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Minutes of the Regular Meeting of the Academic Council

Thursday, October 19, 2006

These minutes are incomplete because the audio recording failed so that the usual full transcript could not be prepared. The following account has been assembled from Chronicle reports, notes, slides and memories of those present.

Paul Haagen (Law, Chair of the Council): The first order of business is to approve the minutes of the September 21st meeting. [The minutes were approved by voice vote without dissent.]

At the September meeting we approved the report of the Faculty Scholar Committee and indicated we would bring the Scholars to this meeting for introduction. Professor George Truskey, one of the Faculty Scholar Committee members, is here today to make the introductions.

Faculty Scholar Award

George Truskey (Biomedical Engineering): First, let me thank the Council for the opportunity to recognize this year's recipients of the Faculty Scholar Award. The committee chair, professor Ben Ward, is unable to attend and I am filling in for him. The other members of the committee this year are professors Patricia Bauer and Jan Ewald.



As you know the faculty Scholar Award is the highest award given by faculty to undergraduates in

their senior year. We received 19 nominations this year. After reviewing the nomination packet – transcript, letters of recommendation and essay – the committee identified 6 semi-finalists for interviews. Based on the application and interviews we selected two recipients of the Faculty Scholar Award this year, [Joseph Babcock](#) and [James Zou](#). There were also three honorable mentions, [Julia Goyer](#) (Psychology and Physics), [Brandon Levin](#) (Mathematics) and [Amy Motomura](#) (Biomedical Engineering). Last month this council endorsed these recommendations.

Let me say a word about each of this year's Faculty Scholars. These introductions are brief and do not do justice to the intelligence and creativity of our recipients, but will give you some sense of their achievements.

Joseph Babcock is majoring in Biology and Chemistry. He is a recipient of a Goldwater Scholarship during the 2006-2007 academic year. He has performed research at the University of Connecticut Health Science Center, and the Wistar Institute in Philadelphia. Here at Duke he has worked in the lab of Professor Rochelle Schwartz-Bloom in Pharmacology, developing material for a high-school course



on infectious diseases. He is now refining this curriculum for implementation next year. For the last year and a half, Joseph has worked with Professor Arno Greenleaf in the Biochemistry department. His research is on transcription-factor binding to RNA

polymerase. Joseph is preparing for graduate study in genetics and biochemistry. He also wishes to mentor the next generation of scientists develop the same passion for research that he has. In addition to research, Joseph is an editor of *Vertices*, the science and technology journal at Duke and *The Blind Spot*, Duke's sci-fi literary magazine.

The other recipient, James Zou, is majoring in Mathematics and Physics. As a high school student he took honors math courses at Ohio State. So when he arrived at Duke, James' courses in math have been largely at the graduate level. During his sophomore year, he has worked with Professor Richard Hain in mathematics. James has worked on several other mathematics research projects and has placed highly in national mathematical competitions. His interest in physics was sparked with he took an Advanced Quantum Mechanics course in spring 2004 with professor Roxanne Springer. Physics provided the opportunity for him to relate abstract mathematics to the real world. From this introduction he spent the summer of 2005 in Switzerland working at the CERN facility. He also spent time at the Oxford Center for Quantum Computation and at an applied mathematics program in Budapest.

James' interests are not confined to math and physics. Over the last year he has also studied Victorian literature in England, globalization in Geneva and microfinance in rural China. His work in China was supported by the Dean's research fellowship and the Asian Pacific Research Institute at Duke. He has written pieces for the Budapest Sun and recorded a CD of Hungarian folk music. James is also a member of the Duke Chapel Choir and Djembe Ensemble. For graduate study he plans to apply advanced mathematics to the social sciences. His long term interest is "think abstractly like a mathematician, compute like a physicist, experience the world like a social scientist and feel it like a writer."

Haagen: These are remarkable students, who have both taken advantage of what Duke has to offer and have contributed greatly to the intellectual energy and excitement of this institution. We can all be proud of what they have accomplished and look forward with anticipation to what they will accomplish in the future. I will not delay them further, because James Zou needs to get back to class!

