in making this the community in practice that we aspire for it to be in theory.

Amy Bejsovec (Biology): I haven't seen any emails about whether there's going to be a conversation tomorrow at 5pm that the students asked for last week?

Brodhead: The students last week began that by issuing an invitation to a meeting that they would host tomorrow at 5. That will take place. I'm not the organizer of it but I will be in attendance, as will Provost Kornbluth and as will Dean Ashby.

Bejsovec: It might be good to remind them to send an email to the faculty too.

Brodhead: From your lips… (laughter). ECAC, take it away.

Sara Beale (Law School): Where is the meeting?

Brodhead: In Page Auditorium. Obviously we'll be talking more about this when the committee comes in with its recommendations. We've asked for a report in April. These will be things that we'll want to come back to discussion here.

Karla Holloway (English): I hope that there can be substantial conversation on membership from the Law School, considering the deep First Amendment issues that surround this matter.

Brodhead: I'm not in a position to announce the full membership of the committee, and you will understand that it has to be widely representative of the schools. This is not an undergraduate issue, it belongs in every school. But perhaps I can reveal to you that I have asked Jim Coleman to serve on this committee and he has agreed. There are

people who we're not going to put on the committee but who will be of counsel to the committee and actually we trust that the committee will not count on itself to have all the relevant expertise about First Amendment issues. These are extremely important issues, and how to put these two high values of the university in proper relation to each other is what we're asking them to do.

Jokerst: Thank you. I'm a little bit under the weather today, so if I turn into a baritone, that's the reason. As I stated at our first meeting this semester, faculty governance is incredibly important to the health of our institution, and is a powerful tool moving forward together, particularly when faculty partner with the administration to provide input, and to reach consensus on documents that will shape the future of Duke. Today, we have some results of collaborative endeavors between the faculty and the administration, and how we will move forward together in partnership.

So, following up on what President Brodhead said, let me start with a few words about our final agenda topic of the day. Respect, safety, inclusion, and community are not present at Duke for everyone, as evidenced by the conversation this past Friday in Page Auditorium. We, as faculty, have a responsibility to the Duke students and to the Duke community to create an environment that is a safe, respectful, inclusive home for everyone. The faculty recognized this challenge, and created the Academic Council Diversity Task Force by resolution of this Council in February, 2014. This Task Force focused on faculty diversity and inclusion, and was co-chaired by Law Professor Trina Jones and

me. Many of you in this audience contributed greatly, serving on the steering committee and one of the seven subcommittees. Last May, the Diversity Task Force presented its final report with recommendations that focused on faculty diversity and inclusion.

The Provost subsequently formed an Implementation Committee, and today, we will hear from Professor Emily Klein, Chair of the Implementation Committee, about plans and progress to date for this year's work on implementing the recommendations from the Diversity Task Force report. I hope you will share your thoughts and ideas with Professor Klein on this topic that is so critical to creating a welcoming community at Duke.

A second topic that we will hear about today reflects the faculty concern regarding the role of faculty governance in the formation of institutes at Duke. The presentation today by Vice Provost for Interdisciplinary Studies Ed Balleisen is another important step forward in the partnership between faculty and the Duke administration. In the future, faculty will now have significant input into the conversion of current University-wide initiatives and Center to institutes.

APPROVAL OF THE OCTOBER 22nd MINUTES

Jokerst: Our first order of business is to approve the minutes from the October 22nd meeting which were posted with today's agenda.

Are there any corrections or edits to the minutes?

(Minutes approved by voice without dissent)

VOTE ON THE INTERNATIONAL MASTER'S IN ENVIRONMENTAL POLICY AT DUKE-KUNSHAN UNIVERSITY

Jokerst: We will now vote on the proposed international master's degree in environmental policy at DKU, which was presented last month by Professors Erika Weinthal and Billy Pizer. They are here again today, to address a question that was posed to them by a Council member, and to answer any additional questions before the ballots are distributed. Our bylaws permit a vote by paper ballot if requested by a member of the Council and we received that request following our meeting last month.

Our colleagues, Kathy Franz, from Chemistry and Andrew Janiak from Philosophy, will distribute, collect and count the votes along with the assistance of our Academic Council staff assistant, Susan Jennings. After you have voted, please pass your ballot to the end of the row to be collected and I will announce the result later in our meeting.

Billy Pizer (Sanford School of Public Policy): Since the presentation last month, a question has come up about whether the position of the environmental director, the director of the program and two other research positions were part of the budget for the Master's degree program that you're voting on today. This confusion stems from the fact that, when we started this process about 18 months ago, the research center proposal and the Master's degree proposal were integrated. At some point in that 18 month process, we moved ahead with the research center proposal and reformulated the proposal to just be for the incremental costs of the Master's

degree. Unfortunately, in the editing process, we missed a few places. So in a couple places, it looked like they were on the budget and in other places it looked like they were not. The reality is, those three positions are actually part of the research center which is already moving forward as we talked about last month. We're actually in the late stages of hiring a director. We have an excellent candidate who we're negotiating with right now. The only question is whether they will be the director of the research center or the research center and the Master's degree program. There is a subtle follow up question as to whether or not there's some sort of subsidy going on between the two programs and by our best calculations, the research efforts of the teaching faculty and the teaching efforts of the research faculty basically cancel out. So I don't think there's any implicit subsidy going on from one of those programs to the other. Thanks for the question and sorry for the confusion.

Jokerst: With that, if you would go ahead and vote, and pass your votes into the center aisles to be collected. Thank you, Billy and Erika.

NEW BOARD OF TRUSTEES POLICY REGARDING SEARCHES AND REVIEWS

Jokerst: Next, we're going to hear about a new Board of Trustee policy regarding searches and reviews. Richard Riddell, Vice President and University Secretary, serves as University Secretary to the Board of Trustees and is the Mary Duke Biddle Trent and James H. Semans Professor of the Practice of Theater Studies. Today, Richard is here to share with us the new Board of Trustees policy

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regarding upper level administrative searches and reviews. This new policy and the relevant section of the Faculty Handbook were posted with the agenda as background. I would like to thank Richard for his collaborative work with the faculty in developing this policy, which is consistent with the Faculty Handbook, and for sharing it with the Council at this time. This is a short informational item about the policy, and not about any particular individual. Richard will now present the policy to us, and answer any questions that you might have about it.

