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Minutes of the Regular Meeting of the Academic Council

Thursday December 4, 2008

Paula McClain (Political Science, Chair of the Council): Good afternoon, the first order of business is to approve the minutes from the October 23rd meeting. [The minutes were approved by voice vote without dissent.] Thank you very much, John for a wonderful job.

We only have a few items today, so we will adjourn earlier, assuming the Provost doesn't... (laughter)?

Information Technology Advisory Council (ITAC)

McClain: The next item of business is a brief presentation from Professor Terrence Oas, who is chair of the Information Technology Advisory Council. Professor Oas will address some general things about ITAC. As you know, we've been experiencing some difficulties lately with IT. So, we asked him if he could come and talk to you about ITAC and give you some information about faculty involvement in a lot of the issues that we are experiencing right now.

Terrence Oas (Comprehensive Cancer Center): Well, thank you Paula, and thank you for giving me this opportunity to speak to the Academic Council. My purpose for being here today is to give those of you who are not familiar with ITAC a little bit of information about its history and what its role on campus is, at least from the point of view those of us who are involved. Basically, I've tried to do it in this sub-title [see slides: [APPENDIX](#)] saying that it involves faculty and student oversight of IT services at Duke.

This is my information, this is who I am, email address is available if anyone would like to contact me or by telephone if your email happens to not be working (laughter).

I thought before I talk too much about ITAC, I'd give you a little bit of my history, so that you'd appreciate what I perceive my own personal role is in this. I'm not a professional programmer, I'm not a computer geek, someone who does computer science for a living. I'm the user of software packages, some of which I'm sure you all have used, like Word, Excel, KaleidaGraph, Mathematica, etc. I ended up involved

in the IT administrative structure of Duke because I had made some observations as that kind of user about limitations that exist on this campus that prevent us from working to maximum efficiency with respect to electronic transmission of information. And, I made that comment apparent to Tracy Futhey in an opportunity I had about a year and a half ago, and typical of Tracy and her usual smart approach to things, she took me as a squeaky wheel and said well, why don't you join ITAC and you can squeak all you want there?



Before I knew it, I had been made chair of the committee, and I should mention (you may not know it) you are the body that appointed me to ITAC and in fact we are actively looking for members, nominated by us or Tracy, to you, but being appointed by ECAC and the Academic Council.

To show you who's involved at the moment, this is just the faculty membership component of ITAC. We also have student representatives, graduate and undergraduate students, as well as many of the key IT-support people on campus, the heads of all the IT departments of the schools and many of the departments and many representatives from OIT. So those people act as support to the committee, but the committee's purpose is to be a form of faculty and student governance.

So, these are your representatives. If you know anyone on this list, please keep their name in mind. Because their role, as I'm about to explain to you, is to

act as a communication conduit between yourself, your own needs, own frustrations with IT services, and the people who actually implement those services. You have a quick question?

Martha Adams (Medicine): Clinical Sciences is not a part of this? Is the Medical Center separate?

Oas: No, certainly the Medical Center is not separate, and I'll make that point in a second. The clinical departments do not currently have representation on ITAC, but I don't think there's any rule that excludes that kind of representation. So, from many points of view, we would like representation from clinical faculty. If you have someone you feel should be nominated, please do so and we would be more than happy to lengthen this list.

So, anyway, this is the faculty representation of ITAC. The people with asterisks make up what we call the Steering Committee for ITAC, which functions essentially as ECAC does. One of our number, other than myself, who's here is Robert Wolpert who's sitting right up there.

So, we meet on an every-other-week basis to plan the agenda for the ITAC meetings themselves which occur on the alternate weeks. In general, ITAC meets every other week throughout the year, including the summer.

This [presentation] is a bit of a consensus, based on the fact that I emailed this all around to the steering committee in advance of this talk, but of course I made up this bullet list, so you can blame me for what's on it or not on it. This is our perception of the role and functions of ITAC.

First and foremost it's to do what I just said which is to act as a voice of the faculty and students to the IT administration and staff. We also serve the role of reviewing IT projects before, during and after implementation. In that role, we certainly are quite aware of many of the frustrations I know that you have had over the last few months, and I'll get back to that.

We also are asked to assist the development of IT policies, so for instance we're right now working on updating, making, in appropriate ways, important changes to the appropriate use policy which informs all Duke personnel about what the appropriate use of the internet and computer resources is.

We assist in the prioritization of IT infrastructure development, often new projects or possible projects are proposed and described in our committee, and we weigh in with various kinds of input. I should say that there are a lot of computer scientists and very well-educated computer people who are on ITAC, and therefore we get some pretty incisive questions during these meetings.

Finally, we want to bring significant faculty and student concerns to the attention of OIT and DHTS. In this sense, we are a pipeline going from the faculty in general to the IT support people. But we have another important function which is to do the communication the other way, and I'd have to say that in my involvement in the last couple of years there's been much less

emphasis placed on that second direction of communication and something we've made some significant effort to try and change. Some of these efforts have happened in just the last week.

I thought before I describe some of our communication approaches, I'd just get to the point that I think is probably on many of your minds, just discuss—not so much answers, because I'm not qualified to provide answers in respect as to why did the email go down, why was the change made in the first place, what are we going to do about it, how soon is it going to be up and running? Those are the kinds of detailed technical questions whose answers can only be provided by the qualified staff of the IT support structure and that will happen in this meeting, of this committee, on the very next meeting in January.

Tracy Futhey will be here and will be prepared to answer your questions with respect to email, the STORM-SISS conversions, those kinds of things.

I thought what I'd do is go through some of the recent projects, some of which you're aware of, some you may not be, and tell you what ITAC's role has been in that process – so that you get a better idea of the mechanism by which we present faculty views to the system.

Topic #1, the email server change. This is something that's happened over the last year, really over the last eight months or so, and I'll just summarize it by saying that it was precipitated by the fact that the old email servers were being outstripped by the total amount of traffic, and the total volume of email, and it was clear that at the rate of increase in email usage, that they were going to break in six months.