I want to take this opportunity to thank George Truskey (Biomedical Engineering), and the other committee members (Ben Ward, chair (Philosophy), Patricia Bauer (Psychology & Neuroscience) and Jan Ewald (History) for their hard work on this committee.

The next item on the agenda is a preview from Jim Cox on the agenda for the University Priorities Committee this year.

University Priorities Committee (UPC): Agenda

James Cox (Law) listed possible agenda items for the current year:

1. Budgeting and Funding Auxiliary Enterprises including Dormitories
2. Five-year review of Cost Allocations to the Schools
3. Athletic Budget
4. Organizational Structure and Funding Graduate School
5. Libraries at Duke University
6. Central Campus Planning and Controlling Operating Costs of CC
7. Parking
8. Cash Management



Cox promised to return in the spring with a report on action taken. A roster of the current membership of the UPC is available on the Council web site.

Question for the President

Before Duke men's basketball games in Cameron Indoor Stadium, it has been the practice in recent years for the public address announcer to ask those in attendance to rise for the National Anthem with words to this effect, "Let us now rise, as one people, to honor America in the singing of our National Anthem." I want to ask what the University means to convey by the phrase "as one people." In particular, if "one people" is meant to refer to American citizens, how do we intend these words to be understood by visitors, students, or employees who are citizens of other countries? Do we not wish to invite them also to stand and honor our country? Could the University consider a more inclusive call to stand that omits the phrase "as one people" or, if we mean it to include people of all nations, wording that would make this meaning more explicit?

After expressing some surprise that the faculty thought that this was a matter that they wanted him involved in, President Brodhead explained that he

had learned upon looking into the matter that the language in question had come from the ACC. He noted that he did not read the language as having the intent to exclude, but invited those who were concerned about the issue to direct their thoughts about alternative language to the chair of the Academic Council.

Faculty Diversity Initiative – Update

Provost Peter Lange and Vice Provost Nancy Allen commented on different aspects of the diversity issue. Provost Lange noted that in the strategic plan we emphasize that diversity – in our student body, in our faculty, in our staff and in the experiences of all those in our community – is one of six enduring themes and central commitments of Duke University, enduring themes that have defined, and must continue to define, Duke.

Diversity is a matter of principle, of moral commitment. It is also a matter of practical interest because of globalization. The best learning comes from the clash of ideas, not only within a culture but across cultural experiences

Diversity is not only about differing viewpoints, perspectives and opinions, but is also about the engagement with the people who are the keepers of those viewpoints, perspectives and opinions. Discovering, through a clash of differing ideas, that a deeply-entrenched belief may not be accurate, can be a thought-provoking – as well as a life-changing – experience.

Like each of the six enduring themes [see slides below], these are strategic choices Duke must make because they are central to the achievement of excellence by our University. They are components of the identity of the University which we believe central to becoming an ever-better educational and research institution that can also make significant contributions to the improvement of society beyond our walls. That is the basis of our commitment in the plan.

As we say on p. 19 of the plan: If Duke is to achieve the excellence to which it aspires, we must seek talent from all backgrounds and places on the globe. The diversity and excellence of our faculty and students must reflect both that search and our commitment to it.

It is only a little more than forty years since the first African Americans joined our faculty and student body. Since that time, Duke has taken many steps to foster increased racial presence and better race relations on our campus, and to provide regional and national leadership. We cannot, however, rest on our accomplishments, which remain incomplete. Too often diversity in numbers is not diversity in the experiences of our students. Too often mere presence is not real inclusion.

This annual report is part of the process of assuring that we – as a full community – continue to advance in our commitment to diversity, understand-

ing both where we are doing well or better, and where our progress has been insufficient or lacking.

Diversity in our faculty is essential to our success and to our excellence. Close attention to hiring and retaining a diverse faculty requires commitment at all institutional levels, ranging from senior administrators and deans to department chairs and search committees.

Through focused leadership and training, mentoring, policies, programs, and rewards, we seek to infuse our community more fully with the complete range of perspectives and potential of human difference, including racial, ethnic, linguistic, gender, sexual orientation, physical abilities, geographic backgrounds, religious affiliation, and political convictions.