Richard Riddell (Vice President / University Secretary): Thank you, Nan. You've all had a chance to see the material. Let me just say a few words of background. There may be some people in this room who remember some of this history. It was back in 1982 that the Duke faculty got interested in how faculty were involved in searches and reviews of senior administrators. This all came about at a time when the university was looking at the question of the Nixon Library at Duke and the faculty did not feel that they were consulted sufficiently on that. Also, I did not know this at the time, it was when Terry Sanford was reappointed as president and, according to the information I have, the faculty were not consulted on that decision by the Board. So it seemed high time that there be some kind of procedure in place, and thus was born what I now regard as one of the founding governance documents of the faculty, which is Appendix C. This sets forward how faculty will be involved in searches and reviews, particularly of the President, the Provost, the Chancellor for Health Affairs, and the Executive Vice

President. This was put together, this was reviewed during Nan Keohane's tenure, and some minor changes were made then. Lo and behold, earlier this year, the Board, whose responsibility it is to make these appointments, said, we're interested in these matters, but we realize we don't have any procedures on the Board level to appoint or review Board-appointed officers. The Board-appointed officers are the ones I mentioned, plus a few others: University Counsel, University Secretary, and Treasurer. So the [BOT] Human Resources committee launched this effort. A task force was put together of trustees and administrators in relevant areas to take a look at this. By the end of the summer, ECAC became involved. Nan was leading that effort to see how these procedures would line up with what already exists in Appendix C. I think what emerged then were procedures that clarified and streamlined some processes that the Board had never written down about their involvement in searches and reviews and honored the agreements that presidents had reached in the past with the faculty. What we discovered was, while there was this Appendix C from 1982, it had never gone to the Board for its approval. So what we'll have now, if the Board approves this in December, is a Board-level endorsement of how faculty are involved in searches and reviews. They will also have cleaned up their house a little bit in terms of how they do things. So what you got was the new procedures, which reflect the faculty participation that is in Appendix C. I'm happy to answer any questions you might have.

Jokerst: [Silence] Wow, this is a question-less group today! (laughter) Thank you

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very much, Richard. I guess the materials we provided ahead of time must have been very clear.

CRITERIA FOR THE CONVERSION OF UNIVERSITY INITIATIVES AND CENTERS TO INSTITUTES

Jokerst: Next up, we're going to talk about the criteria for the conversion of University initiatives and centers to institutes. The University-wide institutes, the John Hope Franklin Humanities Institute, the Kenan Institute for Ethics, the Social Sciences Research Institute, the Nicholas Institute for Environmental Policy Solutions, the Duke Global Health Institute, and the Duke Institute for Brain Sciences are signatures of the distinctive multidisciplinary, collaborative culture at Duke. These institutes are highly valuable in crossing departmental and school lines, providing a collaborative focal point for educational programs, research, and service, as well as seed funding for efforts that cross disciplines. There are, however, challenges that institutes pose for the departmental structure at Duke, which are primarily focused on allocation of finite resources, such as faculty effort and funding. Thus, broad faculty support is critical to the ongoing success of these institutes, inclusive of and beyond that of the faculty associated with the institutes. The original seven institutes (which now number six) were created as part of the strategic planning process 10 years ago. Recently, faculty have expressed concerns regarding the role of faculty governance in the formation, review, and sunsetting of these institutes. ECAC expressed these concerns to Provost Kornbluth this past summer, and the Provost agreed to work with the faculty and the new Vice Provost

for Interdisciplinary Studies, Ed Balleisen, to formulate a process for the conversion of University-wide initiatives/centers with Provostial support to University-wide institutes.

The new process was designed in collaboration with the faculty, and the consensus document that resulted broadly involves faculty in the conversion process. In partnership and through compromise, the Executive Committee of the Academic Council, the Academic Programs Committee, the University Priorities Committee, Vice Provost Ed Balleisen and Provost Sally Kornbluth worked through multiple revisions to present to Academic Council a document that describes a process for the conversion of University-level initiatives and centers to University-level institutes. This document was posted with your agenda.

Provost Kornbluth will speak briefly about the process and then Vice Provost, Ed Balleisen, will elaborate and answer questions.

Sally Kornbluth (Provost): Actually, Nan, you said almost everything I was going to say (laughter). I do want to add one thing. There is this constellation of centers and initiatives and institutes and one thing was, there's not an inexorable progression. Just because you're a center, doesn't mean you're going to become an initiative, doesn't mean you'll become an institute. There's nothing completely automatic about this. Part of the discussion on process was that we would all take a considered look at what it really means to move through that process to become an institute. Another thing I want to say that you'll notice is that this document that Ed is going to talk about is

not about de novo formation of institutes from no pre-existing structure. So a lot of our institutes that were formed out of the Strategic Plan or in response to funds being available and hiring people to create the institutes, we're here now talking not about de novo construction from scratch. We have entities that are interested in moving to becoming institutes and this document was put together in response to that, to consider what the criteria were and what the steps would be to make that progression. So I'll turn it over to Ed, who really took this in hand and did a great job in crafting this, as Nan said, and quite a lot of dialogue with different faculty committees.

Ed Balleisen (Vice Provost, Interdisciplinary Studies): So Nan has also covered some of the ground that I was going to cover, but I might just emphasize some of it a little bit again as well. I'm going to begin with just a really brief sketch of the landscape of university-wide interdisciplinary institutes, initiatives, and centers here at Duke and give you some sense of their role, amplifying a little bit of the introduction that Nan gave to us. I'm then going to get a little more granular about the implications of the shift to institute status, what's distinctive about institutes as opposed to initiatives or centers, and then I'm going to go through the new process for considering a proposal along these lines. So again, there are six institutes, as Nan mentioned, created in the context of previous strategic planning. All these with consultation of various kinds, but as far as I can work out, never with any formal consideration through university governance structures. In

2011, APC considered a document to put in place external reviews for each of these institutes. That document in 2011 specified a framework for creating de novo institutes. So we have that in place and that involved integration with the strategic planning process. But that document didn't really account for the kind of context that we're now interested in which is how to convert an ongoing entity into an institute. What might those look like? We do have a series of initiatives now that, you'll see, are much more recent in origin, as well as one center. These are the sort of organizations that we're talking about. All of the institutes and initiatives share some important characteristics. They're all engaged in interdisciplinary inquiry. They all have some mix of research, teaching, and outreach. They all furnish public goods to the university writ large across schools, to faculty and students. They convene interdisciplinary intellectual communities, they catalyze new ideas and collaborations, they facilitate new pedagogical configurations, they build connections with external partners outside the university, and then I'm just going to give you a taste of the sort of things that Nan was mentioning, back to these different aspects of the missions of these units, which connect to the missions of the university. Many of them, most all of them, are involved in seed grants and those are really beginning to bear fruit. There are a variety of educational responsibilities that have emerged and have been taken on by these organizations collectively. Here are just some examples of the outreach and impact that we've selected. We could have offered many more [refers to slide].