A change was absolutely required and what we saw over the summer was the migration of that system and now we're up and running on the other system to an extent. That's what Tracy is going to be prepared to tell you more about in January.

The STORM/SISS/PeopleSoft upgrade. They're aspects of all three of these silly acronyms, to the conversion of what we all I think got pretty comfortable with in the STORM system—I certainly was as a DGS and as a faculty member, I could pretty much find everything I needed—and then all of a sudden in came this new user interface with the upgrade of the PeopleSoft software that's behind it, and believe me anyone in the room who's been frustrated by it, your frustration has been amplified and transmitted to the people involved—who, by the way, are not directly associated with OIT.

This is an important opportunity for me to make the point that ITAC has oversight not just of OIT, which is sort of the industrial representation of IT technology on campus, but also other parts of campus that employ IT. In this case it was Jim Roberts group, Cathy Pfeiffer, people associated with the Registrar, who made the changes to the PeopleSoft software. Again, Tracy is in a position to tell of the technical aspects and the implementation at this meeting in January.

I should say that there have been meetings called by Jim Roberts and Cathy Pfeiffer, there have been broadcast requests for all faculty to come and give them feedback about the new STORM interface. If you're so inclined, feel free to contact them and give them feedback directly. Robert and I, and John Board, several of the people at ITAC, have had multiple meetings with these people to try and help improve the interface and it has been more improved to some extent over what was first announced.

Now, for some really positive things. I don't know how many of you have walked through the basement of the Bostock-Perkins Library recently, but the Link facility that's down there is a very impressive set-up and gives us all sorts of options about electronic classrooms or meetings. It also is a very nice place for students to hang out, and from what I can observe they really are using it in that way. That's also where the Helpdesk has been relocated in a very logical, very accessible place. So, I urge you, if you haven't been through the Link, it's just downstairs in that new entrance, that new wing of Perkins Library and just wander through there sometime and take a look at what's available.

Of course, there are a lot of support staff behind all that equipment, there to help you with some of your network conferencing needs or whatever. We have a new Tier 4 university data center that houses all the critical disk drives that are data servers for use throughout campus. The reason I thought this was worth mentioning is this is one of the first examples of something that integrates both sides of campus. As a member of a Basic Science department in the School of Medicine, I'm often frustrated by the barriers that we have between the two sides of campus. This was actually a cooperative effort by both DHTS, which is the School of Medicine equivalent of OIT, and OIT to work together to produce one centralized data center. It's housed in the basement of the new Engineering Building, and things have gone pretty smoothly with that.

This was the issue that got me hooked in the first place, which was the problem with the barriers, a similar kind of thing, that exist on the network that make it difficult to transfer information back and forth across campus. We've made considerable technical and policy-level progress, administrative progress towards a so-called blue-white, that's trying to refer to the fact that certain kinds of uses of our network need to be highly secure. Computers that contain patient health information, in order to be compliant with HIPAA, they need to be highly locked up and inaccessible to the outside world. To date, there's been a one-size-fits-all solution that puts everybody, whether they have PHI data or not, who happens to have an appointment in the School of Medicine, on the PHI side of the network. Many of us don't deal with that kind of data and would prefer more open access.

The new push that's coming is to have the option on every port on campus, no matter where you happen

to be, the option of being on the white side of the network or the blue side of the network depending on what your usage is. When you authenticate to those two sides, and this is coming. It was demonstrated in ITAC about a month ago and works in one direction, and they're about to try to get it going in my department to go in the other direction. Over the next year or so, we're likely to see a much better improvement of unified network implementation.

Finally, something I think is a really big accomplishment for the last year has been the Provost's Research Computing Initiative. Through a faculty based steering committee, called RCAC, Research Computing Advisory Committee, decisions were made about how to structure research computing on this campus and how to support it, and how to make an administrative structure that interdigitates very nicely and efficiently with OIT's infrastructure, but at the same time, supports research-grade computing on campus. This was all well vetted in ITAC, and there were key members of ITAC who are involved on that RCAC advisory committee.

This is a thumbnail sketch of some of the projects ITAC has been involved with... various phases, as I described previously.

What are our mechanisms as a communication conduit? – which I think in the end is why we exist – why, presumably, I don't know what the history is exactly, but Academic Council must have had some role in creating ITAC, and these are the ways that I can foresee right now that we have in place for communicating.

So, one thing you can go to this particular website, and find out who the current members are. If you can identify anybody you might know, you can contact them and give them feedback. We have available for download, agendas at least for every meeting, if not minutes which have to be worked on and approved and all that, available immediately following the actual ITAC meeting.

I think we ought to have a system whereby some kind of report is made to Academic Council on a regular basis, in some form there ought to be some kind of presentation in an annual way. We have created a new email address, ITAC@duke.edu, which will be apparent on the ITAC website where you can submit your comments or questions and they will be directed to the ITAC steering committee and potentially could result in certain topics being added to the agenda.

Finally, we are going to make an outreach effort to campus publications so that people in general, not just the Academic Council, but faculty and students, are aware of the existence of ITAC and its role and how it can serve their needs. I think that covers everything I wanted to say. I'm happy to take questions.

Questions

Martha Adams: When the university takes on a big innovation in IT, like iPod a few years ago, does that come through ITAC, get vetted through ITAC?

Oas: I'm glad Robert is here, because I wasn't actually on ITAC at the time that that happened, so maybe Robert can give us an answer.

Robert Wolpert (Nicholas School): That particular one was an initiative championed by the Provost and ITAC was not approached ahead of time, but wound up getting involved to try and steer toward an academic focus rather than a purely public-relations focus. What assessment of academic goals was intended and how well they were met in the use of the iPod? – and try to keep as much faculty control as we could...

Adams: I realize that things are sometimes urgent too when they have to be started...but how about theme of strategy on the committee? Right now there



is a big world of virtual reality in education -- would that come through ITAC?

Wolpert: In many cases, yes, ITAC is your avenue to get ideas in...talk to any of us if you have suggestions, concerns, things that you'd like to see happen...