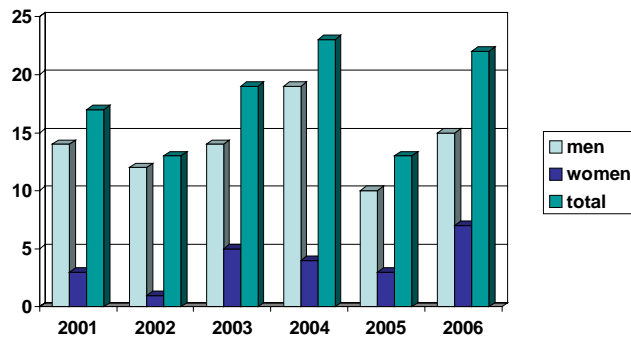
As I also stated in our report, this is not merely, or even primarily, a matter of numbers. In this report, numbers figure prominently, as they have in the past. They are the easy metric, but this is also why they can be only the start and not the finish of our understanding of the ways through which we are building a diverse community at Duke. Where there is no, or only a weak, numerical presence of faculty members, students and staff from diverse backgrounds and experiences, the opportunity to develop a culture founded on and where its members benefit from diversity is impoverished. The numbers here, therefore, tell a necessary, but also only a part of the story. To create an opportunity is not to realize it and in the area of building a culture of diversity on our campus, we are continuing to accomplish much but we still have much to do.

Let me now turn to the report itself [slides follow]:

FDI Update 2006: Progress on the Ten-point Plan of 2003 Form and charge a Faculty Diversity Standing Committee

2. Report on data related to women faculty and black faculty every other year
Exit interviews: modified Johns Hopkins form
4. Review inclusion of women and minorities in search applicant and finalist pools
5. Ensure mentoring process for faculty and for graduate, professional and postdoctoral students interested in professoriate
6. Develop mechanisms to improve recognition of women and minorities as distinguished chairs, as recipients of awards and honors

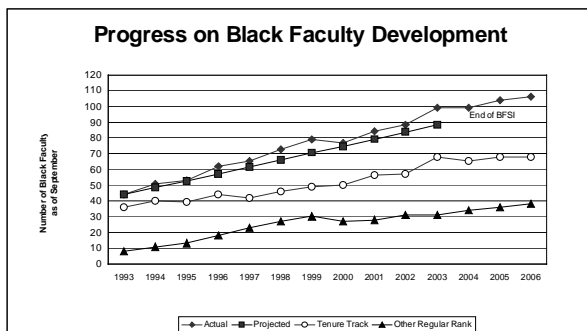
Distinguished Chairs Awarded 2001-2006 (by Gender)



Black Faculty Retention Rate: 1993-2006 (excluding Medicine and Nursing)

School	Overall Retention Rate	Black Retention Rate	Non-Black Retention Rate
Arts and Sciences	74%	67%	75%
Divinity	69%	50%	75%
Engineering	65%	67%	65%
Environment	62%	100%	61%
Law	93%	100%	93%
Fuqua	62%	50%	62%
TOTAL	71%	66%	71%

Beyond the BFSI at Duke



Women Faculty Retention Rate: 1993-2006 (excluding Medicine and Nursing)

School	Overall Retention Rate	Women Retention Rate	Men Retention Rate
Arts and Sciences	74%	70%	76%
Divinity	69%	67%	71%
Engineering	65%	83%	60%
Environment	62%	50%	67%
Law	93%	88%	95%
Fuqua	62%	51%	65%
TOTAL	71%	69%	72%

7. Provide leadership and encouragement to deans and department chairs regarding diversity goals
8. Collect and publicize pipeline programs
9. Provide funds for grassroots networking
10. Provide funds (\$1M/yr) to enhance strategic hiring of women and minorities in fields where they are underrepresented

Faculty Gender by School 5 Year Change

- From 2001-2006, the overall percentage of women in the tenured and tenure track (T/TT) faculty have risen slowly, from 21% to 24%.
- In some schools, we see gains in the percentage of T/TT women faculty during this time: Pratt 8 to 18%, Nicholas 13 to 18%, and Medicine 18 to 22%.