A Few Recent Examples of Outreach and Impact Catalyzed by University Institutes and Initiatives

Duke Launches Autism Research App

iiD, SSRI, DGHI, Bass Connections: Free iOS app to learn more about autism in young children living around the world

Duke Research on Refinery Regulation Cited in Clean Power Plan

NIEPS, Bass Connections: EPA cited a policy brief in a legal document accompanying final rule for Clean Power Plan

Duke One Health Research Leads to Notable Swine Flu Finding

DGHI: Demonstrated that swine production workers have increased risk of infection, potential to spread swine flu virus

Symposium Emphasizes Plight of Unaccompanied Child Migrants

KIE: Brought together key scholars and advocates, attracted capacity crowd of students, activists, case workers, researchers

Program Simplifies, Lowers Cost of Solar Installation

NIEPS, Bass Connections: Advanced Duke's 2024 goal of carbon neutrality by connecting 200 employees with vendors providing discounted rooftop solar installations

Duke Study in Peru Yields Unexpected Discoveries

DGHI: Found hepatitis B outbreak unknown to Ministry of Health; led to public health interventions

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What's at stake with becoming an institute as opposed to an initiative or center? They have similar goals and similar kinds of missions. It's a tangible and a very significantly greater degree of commitment on the behalf of the university to that particular unit. It's a signal to internal and external constituencies about the nature of the priority associated with investments in the unit. We don't have external review processes in place for initiatives or centers. We do for institutes and that's the result of the 2011 process that was put in place. That's one manifestation of this greater degree of commitment. Our sense is that becoming an institute offers better prospects for fundraising, it makes it easier to attract faculty leadership to the organization because of the nature of the commitment on the part of the university. As a result, it fosters a greater willingness on the part of the faculty leadership to invest in community-building. It deepens the ability of the organization to build durable connections and networks with external constituencies to build partnerships. There's one other very important dimension here, and that has to do with hiring authority. Initiatives can hire non-regular rank faculty. They can also partner with schools or departments to hire through joint positions on the tenure track where the tenure is held with the partner, not in the initiative. They do not have the authority to hire regular rank non tenure track faculty. Not all the institutes have that authority, but they can petition to get it. Those who have it, it enables them to hire a small number of strategic regular rank non-tenure track faculty to advance the core missions of the institute. That's what's at stake in the transition. As Nan mentioned, we have really had an extensive amount of consultation over the last several months. I want to thank all the members of the

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committees that we met with and particularly the members of ECAC and Nan, who took really great leadership roles in thinking really hard about the issues that we were confronting and thinking creatively about what would make a really good process. I think it got stronger with every step along the way. So there was revision at every one of these moments of consultation. Let me move to the question of what the process actually looks like. For those of you who had a chance to read the document, you will have seen that this can only start at the invitation of the Provost. So the Provost has to make a determination that there's a prima fascia case to move a unit into the status of becoming an institute. That means there has to be a sense of depth of achievement for the initiative or center. There has to be really wide faculty participation, deep connections across the university. There has to be a judgement of a strategic opportunity to deepen those in a meaningful way and a judgment as well that there is a viability of a financial plan associated with the transition. That invitation from the Provost then leads to the formulation of a proposal on the part of the unit. The key elements here are several: first, a rationale that articulates what the advantages will be of moving to institute status, a specification of the distinctive configuration of research, education, and engagement. I want to stress that the units that we have now are really heterogeneous in respect to this. They're all engaged at some level with these three or four aspects of the university mission and they're all coming off from schools, but the balance among them is very different. Some of them have a heavier footprint in outreach, others are more about integrating research and

education. The proposal has to make clear the depth of connections and partnerships of schools and other entities on campus. We don't see the logic of our interdisciplinary organizations at Duke as yet another silo. We see them as coordinators and conveners and connectors. We would want any kind of proposal to demonstrate that kind of performance. We also want to have a sense of what the organization is doing with regard to diversity and inclusion. This is true not just with respect to the question of who is employed by this organization, but also what the focus of their activities is. That's what we're expecting to see in the proposal, along with the articulation of strategic goals. Once that's in place, it will go through a process of university governance structures. This will look somewhat similar to what would be the case for our new degree programs. APC will get it and have an opportunity to engage with the proposal. UPC has the opportunity to ask for a discussion with regard to the proposal if it sees any budgetary issues that deserve consideration. It doesn't have to ask for that meeting but it can do so on the basis of a reading of the proposal. It will then come to ECAC and then Academic Council. At each of these stages, other than UPC, there will be a formal vote. It would then, if successful at Academic Council, go forward to the Board of Trustees, again, for formal consideration and then a vote. Nan made reference to one key reason why I think this is a really good development for Duke. That is, to have engagement from the faculty in terms of the decision-making process of whether to go ahead or not. You think about that in terms of the legitimacy of the organization and the

degree of buy-in commitment of the university writ large for its ongoing activities. I want to stress a second reason that this is a really strong development. That has to do with the opportunity for collective reflection and assessment and learning. You can think about this as well with respect to what any given proposal will go through. What will happen at APC, what will happen at ECAC or Academic Council, there will be a set of conversations about the organization and, particularly at the level of APC, this is what often happens with respect to new academic programs and the prior steep, in that sense, with regard to those kinds of proposals, the executive committee of the graduate faculty is a real engagement with the proposal itself. What we'll encourage there is suggestions for revision that may strengthen the proposal, but also the identification of some issues that really deserve attention for the course of the next several years of the unit's existence; its launch as an institute. What that also then opens up is an iterative process. If there are really key issues that have been identified, then, in five years when there's an external review, the external review committee will have those issues and will know about them and can reflect on the new institute's success in addressing them and moving forward. So there's a sort of policy cycle here that I think is really strong in comparison to what we had before. With that, let me take your questions.

Holloway: Some years ago, at an interdisciplinary faculty gathering, someone asked if were moving to a post-departmental culture at Duke. I noticed in your nice ladder of consults there, there was not the opportunity for departmental

chairs to converse or to add their perspective. I wonder, as we further integrate institutes, centers and their construction into the fabric of Duke without a corresponding look at what happens to department cultures as these things grow, that we aren't creating an imbalance that, in some years, we will regret we haven't looked more carefully at the development or lack of development as to what's going on in the faculty. I think, especially when we're thinking about shrinking faculty in some venues but giving other units the opportunity to hire, what's the competition between faculty members? I worry that, without some corresponding look at what's going on contemporaneously with the departmental cultures, this move to institutionalizing the process, which I think is a very good and open way of understanding what goes on with institutes and centers, without knowing its consequence to department cultures, we're creating an inequity that we can't look back later on and address. So I wonder where in the process we look at departments; does the Provost level care about what happens at the department cultures, or are we setting up a competition?