Adams: it looks like a very thoughtful group.

Oas: I think it is and I don't say that as a member of it, but I've been very impressed with how effective this particular committee is, and I've sat on a lot of committees including this one over the years and I've just been impressed with how much communication goes on there and I think there really is, they seem to give faculty and students a voice and OIT seems to have ears, it works quite effectively.

I would say that in the example of the virtual reality thing, this is the kind of thing that usually is an initiative based out of not OIT but some entity on campus, and often what ITAC does is give the individuals that are involved in getting that started a sort of platform to tell everyone about it and there's usually some enthusiasm about initiatives and programs, but also it's a way to tell people that we did this and maybe you can do it too...

McClain: Thank you. As Terry said, Vice President Tracy Futhey will be here in January, as she said to me, she hopes that she will give a past-tense report about all of the problems with the system, so we look forward to seeing her in January.

Faculty Diversity Initiative

The last item today is an update from Provost Peter Lange and Vice Provost Nancy Allen on the Faculty Diversity Initiative. This initiative is a follow-up to the Black Faculty Strategic Initiative which officially ended in 2003 when Provost Lange announced the Faculty Diversity Initiative. This initiative took into account the findings and recommendations from both the Faculty Diversity Task Force and the Women's Faculty Development Task Force reports. They last reported to Academic Council at the October 26, 2006 Academic Council meeting.

Provost Lange: Thank you, Paula. I noticed Robert left after having suggested that I was a PR man (laughter). Let me just say that at no time did we undertake the iPod experiment – by the way, some of you may have been on the Council then, and you may recall that we once said this was an experiment, and were immediately asked whether this experiment had been vetted by IRB (laughter). So, every initiative has its peculiarities.

It is true however, and just to underline that ITAC is an incredibly useful body. Actually, the first year that I was provost we had a proposal to make laptop computers a required part of what a student would have to have as an undergraduate here at Duke. After extensive discussions with ITAC we actually backed away from that and that was an extremely useful conversation – we've had many of those, so I want to echo what Terry said that ITAC is extremely useful.

Technology is an area where you can make mistakes fairly easy, there is really a bleeding edge of technology, we have avoided being on it, pretty consistently and one of the reasons I think is because we've had very reasonable and good leadership in ITAC to help us work through these decisions.

Let me now turn to why I am here. As Paula has already said, five years ago we successfully completed the Black Faculty Strategic Initiative and started the Faculty Diversity Initiative. The FDI followed the two task forces on Women's Faculty Development and Faculty Diversity. Five years after the start of the FDI and two years into the 2006 strategic plan *Making a Difference*, this is a good time to review our goals, results and strategies in light of where we are today in terms of faculty diversity.

One of the advantages of doing these reports, and we don't do them every year because things don't change enough every year, but every two years is extremely useful and of course we do monitor the data in the interim through the committees that you read about in the report. Developing these reports is a good way of catching ourselves up on exactly where we are with data. In fact, there were things that emerged in this report which I'll refer to which are very useful in thinking through our future strategy.

In this report, numbers figure prominently as they have in the past. They are the easy metric, but this is also why they can only begin our understanding of the

ways through which we are building a diverse community and an inclusive community here 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 and inclusiveness on our campus, we have accomplished much...and we still have much to do.

In the 2006 strategic plan, *Making A Difference*, we stated our commitment to diversity in all parts of the Duke community – students, faculty and staff alike – as both an ethical responsibility and a practical interest. And those of you who read the report that we submitted will see that the first paragraph of that report reiterates this in no uncertain terms.

Changes in our own community and in the world at large demand that we take a multi-pronged approach to our own commitments to assure that different cultures, differing perspectives, are not only represented in our community but that they also intersect and interact, and that we strongly promote mutual respect for and mutual learning between all who work, study and learn here.

In the last five years our efforts to strengthen the diversity and inclusiveness of our community have deepened and expanded. In terms of efforts related to black-faculty development, we have continued our commitment to recruiting and retaining black faculty, and especially African American faculty. There has been no lessening of those commitments nor can there be. Since we compete with peer institutions for the recruitment and retention of black faculty, we need to be vigilant about our individual and collective efforts, recruiting hard and assuring that we create the best conditions for the retention of our colleagues when other institutions come calling.

We wish to see Duke University lead in this area with our approach, actions and support, and you will see some data to suggest that we are doing fairly well in that regard. At the same time, we have expanded and intensified our efforts to recruit and retain other faculty of color in fields where they are underrepresented, and our efforts to expand the number of women in the sciences, technology, engineering and mathematics (STEM fields) are also part of our effort.

As you will have seen, this multi-pronged effort to build a diverse and inclusive Duke, which takes full advantage of the educational, social, cultural and research benefits of the interactions of populations with different backgrounds, interests and values, has had a number of successes which need to be sustained and also has some weak points which need to be addressed. The report which I am now going to go through only in a partial way, obviously highlighting just a few issues – the report itself is rather lengthy – is the opportunity to discuss some of those with you.

The way I've organized the part of the report that I'll be delivering is around a 10-point plan which was presented to the Academic Council in 2003 as the way that we would move forward with the Faculty Diversity Initiative. This was essentially the operational document for the principles drawn from the reports that were earlier mentioned.

The first thing that you will see here is that we were to form and charge a faculty-diversity standing committee. We have in fact done so, it was initially chaired by April Brown and since 2005, when Nancy Allen was named the Vice Provost for Faculty Diversity and Faculty Development, she has chaired this committee. Jackie Looney also serves with her on this committee and the committee meets two to three times per semester and advises me on faculty diversity issues. They also advise on things like the Coach survey and the other surveys which we do and the various initiatives which we undertake.

I should add that there is also a faculty diversity working group, which is primarily of administrators which actually looks at how we implement individual steps. It's very important that we make that connection, because if we only had the faculty diversity standing committee there would be the danger of a lack of connection to the actual implementation. Because implementation on a lot of these issues requires serious administrative engagement at the department or the unit level on an on-going basis.