- In the schools with more than a few non-T/TT regular rank faculty, the percentages of women are 39% in Arts and Sciences and 43% in Medicine. The large difference in the percentage of women in T/TT (22%) vs. non-T/TT (43%) positions relates to changes in Clinical Sciences APT during the past decade. This deserves attention.

Faculty Diversity: Future Plans

- Continue work on current initiatives, in keeping with *Making a Difference*
- Push hard on the deans, departments and search committees to pursue candidates, improve climate, employ mentoring strategies
- Monitor progress, support innovative ideas, and track utilization of policies
- Sloan Award for Faculty Career Flexibility

Nancy B. Allen, Vice Provost for Faculty Diversity and Faculty Development – reported as follows on the **Sloan Award Project**:

Duke University

Selected by the Alfred P. Sloan Foundation and American Council on Education as one of five recipients of the 2006 Sloan Award for Faculty Career Flexibility

Duke – Sloan Award Plans

■ New career flexibility policies and programs

–Flexible Work Arrangements Policy: policy in progress, university-wide; education, monitoring

–Pre-Retirement Planning/Post-Retirement Work Program: strategies, best practices, education, monitoring

–Dual Career Recruitment/Retention Program: internal and external resources, shared appointments for partners; education, tracking and monitoring

■ Expand and improve current career flexibility policies and programs; educate the faculty and leadership; monitor existing programs

–Tenure clock relief (expanded to 12 months in 1/06 and made “automatic”)

–Parental leave for mothers, fathers, including adoption

–Child care programs

–Partner hires/joint program with UNC/NC State

■ Increase the number of faculty using flexibility policies and programs

–Education

–Regular discussions with faculty and academic leadership

–Improve ease of access to policies and streamline request and approval process

–Monitor utilization for each policy by gender, rank, race/ethnicity, tenure status

■ Broaden acceptance of career flexibility within Duke community (1)

–Inform community about Sloan Award, goals and plans; involve existing committees

–Host open discussions, seminars, workshops with faculty; monitor participation

–Hold discussions with academic leadership (deans, department chairs) to update them on flexibility programs and policies

–Hold discussions with APT regarding policies, education of outside reviewers

–Establish an interactive website with links to policies, programs and helpful information, as well as individual faculty stories of their experiences

–Tools for recruitment and retention: hold dinner meetings with chairs/search committees, providing information on flexibility policies and programs

–Ensure regular communications of policies and programs in internal Duke communications

■ Metrics

–Review results of 2006 Sloan Institutional and Faculty Surveys to learn where we need to put most effort; target areas where our faculty have lack of knowledge of existing programs; expect improvement in 2008 Sloan Survey scores

–Monitor policy usage

–Monitor programs

–Monitor utilization of website

■ Utilization of Award Funds

–Training sessions for chairs and deans

–Development of website

–Development of brochure

–Faculty professional development sessions regarding flexibility policies and programs

–Support for flexibility projects outlined in proposal

Questions

A number of questions followed, directed to Provost Lange and Nancy Allen .

At the end of the meeting, Kenneth Knoerr, professor emeritus of environmental meteorology and hydrology, referred to an article in the Durham *Herald-Sun* (October 7) describing a study by UNC sociologist Laura Tyson on so-called ‘acting white’ by African-American high-school students as an impediment to academic advance. Knoerr called for black faculty members to work with area high schools to increase the long-term numbers of prepared minority candidates for both faculty positions and undergraduate admission¹.

“Unless we do something to improve the preparation of students at the high school level, we’re never going to achieve our [diversity] goals,” Knoerr said.

He added that he had first raised the issue at a Council meeting more than 10 years ago, when the black-faculty initiative was first proposed.

Nancy Hill (Psychology and Neuroscience) responded by questioning Knoerr’s assertion that peers’ accusations of ‘acting white’ hold back potentially high-achieving African-American students. She said negative peer effects are not supported empirically. Hill added that as a black female professor – a member of an underrepresented minority – she was shocked to hear Knoerr’s words at an elite university in 2006. “I am actually offended,” Hill said.

Respectfully submitted,

John Staddon
Faculty Secretary, November 2, 2006



¹ The Duke African and African American Studies Program is in fact co-sponsoring, with UNC, a conference this year on the theme “‘Acting White’: Children of Color and Academic Achievement.”