Balleisen: I think that if we do set up a competition, that would be really unfortunate. I don't want to minimize the extent to which – I would concur with you that there have been moments in which there are tensions on campus over investments in interdisciplinary initiatives, particularly since 2008 with some of the financial stringency that has been in place for the university writ large. Stringency has also pinned back the

interdisciplinary initiatives too. They face some of the same pressures. I take your point and we consulted with deans who are representing schools which have units and departments. I think, though, one of the goals that I have in this position, which I've only been in for a few months, is to meet on an ongoing basis with both deans and, in Arts and Sciences' case, divisional deans, and with department chairs. We've been exploring the possibility of meeting with the monthly meetings that Dean Ashby has with department chairs to open up channels of dialogue. Disciplinary work and interdisciplinary work are interdependent on one another, I would argue. What we need is a healthy exchange and balance, and also creative thinking about financial flows so that departments are supported alongside the other units of the university. We're all part of Duke.

Holloway: For me, it's not just financial. It's a cultural matter. Without a focused look at what the department looks like in this new culture of institutes and centers, that imbalance seems to be more prominent.

Earl Dowell (Mechanical Engineering and Materials Science): It's not strictly a financial matter, but it is, among other things, a financial matter. Could you tell us, roughly, what's the total university investment through the Provost in the institutes presently? And, if you were to make a reasonable projection five years out, what do you think it would be then?

Balleisen: Sally, you can correct me if I'm wrong about this, but my recollection is that the core budgets of the institutes and

initiatives at the moment is about $17 million. I think that's about right.

Kornbluth: But that's weighted heavily with a larger budget for Global Health than any of the other institutes. Most of them are in the $1.5 to $2.5 million budget range. I think Global Health is closer to $5 million. That's the university side and medical together supporting it. The other thing I will say is that the conversion does not necessarily have a financial implication because one thing I have been clear about in talking with some initiative directors, for instance, who are interested in conversion, that this does not necessarily represent any change in their core budget. In other words, it may give them more license to fundraise, but in terms of what we're giving centrally, we need to talk about what they're offering in a granular manner. There's not an automatic switch that gets thrown just because you become an institute.

Balleisen: It's also the case that the institutes are bringing in or managing grants that are around, I think at this point, over the last year I believe the number was about $33 million. The indirects from those going to the schools are around $11 million. So there's also a flow back to the schools from the institutes as well.

Dowell: Can I ask another question that I think Karla asked implicitly? In your hiring plan, these institutes can partner for tenure track positions, but they cannot have those, which suggests to me that if I'm the director of an institute and I have a certain number of dollars, I'm more likely to hire someone who is solely my

person. That means that there will be a slight, but non-trivial, amount of pressure to hire non-tenure track faculty. That's a global issue for the university from many perspectives, but are you concerned at all about that?

Balleisen: Well, I think it's partly my job, as far as I'm involved in helping to pick new directors or working with directors, to emphasize the absolute centrality of partnerships and collaboration. If the institutes start building their own silos, then we have failed and then are not doing the jobs they're supposed to be doing. There are occasional strong cases for having a small number of people who kind of fall between schools and can really further the integrative missions of the institutes. We've seen really strong cases for appointments. What we'd like to see increasingly going forward is that if there is going to be a joint appointment, it merges through the regular process of departments thinking about their priorities and seeing an opportunity for integrating with other people on campus through the institutes. That's what we'd like to see.

Roxanne Springer (Physics): I would like to follow up and make a specific request which is that some place in this process, there is a study on the impact of departmental hiring. I think a specific example of the tragedy of the opportunity wasted is: I'm in Natural Sciences, and I've worked with our department to, for example, come up with plans to address the longstanding issues of diversity of the faculty. And then it happened numerous times that the departments have requests for hire. And what happens is the administration comes and says, well, we

have an institute that wants to hire someone, and this person has to have a department host. So they go to the Natural Sciences department that is relevant and say, you may take this person, or have nobody. The problem with that is, because often the department in question didn't even know that a search was taking place, they didn't have the opportunity to have input and take advantage of the overlap between institutes and departments. Instead, at a very early stage, the communication breaks down.

Kornbluth: Can I just speak to that briefly? At the retreat we talked about the models for these joint hires and the model has not been optimal for the reasons that you raised. I think that it really should be, from the beginning of the search, there is a partnership between the school and institute or center where they're looking for a particular person. So I think we're going to change the model. People vote a little bit with their wallets and we're going to change the model a little bit how these are worked. The way it's been before in these joint hires is that the Provost puts in all the money for year one. And then it gradually walks down to the school. And then it's the school's person. So the deans put forward a notion of one third, one third, one third for the school, institute, and center, with the Provost contributing from the beginning, having searches together from the beginning, so I think your point is well taken. I think we need to think about that more in part because I think some of the original joint hires wound up with the uncomfortable situation where there were junior faculty who were hired and then in the end, nobody felt like they

owned them. And then they fall through the cracks completely in terms of mentoring, et cetera. So I think if everybody has some ownership, then there can be a true collaboration. And also, sometimes the expectations are unrealistic. So if someone's only investing in a third of a person and they expect they get a third of a person, that's fine. But if everybody thinks they're getting a full person, it's not possible.

Rob Mitchell (English): I think I'm just echoing Karla's point but I guess what I find a little strange about this is a very elaborate process to turn something into an institute but it's not clear to me how it would proceed to not be an institute. My guess is that means that it's up to the discretion of the Provost. That is different than a department, an implicit threat. It could just be dissolved if the Provost wants. But I don't expect at this point that the Provost would do that just on her own. But it gets at the difference between a department and the institutes and a shift in potential cultures. So I don't know why that is.

Balleisen: I think, at least in a de facto sense, there's a continuum of durability. Are schools guaranteed existence in perpetuity? No one is really contemplating going after a school, right? Nobody is contemplating, let's use the external review of a department… (laughter). That's not the expectation. So I take your point about sunsetting and there may be actually a case for a set of conversations about what that should look like for an institute.

Jokerst: When we talked to Sally this summer about discussing institute

formation, review and sunsetting, what we agreed is we would work on the conversion document first, but then we would work on a sunsetting document. So that is in the pipeline.