Obviously, the second matter was that we were going to report – and we agreed with Academic Council that every two years was an appropriate reporting period.

We have undertaken exit interviews on a regular basis for the last several years. These interviews are not conducted by administrators but are conducted instead by faculty members who have agreed to conduct the exit interviews. In Arts & Sciences, that faculty member is a retired faculty member who is still very heavily engaged in research and in life on campus. He calls or gets in touch with every faculty member who leaves for reasons other than retirement, and talks with them about why they left, what they liked about Duke, what they didn't like about Duke, whether there were conditions at Duke that drove their departure, and so forth. This is a very useful exercise. There is a protocol for running these interviews, but we're not like limited to the protocol because sometimes people want to say things that aren't in the protocol.

In terms of the inclusion of women and minorities in the search, applicant and finalist pools, this is an extremely important way of entering into assuring that we build the kind of diverse faculty that we want. I review the numbers and climate around diversity in each of the schools with each of the deans, both at budget time and when we approve faculty hiring plans. Nancy Allen and Jackie Looney also work with the deans and the departments and the search committee chairs pro-actively during the search season.

They have led sessions the past three fall terms with about 35-50 participants each – that is, people on search committees – to talk about how you can promote these pools, how you can effectively promote the kind of diverse pools that you want.

The Office of Institutional Equity has also got oversight over search committee compliance with the EEO regulations and Inderdeep Chatrath has been meeting with the committees in Art & Sciences.

I should mention also that Ben Reese is part of all of these efforts of the various committees that we've had and very much a part of what we undertake.

In terms of our fifth goal, mentoring, the Faculty Diversity Standing Committee provided the Faculty Mentoring Initiative's document to me and the school deans in 2006. This document is available on our website.

It's noteworthy that our commitment to mentoring has been noted and appreciated by other institutions who have asked if they could use it. It's interesting they actually *ask* if they can use our document rather than ripping it off, but it's appreciated because we at least find out that somebody else is using it. I think mentoring is a process which needs constant vigilance, but it really needs to sit in the units. It is not something that we can manage from the center. We've talked often about whether we should have one scheme for some schools, especially public universities they require a particular kind of mentoring structure on the departmental basis for graduate students, and we rejected that approach. We do then encourage the departments to figure out how they best develop a structure to ensure that graduate students are mentored and that younger faculty are mentored. But we don't have a rigid structure.

We are paying more attention to the distribution of chaired professorships and to those whose names we submit for special awards and honors. I want to show you some data on the distinguished chairs awarded, the thing that I think you will see is that these green bars have grown, you will also know some of you that we changed the way that distinguished chairs are awarded between 2005 – 2006, switching to a model in which the weight of the decision-making about distinguished chairs shifted from one single central committee to the school distinguished professors committee. I believe that has in fact improved this gender balance fairly significantly.

One of the ways it has done that is that within the schools there's been much greater awareness of the accomplishments, for instance, of women faculty than was sometimes true at the central level or by a very small committee which tended to be for historical reasons, male-dominated. If you think about it, if you've always been naming male chairs and as you can see in the past we had very few, I can tell you that these numbers if you tracked them back they would not be attractive, you had a distinguished-professors committee which was quite male-dominated and you know there was a social process, etc., etc. which tended to

depress the number of women who were being elevated to distinguished chairs.

So, we've improved here, there's still some push to do, but I think the new process is working quite well. And in some years, as you can see, there's a higher percentage and in some years lower, but basically the new level is substantially improved.

I think that it is an important part of my job to do what is in point 7 here. And it is an important part of the job of all of the lead administrators of the university, from the President to the deans, to the directors of the individual units. The strategic plan outlines our goals, I know that we must lead by example and by providing resources, ideas and support as we move forward. We must also be open to new ideas and to changes and opportunities, regionally and nationally. This is very much a part of what any lead administrator at this university needs to see as part of his or her agenda.

We do have a number of 'pipeline' programs. I should speak about the pipeline for a second. Any of you who follow these issues regarding diversity carefully know that in a number of areas the pools of available faculty members are very, very small. When I say, very, very small, I do not mean 10%, I do not mean 5%, I mean 5 or 10 people graduating, and sometimes fewer, in any single year in a field who are, let's say, African-American or Hispanic. And even in the case of women in the sciences, some science fields, almost that small.

So, there is a pipeline issue, and there's also a pipeline issue which has to do what is called the leaky pipeline, which is the fact that people leave these fields disproportionately, women leave these fields disproportionately as compared to males, especially in the science fields.

So, we have a responsibility to the extent we can, to try to ensure that the pipeline works and that we prevent the leaks. We have been working very hard on mentoring in other ways, of making our own internal pipelines less leaky, and in 2007 we launched the Provost Postdoctoral Program directed at improving diversity in fields in which there were particular issues of diversity, either in regard to women or minorities or both.

We provide funding for two post-docs each for two years. It is a competitive program, faculty are invited to submit applications for post-docs. We are now in our second year, and we have four post-docs in four different fields and our applications are coming in for the current year. We track our post-docs and hope that our efforts at Duke and nationally will contribute to increase the faculty diversity here and at peer institutions. Now you might see, only two? Okay, well yes, only two, there are funding issues obviously involved with this. And it would be preferable if more schools would undertake this. I have to tell you that we model our program after a program that was already present at Carolina. One of those good dynamics – I think it was a year in which we beat them at basketball twice

and felt that perhaps doing some kind of gracious outreach to them would be appropriate...

My office has provided funds to the Faculty Women's Network, to the Black Faculty Caucus, and to other self-organizing groups of faculty when those funds have been requested. The original FDI in 2003 called for us to put forward a million dollars per year for strategic hiring. In fact, even in those years we spent more – about 1.3 million per year from 2003 to 2006. When we put Making a Difference in place, we included funds to continue this effort at an increased level, 10 million dollars over the next six to eight years. In fact, again, our efforts have been more than rewarded, in the sense that in 2006-2007, we were actually spending about 1.7 million dollars in support of 24 faculty in six schools who were brought in under the initiative. In 2008, the figure is a little over 1.9 million with 26 faculty in five schools.