Andrew Janiak (Philosophy): Maybe you could help clarify one issue that relates to institute conversion. The flip side of converting something into an institute is the process whereby we "sunset" an institute. That raises a question. Although it seems that there is a procedure to "sunset" an institute as a de jure matter, it also seems that de facto, if an institute has an endowment, as apparently two institutes now do, then it is something more akin to a permanent university structure.

Balleisen: So I can't claim to be an expert about the terms of settlements that have been around for the last ten years but I can give you the example of what's happening with Bass Connections. Bass Connections involves chairs in part and other types of endowments for program support. There are five themes in Bass Connections and those themes are linked to either an institute or an initiative. But the endowment agreement, all of them, have a clause in them which suggests that while something might be for this theme, that's predicated on the theme's continued existence. We've made strong commitments to the themes for the median term. It's not a commitment in perpetuity and the endowment agreements reflect that framework. So we're mindful of that.

RESULT OF THE VOTE ON THE INTERNATIONAL MASTER'S DEGREE IN ENVIRONMENTAL POLICY

Jokerst: Our closing topic today is to hear from Emily Klein about the Faculty Diversity Implementation Committee update. But before we do that, I'd like to announce the result of the vote for the International Master's in Environmental Policy. It has passed with 37 yes, 13 no, and 10 abstentions.

***FACULTY DIVERSITY IMPLEMENTATION COMMITTEE UPDATE***

Jokerst: As a matter of introduction to Emily, one of the basic premises of our Council meetings this year is the presentation of proposed actions to the Council near inception, in addition to work that has been completed. This gives faculty an opportunity to provide input at the initiation of a program rather than just hearing at the completion of a program what's already happened. We have seen this in our early discussion of DKU at Council this year, and our last agenda item, as I introduced at the beginning of our meeting, is another example of an opportunity for early faculty input. Today, Professor Emily Klein, chair of the Faculty Diversity Implementation Committee, and also my colleague on ECAC, will present the plans for this committee going forward, as well as an update on the work thus far this fall by the committee. This committee has been very active. Emily and the committee have been regularly meeting since September and we will hear again from her this coming spring with a final report from the committee.

Emily Klein (Nicholas School of the Environment / Member of ECAC / Chair, Faculty Diversity Implementation Committee): For those who attended the open forum last Friday and heard a great deal of hard things to hear, one of the students commented about the lack of diversity among the faculty. On the one hand, I certainly have to agree with her, but on the other, I was thinking that 25 years ago, I was hired as the first female faculty member in my department; an interesting time. And so we've come a long way. We've made great progress over the past 25 years. But I have to say, it's also been very slow and it seems very fragile. Nevertheless, I find myself very optimistic at this time, more so than I did at any point in the past 25 years. The reason I'm optimistic is because I feel that there's great momentum to really do something about faculty diversity. I've listed a couple of things here, and there are many more I could have listed. Of course I'm speaking about the results of last year's Academic Council examination of faculty diversity and the report that came from that. I can give you an update on what we're working on with that. But other aspects include the strategic plan framework. The second goal of that framework is to develop a diverse and inclusive environment community and one bullet point of that speaks specifically about building a broad and diverse faculty community that underpins all scholarship, teaching, and service. In addition, I've been hearing from different schools about things bubbling up, new changes taking place in individual schools but it's not across the university so we're trying to jumpstart a broader effort. Many of you were not on the Academic Council

last year when we delivered our Faculty Diversity Report to the Academic Council. It's a remarkable document. There is the report, but in addition, you should also look at the remarkable supporting documents that went into it and among the things we explored was just trying to really examine the value of faculty and diversity in the university. There are obviously those for whom certain reasons will resonate more than others, but for humanists we see it as an intrinsic good. It's a recognition of our shared humanity. It challenges us to understand ourselves better as we try to understand others. There is also empirical evidence from the literature that a more diverse faculty leads to increased educational outcomes for all students, not simply those from underrepresented groups, improved academic performance, and educational achievement. With respect to research and scholarship, it's been shown that increased innovation leads to improvements in new perspectives, different perspectives, causes us to look at different topics, and examine our biases in exploring certain topics. I urge you to look at the 62-page document that is in the supporting documents about the value of faculty diversity. It makes a wonderful case. So the timeline consists of the following. Last academic year, a group of about 55 or 60 faculty, chaired by Trina Jones in the Law School and Nan Jokerst and a steering committee, looked at all aspects of faculty diversity data, best practices, interviews we conducted, and so forth. In May we delivered our Faculty Diversity Task Force report, the DTF report. That report contained many recommendations. So what happened, then, was Sally, in August 2015, created the Faculty Diversity Task Force

Implementation Committee which I am chairing. The Faculty Diversity Task Force report addressed: what do we mean by "diversity?" And it wanted to prioritize as well and it concluded that we would continue the focus on underrepresented minority and female faculty, but also expand it to include a focus on LGBTQ faculty. We considered and support the idea that a diverse faculty also includes other attributes and look at extending that in the future to collecting data on ideological and political diversity, religious background, nation of origin, and other attributes. But our focus would be on the first ones there. So the Faculty Diversity Implementation Committee was charged by Sally to take a look at the recommendations, evaluate each recommendation, come up with an implementation plan, including a timeline and priorities, and either implement ourselves or work to develop a plan for implementation of these recommendations. The Implementation Committee consists of a remarkable group of faculty, dedicated, wise faculty representing most schools. Many of them are in the room here. This is also in the supporting materials you got. The Diversity Task Force had eight recommendations and each of them are interrelated to one another and they also have pages of sub-recommendations. We decided to focus initially on structural and functional changes because we felt that was key to getting the rest of the pieces in place so I'm going to tell you where we stand with that and get your feedback on it. That also is going to relate to or bring about the Faculty Diversity Plan, which I'll speak about. This is a modified organizational chart from the DTF report [refers to slide].
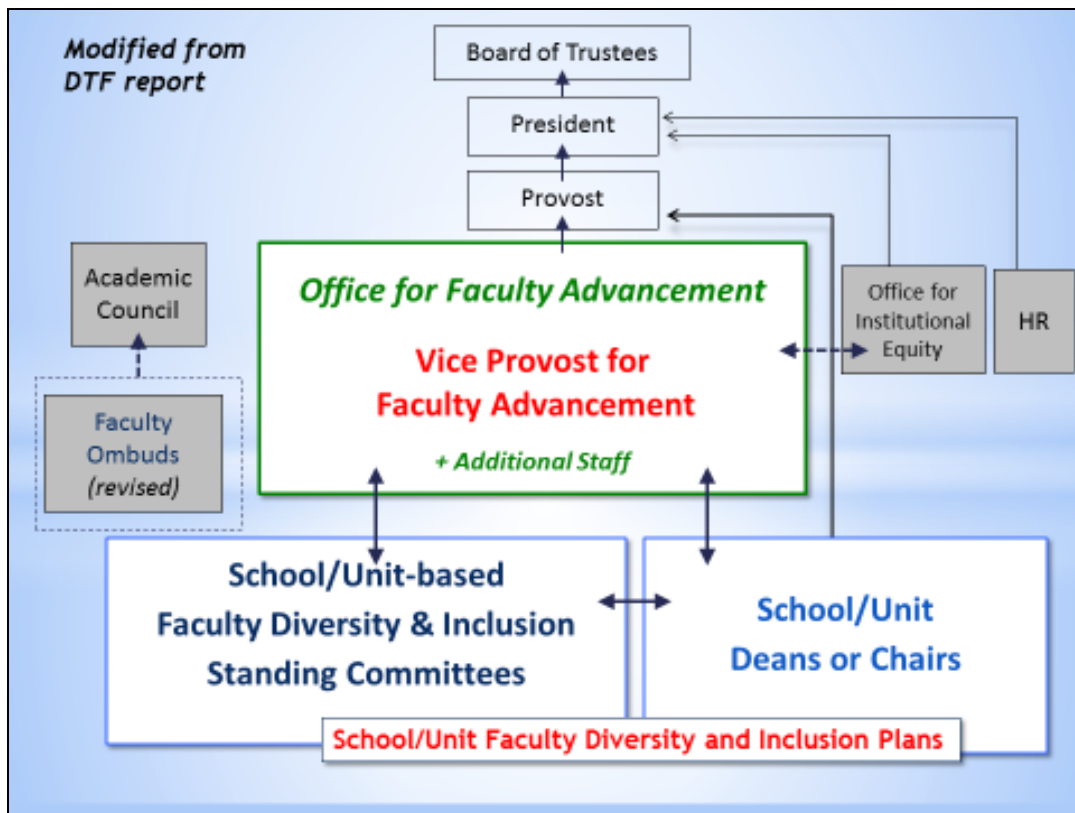
What I want to do is focus on these white boxes here, which represent the triumvirate of partnership that we are hoping to achieve between the Provost's office, the faculty, and deans and chairs of schools. The DTF report called for an expansion of the Vice Provost position which is currently occupied by Nancy Allen, who will be stepping down in December. We really wanted to see an expansion of the responsibilities of that office as well as additional staff put into that. So I'm going to talk, first, about the Vice Provost for Faculty Advancement office and then I'll turn to the bottom two boxes in a moment. So the Vice Provost for Faculty Advancement. By the way, one of the brilliant suggestions from the Implementation Committee was that the DTF report originally wanted to call it the Vice Provost for Faculty Diversity and

Inclusion, but those in the know made it clear to us that marginalizes the office and we needed to change that. In addition, the DTF report really did emphasize that it was looking for something that was not simply focused on diversity and inclusion for the subgroup of faculty, but actually would serve all faculty. So the title, which was actually suggested by Sally, will be the Vice Provost for Faculty Advancement. The key responsibilities for this office, which, by the way, the Implementation Committee drafted the job description for this office, you've got that in your materials. In summary, the key two things that this office is to do is provide intellectual leadership, guidance and oversight of university-wide strategies and programs to enhance faculty excellence. And, promote faculty diversity

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and inclusion because they are essential aspects of faculty excellence. You can look at the details of the job ad or the draft job ad but Sally has formed a search committee that is chaired by Paul Magwene and others seen here. You can see the full draft ad in the materials you received. So we have moved forward to expand. Do you want to say something about the search going on?

Kornbluth: Yes, it's actually just kicked off. We're actually using a search firm for both an internal and an external search. We want to cast as wide a net as possible. The individual should be someone who is a tenurable faculty member with no bias towards what area that might be in and the notion is that, depending upon the expertise and interest of the individual who is eventually hired, the office will be filled out with complementary expertise.

Kerry Haynie (Political Science / Member of ECAC): On the framing document, the position was called Diversity and Inclusion.

Kornbluth: That's a very good point. The framing document will evolve into a real plan, so we'll make sure that that's right in the plan.

Klein: In this triumvirate of governance structures, we are looking forward in an expanding notion with the Vice Provost for Faculty Advancement. Now let's move down to involving us, the faculty, more directly in advancing faculty diversity and inclusion. So this gets into the idea that the report recommended, and we concur, that there needs to be, within each school, the large schools or divisions or departments, a school-based faculty

diversity and inclusion standing committee. The intent of this is to facilitate partnership among the faculty and your school leadership as well as the Vice Provost for Faculty Advancement. So it gives a structure to create that shared responsibility and partnership. The intent is also to enable greater faculty leadership in advancing faculty diversity and inclusion. And lastly, to provide a means for sustained attention to these issues in the university. That is the overall intent. Recognizing that every school has different structures, different governance structures, different cultures and ways of doing things, the Implementation Committee pulled together and developed suggested guidelines for what these standing committees within each school might do. This is just a summary. It has five areas. The first would be strategic planning, that is in partnership with the dean or chair. Developing a long term plan for increasing faculty diversity and inclusion and really evaluate and assess and develop action items. The standing committee within each school would be the recipient of a vast amount of data that is collected by the university and others that goes to the garbage bin. It seems to just end. I happen to serve as the faculty representative on the Faculty Satisfaction Survey Committee developing those reports and we struggled with the fact that we're developing reports that get sent out to the faculty but we're all busy so there isn't follow up in every school. This group would get the data and do something with it. With respect to hiring, we're going to be respectful of the faculty prerogatives and so you'll see that the word "consult" occurs here. The faculty diversity standing committees will consult with the dean and chair on the

formulation of the search committees, on the job ad, and perhaps review the slate of candidates before they're brought to campus for interviews. In addition they would consult with the faculty search committees on resources and effective strategies for mitigating bias and increasing the pool of diverse candidates. I know this is already taking place in Arts and Sciences but it isn't taking place across the university at large. With respect to inclusion and retention, the committees would recommend or sponsor programs, to promote professional development and inclusion for all faculty with particular attention to underrepresented groups, and ensure that the faculty and administrators are well informed of bias and harassment and discrimination policies. Last, this is about closing the loop and partnership in those three boxes. The standing committees would serve, with the Vice Provost for Faculty Advancement, one member of the committee from the schools would serve on the faculty advisory committee for the Vice Provost for Advancement Advisory Committee. Nancy Allen has a committee, now these people would have a responsibility within their schools. In addition, the committees would work with their deans. One of the most important things they do is develop their school faculty diversity plans and annually assess them and develop action items. Last, with their faculty colleagues, keep them informed, solicit input, and work with school governance structures. You've got faculty counselors, curriculum committees, or student- or staff-focused diversity committees. Those are the suggested guidelines for what a school or division or department faculty standing committees on diversity and inclusion