Those people walked down off the initiative, so in the first year we put in 100%, then 80%, then 60%, then 40%, or sometimes it's a three-year walkdown, but essentially we're putting a substantial amount of funding in to encourage hires of a diverse character, but to assure that departments know that they are hiring people that will be members of their community. I think it's important for both principles to be in place.

So, let me look at a few numbers here. I want to look first at the progress on the Black Faculty Development since the BFSI ended, we continue to track progress in black faculty numbers at Duke. This graph illustrates the trajectory. In 1993, we had 44 black faculty and now fifteen years later, there are 119. Up 13 additional faculty since our last update in 2006. The tenure-track map numbers are also rising, somewhat more slowly, and we continue to support efforts in recruitment and retention of black faculty at the schools. We have gained a net of nine black tenured and tenured-track faculty in the last two years, and an increase of 13%. I'm pleased that this graph shows that we continue to track above the rate for doubling, which was the principle – that principle no longer operates as a specific goal, but we still measure ourselves against it and this line here represented the doubling rate when we were in the BFSI and we continue to track above that, which is in fact, I think we can feel good about since there was some belief that when we took off a specific target, which was the doubling which was under the BFSI, and when we added other goals, there might be a waning of our commitment to this goal, and I think these data show that we sustained our commitment to this goal even as we have further diversified.

Now what do these numbers look like in terms of comparison with our peers, because that's one of the good measures? Pool numbers are not always the most reliable because you don't know what the distribution is of talent across the pool. But one thing that gives you a closer measure is how well are we doing with respect to the diversity goals which we have as compared to schools which we compare ourselves. So, here

I share a table with you of numbers and percentages of tenured and tenure-track faculty in the Humanities as one example. The COFHE schools that are referred to here are the following: Brown, Chicago, Columbia, Cornell, Dartmouth, Georgetown, Harvard, Hopkins, MIT, Northwestern, Penn, Princeton, Rice, Rochester, Stanford, Washington University at Saint Louis and Yale.

Though the numbers are small, our percentage of black faculty in the Humanities is above the average at the assistant, associate and full professor levels and for Asian faculty at the assistant professor level. These are the numbers which reflect the very concerted effort which we have put in well over a decade to build the presence of minority faculty and particularly black faculty on our campus. Green means we're doing pretty well, red means we're not doing so well...

So, on this chart in the Social Sciences as you see we are above the COFHE average for full-professor black faculty, slightly below the average for associate professors, and equal in terms of assistant professors. We are also below the average of assistant professors who identify as Asian.

I would note that both in the Social Sciences and in the Natural Sciences, which I'll come to in a minute, the COFHE data includes an average of seven assistant professors who do not self-identify in terms of ethnicity. This is actually a growing trend nationally, that people do not want to self identify, it drives the statisticians crazy because they now understand there is a pool of numbers, and we're talking relatively small numbers in general, and they don't know whether declines or increases are reflective of un-identifiers or of real declines.

Of course, it reflects a change in the culture and the way people are thinking about these issues and therefore it's something we need to recognize. Now I would remind you that in many places on these data I'm going to show you the numbers are small, so small changes can make significant percentage differences, and that is an important thing. In fact some tables that I will show you in a minute, we've actually avoided giving percentages because we recognize that they really wouldn't be reflective of a real thing, it was better to show a focus on the real numbers.

Here are the numbers on ethnicity in the Natural Sciences where we are above average for assistant professors of Asian faculty, and the numbers are too small in percentage terms for Black and Hispanic faculty to make substantial comments. Overall, however, the numbers of Black and Hispanic faculty members in the Natural Sciences at Duke and elsewhere indicate a disturbing absence of role models for our minority students pursuing careers in these fields. And I can tell you that a few years ago, I was at a forum of black students here on campus and a student said, we have no black faculty role models in Biology. And I, knowing that I had recently about two years before placed a Biology faculty member, supporting him through the BFSI said, no that's not correct there is one to which

there was a certain widespread cynical humor applied to my comment. Yeah, there's one, big deal!

So, the fundamental underlying issue is that the pools here are small. Now that said, the sources of the pool problem are profound and Duke is operating in those pools. At the same time, we are one of the best universities in this country. We should be able to recruit who we want or at least to make a good run at those recruitments. So, simply saying, oh you know the pool is really small, that's why we have none of X or none of Y, is not an appropriate response, and we underline that with the deans, and I have to say that Dean McLendon in particular, has been extremely firm in his commitment to that principle.

Nonetheless, it's very, very difficult to recruit in the science fields. Turning now to some faculty gender issues, this slide refers to data in appendix F in the report where you'll see numbers and percentages of women faculty in the regular ranks as snapshots over the last decade, three snapshots, in 1998, 2003 and 2008. Although we do see overall steady gains in most schools for women in the tenured and tenure-track faculty, Fuqua and Law have been relatively flat. Within, Arts & Sciences, the percentage of women in Natural Sciences has gone only from 14 to 16% over the past decade, and this figure is concerning relative to our peers as I'll show you in a moment. The large difference in the percentage of women in tenure-track and tenured positions, 24% versus non-tenure and tenure-track positions, 44%, over the past ten years relates in part to changes in the clinical-sciences way of measuring faculty during that time.

The other factor is that the presence of women, non-tenure and tenure-track faculty, is relatively high in fields in which the presence of women in general is very high in those fields. Language instruction, for instance, is an area which really pushes up the non-tenure and tenure-track numbers in Arts & Sciences because there are many women who teach in those tracks in the pop-track for instance or in the lecturer-track in Arts & Sciences in language instruction.

One other factor: you may have been reading recently about the growth in the role of non-tenure and tenure-track faculty in instruction throughout the country. We have had no such growth here at Duke, with the exception of fields in which we have had an increase of professors of the practice which is a position which has a regular role and where those people are being hired because of the specific role they play in their departments. So we do not reflect the national trend of growth of non-tenured and non-regular rank faculty who teach in an adjunct status which you see in many other schools and which has become a cause of concern.

Here are the COFHE comparisons for 2007 in the Humanities, Social Sciences and the Sciences. What you'll see here is that at the assistant professor rank for women compared to COFHE averages in the Humanities and especially in the Natural Sciences we are not doing as well as we would like. This factor jumped

out at us, really, in preparing this report. We knew from the Women's Initiative data in 2003 that we had flat numbers, but I think that the deans and myself were fairly convinced that we had been making major efforts to correct it. The data show that we have not been as successful as we would like and we intend to be making a major push in the area of women faculty hiring in the areas where there is distinct weakness.

One of the issues which is often asked about is retention rates. Here you will see retention rates across the schools; the overall retention rate, the black-faculty retention rate, and the non-black faculty retention rate. I've indicated two areas, this is an area where you can see these percentages we've corrected them in a sense to show what the actual numbers are, because what does this mean to say, so we could have had 100% if we'd done better, we could have 33% and we'd be making a big deal out of it, but, it's you know, so those of you, you can see that. But here the numbers are a little larger, even here however, I should tell you that in Arts & Sciences, we had one year in which two African-American couples left in the same year, which meant we lost four African-American faculty in one year, actually we lost five because two couples and another person left. That had a big impact when we looked at those figures. We don't have any indication that they were a retention problem at Duke, so much as an attraction problem from the other institutions for various and specific reasons that had to do with those specific faculty members, and I will not elaborate further on that.

With respect to regular-rank women faculty retention, here again we see some issues. I would note Engineering; Engineering is a massive success story, in terms of the hiring of women and the retention of women over the last decade. I think much credit needs to go to Dean Johnson when she was here, now the Provost at Johns Hopkins, for the work she did. She really put an enormous amount of effort into it and in particular followed a strategy that had two prongs, which we're really trying to generalize. One prong was that she brought very strong women faculty in at the associate and full professor level who then drew other faculty in.

The second prong was that she identified young women faculty early in their careers, before they had actually become faculty members, when they were in the second-to-last, or last year of graduate school, before they went on the job market, already identified them as potential candidates, then went out and said, you know when you get ready, don't forget Duke.

Both of those strategies together were quite successful and as you can see the retention rates are also pretty good, and I think that's because we've built a large enough community in Engineering so that there's kind of a self-reinforcing quality. Engineering is not a field in which there are a lot, it depends on the field... So this is a fairly striking point.

I'm going to conclude my part of this presentation with...[In answer to an inaudible question]

They're losing women at slightly higher rates, but again I would stress for you that these numbers are pretty small, so you want to watch out for...but yes that's why these numbers are marked as they are, that's where we're going.

On the future plans, we are going to continue to work on the initiatives that I've identified, we're going to push hard on the deans, the departments and the search committees to pursue excellent faculty candidates. We are going to put an intensive focus on the hiring of women faculty, this is what I was just discussing, and on the retention of women faculty. We will be doing another faculty survey, which Nancy will discuss in a minute, in 2010, and we're going to continue the promotion of our work-life policies which Nancy will also discuss. But before I pass the platform to Nancy, I want to ask if there are any questions.

Questions

Richard Burton (Fuqua): On item three, about the exit interviews, could you tell us a little bit about what you learned, and what surprises, and how they've impacted policy or action on your programs?

Lange: Well, to tell you the truth, we haven't learned that much. The reason we haven't learned that much is that most of the faculty who leave do not have negative things to say about Duke, which is consistent of course with the faculty surveys that we have. They leave for reasons that are personal or somebody else made them such an attractive offer that they couldn't turn it down. In the few cases where that is not the case, it tends to be the situation that I already knew those things. That is, a faculty member who left in a disgruntlement there was a long run-up, and you knew about it before.

So, exit interviews don't produce a lot of new information, they tend to affirm some of the things we're doing well, they tend to give us a little bit of a heads-up occasionally about things we're not doing well, but to be honest, because of my discussions with the deans on a regular basis, and my fairly good contact, at least with senior faculty that leave, I know most of the cases before they leave, and therefore there isn't that much we gain in new information. It's more affirming, or confirming information, and in the negative cases, sometimes elaboration.

Usually the problems that we encounter are unit-level problems. Where people who leave, where retention has not been successful, they tend to be unit-level problems, sometimes interpersonal problems, sometimes having to do with the leadership of that specific unit – not the school usually – usually below the deans level.

Janet (Betsy) Tuttle-Newhall (Surgery): Does this include the Medical Center?

Lange: It does not include the Medical Center. The Medical Center does not report to me. My faculty diversity initiative does not extend funding to the Medical Center – let's back up. We have two schools,

the School of Medicine and the School of Nursing, and it doesn't apply to either

Tuttle-Newhall: I thought we'd been asleep at the wheel for the past ten years? Sorry.

Lange: No, no. The SOM has its own structure for managing these issues which they've extensively changed over the last couple of years, I can't tell you how many resources they're investing in this, you would have to have them come and report separately.

Dona Chikaraishi (ECAC/Neurobiology): Did anybody leave because of discrimination or perceived discrimination?

Lange: No – Ben (Reese), would you confirm that?

Reese: Not that I know of.

Marie Lynn Miranda (Nicholas): So, when I was looking at the tenure change data, what I note is this



really impressive growth in the overall faculties, and there's a 35% increase in the regular-rank faculty from 1998 to 2008, a big portion of which is in the Medicine row, but 24% of that 35% increase is coming from non-Medicine, and given that, so we have this pretty impressive expansion of faculty in the past 10 years, I'm guessing that, given some of the other reports we've had regarding the economy, assets and things, that we're probably not looking at the same rate of expansion in the next 3 to 5 years?

Lange: Let's go slowly – let's go one to two for the moment.