would do. We recognize that they could turn into just another committee. So we talked quite a bit about how to maximize the effectiveness of these committees and minimize the marginalization of these committees so we put forward the following. The Implementation Committee recognized that one of the most important features of making things effective is leadership at the school or department level. Deans and chairs need to emphasize the importance of diversity and inclusion to the school mission and goals and need to acknowledge that these faculty standing committees are central to these efforts. They do that by empowering these committees with substantive roles in school functions. We talk a lot about who should be on these committees, lots of ideas of whether they should be elected or nominated, et cetera. But basically, we wanted faculty leaders. People who are committed and who are mentors. Given that many people who would be logical people to invite onto these committees are already taxed in many ways, we considered that they really should have some acknowledgement of their contribution and effort because these committees are actually going to be working quite a bit and should be considered relief from other forms of service responsibilities or possibly a discretionary fund. Our timeline, where we are now, is that last week I presented something similar to this at the Deans Cabinet meeting. Not all deans were there but those who were there seemed supportive of this presentation and where we're going with this. What the Implementation Committee hopes to do is, next week or in December, distribute to the deans and to the faculty the suggested guidelines for the

formation of the faculty diversity standing committees, which includes a description of a sort of framework for faculty diversity plans. In addition, distribute to the faculty, if you haven't already seen it, we have posted on the website, you all have access to it under NetID protection, individual school and division faculty diversity reports. That would form the basis for discussion and our hope would be that during the winter, the deans and faculty will get together and discuss this information and form school-based faculty standing committees or other structures. In the meantime, the Implementation Committee will continue to evaluate the other six recommendations of the DTF report and in April or May, submit an implementation plan to you and to Sally. So this is by way of asking for your input and your action.

John Aldrich (Political Science): It's easy for us faculty to think in 25 year increments and we have lived through a number of attempts to increase faculty diversity that have waned and gone out. I really appreciate the vetting of this and the institutional design. On the other hand, students are here for four years and think in a shorter time frame. In addition, in the particular case of our department, opportunities that are passing them by. Just this week, we had to inform one of the country's leading midlevel Latino politics scholars, who is himself Latino, that we would not be able to try to recruit him for want of a position. Long term institutionalization and short term opportunity need to be somehow dealt with before other departments are put in conflicts like ours is.

Kornbluth: I think part of the work of the Implementation Committee and part of how I'm thinking about this, and we'll see how that intersects, is that, by having some funds set aside and also by having a sort of nimble, central committee that's going to deal with this almost as a separate issue, I think it's going to enable it to move forward more quickly. The problem is that we don't yet have that structure in place. It's going to have to be lines that are in partnership with the departments but are added on. And we're going to have to do this. There has to be nimbleness.

Haynie: A follow up to John's question. It has to do with the school-based committees developing plans. If there's no money, some departments and schools have already done this, but you have to have resources connected with the plan.

Klein: I will say two things. Part of the strategic plan will include the funds. Number two, it's my understanding that retirements basically ended and people stopped retiring in 2008 or something. At some point, that is going to start again (laughter). We want to be in a position to have structures and plans in place so that those two things will come together.

Haynie: So the deans will have a plan and they'll come to you and you'll decide among the various plans that will come to you how the university will proceed?

Kornbluth: Obviously the schools have budgets and we're going to have to work with each school to figure out how it fits into the scheme. There is going to be some money that will be necessary. Certainly the hiring, which is not

necessarily central to this committee, requires more substantial resources. But I have to say, there is a lot you can do without a huge amount of money. A lot of this is culture change; it's education, it's how you configure your searches, really having the community think through carefully. I'm not saying that no resources are required, but I don't imagine when you put into context all the things that you want to do with the strategic plan, that it's going to be a huge amount of money for these committees to do important work. I'm not really worried about that being a limiting factor here. We will be working with the deans to make sure these are successful.

Joel Meyer (Nicholas School of the Environment): It sounds like a lot of good ideas, some of which are already ongoing in some places with limited success. I guess I have two questions based on that. One is, if these efforts are made, if the departmental committees monitor and try hard, and doesn't much change, are you making any recommendations or suggestions for what happens next and over what time interval?

Klein: You're talking about the stick? The carrot or the stick?

Meyer: Just a trigger to say, wait, this isn't enough? Or is it the right answer? And then the second part, relatedly, is, are there ways to involve students at a level so they can realize this is hard, it's not a lack of trying, so that will trickle down? There's not just a report somewhere, there's really truly an effort that they can appreciate.

Klein: Okay, two questions. The first one was, we come up with annual plans and we come up with the same results. That's what you're saying. There has been discussion of sticks, or at least oversight. Instead of what I've seen happen and even participate in, which is, we do our search, we come up with our top five, and say, oops, there are no women or minorities. But we've gone this far so let's proceed. There is going to be more of a feedback loop for that that examines whether the search was done in such a way that results make sense. So there is supposed to be a feedback loop. Does that address it at all?

Meyer: Not quite. Part of it.

Kornbluth: Can I comment on this? It's all a matter of priorities and accountability. If you tell people to put together a plan and part of this Vice Provost for Faculty Advancement is going to be about continuous interaction with schools to make sure that the plans are actually being executed. We have priorities in everything. It's not like we wake up one morning and say, oh we forgot to put together French classes this year! You have an institutional thing you say you're going to do and my office is going to hold the deans and the schools accountable to make their very best efforts to do it. Honestly, sometimes there are reasons why a search fails or something doesn't work but easy, facile answers are not going to be acceptable. There has to be some accountability.

Klein: The other thing I'd say is that, and this was discussed in the DTF report, we can look at sub-specialty areas and see which ones are populated by more

minorities or women. For example, in our field, Environmental Justice, Environmental Health, et cetera, have a much larger percentage of minority candidates. It has to be compatible to the school as a whole. But this was very successful in Chemistry. You have several areas that you're thinking about hiring in and you see, this one is populated by PhD grads that have a large proportion of underrepresented minorities and women, then that's a plus for that category.

Meyer: That sounds good. What I think I'm hearing is that, if this fails, over a certain period of time, you guys are going to say, it's in your court to change something.

Jokerst: But at least, now, somebody's going to be looking at it.

Kornbluth: I saw this happen in Medicine where they're starting to move the dial. There is specific accountability where this is what you're supposed to do. Don't come back with a search that's all homogeneous candidates and say, oh, we tried. Explain to me why it didn't happen. I know what you're saying, but, you know, we have to give it a college try or we won't know if it's going to work.