Miranda: Alright – one to two years and also if you look at this in places where you see your red arrows coming in, where in Natural Sciences and Arts & Sciences, and in Natural Sciences, the growth from ten years ago, there were 184 faculty ten years ago and there are 188 now, so there's not that much growth and that's where you didn't see much improvement. I'm wondering within that context of potentially more constrained faculty growth, what's our strategy for continuing good achievement for both gender and racial diversity?

Lange: That's a really good question. So, let me start with that Natural Science number. So we drilled down that number, okay? If you look at the percentage, you don't have these numbers, I have them. If you look at the percentage of new hires in the Natural

Sciences and Arts & Sciences as a percentage of the number of faculty that there were ten years ago, you would find that they had hired, as a percentage, as many people as had been hired in the Humanities.

So, it's not been an issue of hiring, it's been an issue that, I would say, because we had neglected the Natural Sciences at Duke in the preceding two decades. The age distribution in those fields was such that over that same ten year period we had substantially more retirements than was the case in the other two fields. So, you didn't get the growth because we had more retirements from those fields than we had in the others. The number of new faculty hired was the same. Now, that's just to clarify what those numbers mean.

I think the broader question you're asking is what's going to happen when we slow down? And the answer has to be that in the fields where we're weak, as a percentage of the hires we make, where we had identified weaknesses, we need to concentrate effort to ensure that those percentages improve during this period of less-aggressive hiring. Now it does mean that we cannot "correct" if you want to use that word, I wouldn't use that word, but we cannot correct imbalances as fast as we might otherwise be able to do. But it doesn't mean that we have to slack in our effort or that as a percentage of those we do hire, we cannot improve. Does that answer your question?

Miranda: Yes, it's just that in my somewhat cynical experience, faculty sometimes have more open ideas about recruiting faculty of color if they feel that it's above and beyond hires that we would otherwise make.

Lange: I knew this question was going to come up. I thought about this question in the shower this morning – this is really true, okay? (laughter) The answer to that question is to the extent, and I believe it's substantial although not complete, that we have succeeded in changing the culture around issues of diversity and inclusiveness on this campus, the implicit logic of what you just said, which is that minority candidates are somewhat less capable and therefore when times get tough we probably won't hire as many should be overcome. Now, the extent to which that's really true will remain to be seen, and we have to continue to counter it. But I believe that the either-or logic which you just projected is changing at Duke, and we need to continue to make it change and to the extent we do, we will hire the best faculty and the logic of hiring the best faculty is to have the broadest pools possible so that you assure you get the best faculty regardless of their background. That's all I can say.

Lee Baker (Dean of Academic Affairs/Cultural Anthropology): The COFHE data comparisons were great, but was there comparison with regard to retention? I know those were small numbers, but are we about in the same ballpark? Do we know?

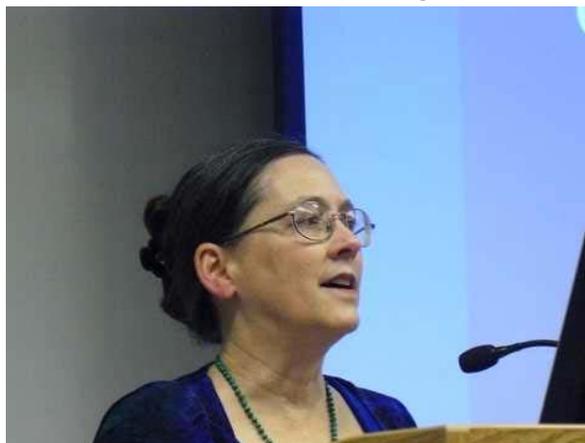
Lange: Yes, we're in about the same ballpark.

Baker: And how about promotions? Are we also in the same ballpark?

Lange: We don't have COFHE data on promotions, so in our own data, we don't see any distinct patterns with regards to promotions. Okay, I'm going to pass the podium to Nancy (Allen), I know that you expected to be out of here very early as Paula told you that you would be, but we still have a little bit more of this report to do, which is of course a reflection of our commitment. (laughter)

The Sloan Award

Nancy Allen (Vice Provost for Faculty Diversity and Faculty Development/Medicine): It's good to be back here. I was chair of Academic Council when the 2003 Faculty Diversity Initiative was discussed and passed. It's a pleasure for me to work as part of my time on these issues I've cared about for a long time.



So, I wanted to spend just a few minutes talking about our Sloan Award that we received in 2006. We were one of just five research-level universities to receive a quarter of a million dollars to promote faculty career flexibility-type issues, and I wanted to be sure that we had a chance to tell you what we did with those funds because the time of the award just ended at the end of September.

In terms of what we proposed to do two years ago that was part of the 2006 report, we wanted to expand into new career flexibility policies and programs. So, last year this Council and the Board of Trustees approved a new flexible work arrangements policy, which was innovative and not already used at other institutions. We didn't want to come up with a policy for just people coming back to work after a parental leave, we don't want to establish a second policy for people in mid-career who might have issues related to caring for ill parents, partners or children, and we didn't want to have a third policy for pre-retirement type issues.

So, we came up with one policy, one page, it's in the Faculty Handbook, there's a form that you can fill out and work out a memorandum of understanding with your chair or dean. The Provost's Office keeps tabs on those and we're hoping that that will be one way for faculty to not have quite as many pressures at difficult times in their own lives. We spent some time working on pre-retirement planning and post-

retirement-work type issues, but decided not to establish a full policy about this.

Several years ago, when I was Chair of the Council, we had a big report on retirement issues at Duke, and in the Faculty Handbook there is a list of what faculty who retire can expect to have available here. In the current economy, we do know that retirements may be different than they were six months ago, and so that will require some on-going discussions at the Provost and Deans levels, and I'm sure that all of you are looking at your retirement portfolios daily.

Lange: Actually, the best strategy in the current period is NOT to look at them!

Allen: That's what I've decided too, but I know that there are probably some of you out there who do. So, I had a number of discussions with faculty at Duke who had recently retired or who are considering retirements. I talked with the deans about how they handle discussions about retirement with their faculties, since they can't ask a faculty when they plan to retire necessarily, that's not a good question to ask.