Meyer: I guess my question is if the college try doesn't work?

Klein: We also know more now. There's a lot more data. Things that we thought worked 15 years ago, we now know that that wasn't the way to do it. So we've learned a lot.

Brodhead: Your question is a very interesting one. Do you remember when

No Child Left Behind was put through, it was supported by many people of both parties at the time. It had this idea that you grade the schools and, after a while, if they get enough failing grades, they put that school out and construct a new school. I'd rather have a plan that's aspirational and has lots of ways to improve. I've been in this business a long time and I'll tell you, what is successful in moving things forward is a desire to succeed more than anything else. If you do this because you have to have such a committee, everyone knows what that looks like. Everybody knows that different searches can go out and one of them can come back with diversity and one can come back with non-diversity. You have to get it into the culture of the departments and schools to care about these things. People accomplish what they care about.

Amy Bejsovec (Biology): I'm just wondering if there's some way that we could integrate improving the pipeline. Because that's really what's limiting the number of candidates who are diverse who are applying to these jobs. Maybe part of the effort is to improve graduate recruitment and postdoctoral training, that it would be an integrated plan to improve diversity across the nation. We could take a leadership role if we broaden our outlook.

Kornbluth: I totally agree. Thinking about expansion of the postdoc programs, I think a lot of our graduate programs are very clear about this. I agree completely. I think we need to be working on all levels.

Julie Edell (Fuqua): I think another issue that we've got to address is, many times,

candidates come not alone but they have a significant other. Maybe one unit is really gung-ho to hire a diverse candidate, but their significant other belongs in another unit and the other unit is not interested. So we lose people we would really like to have.

Kornbluth: In the beginning, a little after I became Provost, I hired someone who is working on spousal hires. I have to say, they have been pretty successful with spousal hires, not only at Duke but at UNC and businesses that are in the area. So first of all, we're actively making efforts in that regard. The other thing is, we're also making progress in this because you can help people along to want to hire these spouses. Another conversation that I think we can't really have here today, and I think it's going to involve the deans more, it comes back to this notion of positions and lines, et cetera. There has to be some kind of holistic thought on how we want to handle this as a university. You don't want departments to feel, alright, now we've accepted this spouse that they wanted us to hire, and now we've lost our line. I think there needs to be conversation about that with deans and at the school levels on how to handle that. Obviously, we're not going to hire a spouse who is not a Duke quality faculty. We just can't go down that road. But if we have somebody who is a Duke quality faculty member, I hate to lose somebody simply because a department says, if we take them, we're not going to have any other opportunities down the road. So that's a broader conversation beyond today but it's an issue that has come up several times and we had managed to navigate a lot of it through financial investment and interactions with other

schools and businesses in the area. I agree, you can hit a wall there and we really need to think about how we're going to deal with it.

Betsy Albright (Nicholas School of the Environment): My understanding of the initial part of the talk here now is going to include LGBTQ into this diversity and inclusion plan. I have a two part question on that. One is, is there LGBTQ representation on the Implementation Committee?

Klein: Yes.

Albright: Two is the question of outing, and just being very thoughtful about how we measure and operationalize LGBTQ. When I was hired from visiting to POP, all these rumors started; oh, she's gay, can we count her as minority? (laughter). All of a sudden I was having conversations with my former dean about my sex life (laughter). I just think those things need to be worked out.

Klein: Let us hope and pray that we can work that out.

Josh Sosin (Classical Studies / History / Member of ECAC): I wanted to make one small point that I think circles back to something I think I heard Ed say earlier. No one would dispute that hiring is a really critical part of this, but it's a missed opportunity if this is the one area that we focus on. We need to circle back to the way we think about the curriculum, the way we think about recruiting undergrads and graduate students. It should be about the whole way we package ourselves and our industry and if it's just something like, peace on earth at

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Christmas time, we'll feel like an obligation or an occasional enterprise rather than something that's hardwired into something that we do.

Klein: Forgive me if I didn't talk about inclusion enough in there. It is embedded in all the structures. It's not just about numbers. It's about a culture of inclusion.

Springer: Coming back to the issue of centers. I'm looking at this Vice Provost for Faculty Advancement and underneath it is the school/ department based faculty diversity standing committees. Is it clear that centers and institutes are in here some place?

Klein: You know, it's a good question. It was in the DTF report but I could imagine that this would equally apply because it says "school/division/department." It could equally apply to the institutes as well.

Springer: Can you say it, then?

Klein: Sure.

Haynie: This has to do with the structure and also finances. In terms of Arts and Sciences, we're in a time where the faculty is going to shrink. Now we're talking about situations where there may be some demand to hire additional faculty and balancing that with the need to shrink the size of the faculty. How does that work?

Kornbluth: You have to take a long view of this. There's no way we can increase the number of underrepresented minority faculty without increasing the number of faculty in a short term way. But, as Emily

was saying, there's a lot of other pieces of the equation. There's retirement; people leave for other reasons.

Klein: It's a retention thing.

Kornbluth: So I think there's going to have to be some tolerance for ups and downs here. One way to think about that, as I said, is there are funds and positions that are available outside the regular structure and I think that's the only way we're going to be able to get there. But I think, ultimately, yes, we can't keep growing and growing. But there has to be substitutive, not additive. The populations of the schools have to turn over, over time. It's not something that we can achieve in a two or three year time frame. There might be some growth and then some diminution over time.

Haynie: Full disclosure, I was on the steering committee of the Task Force, and I wrote in part of the report that in 1988, there was the Black Faculty Initiative, there was another Black Faculty Initiative, and there is the Faculty Diversity Initiative now, so this is not the first time that we've done this. So here's a long view. And here we are at the same set of issues.

Klein: But we know much more. We know about the inclusion aspect of it now. Let's be honest. In the steering committee last year we lost two underrepresented minority faculty who left Duke. It's like two steps forward, one step back.

Kornbluth: The other thing I can say for sure, we're never going to get there if we don't try. I don't know what to tell you,

besides us trying to move the dial on this. These are the actions that we can take. Try to get great faculty and build the excellence and diversity in partnership of our faculty. It's critical. But I don't see any way to do that without making a move specifically.

Haynie: I'm just saying, this try doesn't seem any different than previous tries. If you read those reports, they're very similar.

Kornbluth: Like I said, where there's an optimism, there's a will. We'll try to make it happen.

Jokerst: With that, I'd like to thank Emily and thank everyone. This concludes today's meeting of the Council. I hope each of you have a wonderful Thanksgiving holiday.