But some of our deans have been very good about asking faculty what they want to accomplish before they retire (laughter) and then have been able to help them craft agreements that really could include this flexible work arrangement policy as part of their years prior to a full retirement.

We spent some time working on our dual-career recruitment and retention issues, and Jackie Looney, who I appreciate working with the past few years, and I did meet with search committee members over the last three falls as Peter mentioned, and we talked extensively about what the barriers have been related to recruiting to people in a couple from another institution.

There's an interesting report out of Stanford this year that I included the website link – in the report which is on the Provost website. There are quite a number of issues when both partners are in the academy, there are other issues when one partner is in the academy and the other has an interesting, challenging job to move to this community.

So, in terms of trying to help some of the issues related to this and to our other projects, we put together this brochure for the website, and there's actually a lead article in *DUKE TODAY* about the website and some faculty videos. We have videoed three faculty couples who have come to Duke recently, one in the Humanities, one in the Social Sciences, and one in Natural Sciences, and we'll have a fourth video coming in the next month or so. All of those highlight ways Duke has provided advantages for faculty, so spontaneously, without scripting any of these, faculty have talked about childcare issues, mentoring, relocating to this area, bringing their retired parents to this community to live.

So I hope you'll take a look at those and I have 5000 more of these brochures if you need any for recruits or for new faculty in your units. We want to expand and improve current career flexibility policies

and programs and educate faculty in leadership, so we have kept tabs on utilization of tenure-clock relief, which in 2006 through this Council again, was expanded to twelve months and made automatic. Previously it had been six months and you had to ask for it, so women faculty in particular felt some stigma asking for tenure clock relief. So, we've made it automatic and it's very interesting to see who is utilizing both parental leave and tenure clock leave.

We do have men who are using both of those as well, and parental leave is also available to adoptive parents which was not part of our first iteration of parental leave back in 1999, and in the second iteration of that.

But I think right now we're looking at other institutions across the country, our policies for both tenure-clock relief and parental leave are quite good. They're still not as good as Scandinavia or some European areas, so we've got some room to look at those over time, right Peter? (laughter)

Childcare programs, we did have expansion of the Children's Campus, the childcare center on campus, several years ago, I think there were around 150 spots; currently it's still by lottery, but one of the dual-career videos does have a nice discussion about the Children's Campus.

And the Provost does have partner hiring arrangements with UNC-Chapel Hill and NC State, where we are hiring a faculty member, that faculty member's partner finds a position at another of the three institutions, the Provost here will pay a portion of that person's salary for the first term of their appointment. So, that's been used, small numbers, over the last few years, but it has been helpful in some of these dual-career hires.

We wanted to increase the number of faculty using the policies, that would be through regular discussion and through leadership knowing about the policies. One of the things we found out in the pre-Sloan award data was that only 28% of our faculty knew we had a tenure-clock-relief policy and only 33% knew that we had a parental-leave policy, and that mind you was in the spring of 2006.

So, we had some education to do; you all probably have been asked on the campus side to participate in a follow-up post-award survey, so thank you if you did that. We hope that those percentages have increased, so you can say that perhaps people didn't know about the policies because they're beyond the assistant professor stage, wouldn't need a tenure clock relief, they've had their kids, they don't need a parental leave, but those are individuals probably on search committees, and should know that we have the policies so that they can promote them to faculty candidates.

We want to broaden the acceptance of career flexibility within the Duke community, informing them about the Sloan award, hosting a variety of ways to get the communication out. We've met with various community and faculty leaders about the policies and programs, and Jackie's and my meetings with the

search committees helped in this regard as well. Again, the communications and the website, I hope will be helpful in the next few years as both tools for recruitment and retention.

We are monitoring the utilization in the programs and certainly welcome any ideas that you have for enhancements, if you have questions please let me know.

I also included in the report the list of the current members of the Faculty Diversity Standing Committee.

So, how did we use the funds? We used them for training sessions for chairs and deans, the Faculty Advantages website and the companion brochure and videos that went along with that. Jackie and I also started last year a junior faculty development series. In the spring before in 2007, she had interviewed each black junior faculty for issues that might be barriers to their career success, and out of that they really wanted more information and access to senior faculty and mentoring in a broader way, not just as black faculty but generally.

So, I think that series has been successful and we'll continue that this year.

We have contributed funds to on-going efforts to recruitment and retention, and development of some of these new policies and programs.

So, since that was water over the dam, I'll just stop here and maybe we'll get done a few minutes early. Do you have any questions for me?

Questions

Lee Baker: It looks like you really spent a lot of great effort, and we're all very appreciative of the efforts whether its parental leave or flexibility, but is the same attention being brought not to regular rank but to the POPS, the teaching fellows, the post-doctoral teaching fellows – a lot of these folks who do a lot of the teaching in the college have, as you know, sort of complained that their parental leave policy has not been the same as the regular rank? Is there attention to that? Are we moving at all in the direction to attend to the needs of some of our really over-worked and under-paid teachers?

Allen: Right, well in terms of regular rank, POPS are part of regular rank, so they have access to these policies – non-tenure track, regular rank faculty include the POPS. When you get to nomenclature through Academic Council, so on, to the non regular rank faculty, that is a large group, many different titles, many different situations across schools, so that has been more challenging, and we have not developed new policies recently for non-regular rank faculty.

In the Faculty Handbook, there is a parental-leave policy determined there and I have had discussions about changes in that. Some of the issues are financial, as I understand them, some of them have to do with the different categories of people, and how would you say that all non-regular rank faculty, some of whom may work quite part-time here, how do you then set your bar as to what you do in terms of the policy? But I certainly have heard the concerns that you have raised.

Philip Benfey (Biology): When I was Chair of Biology, one of the things that came up was that in the Natural Sciences, particularly the Experimental Sciences, part of these issues, particularly stopping the tenure clock, is not necessarily a useful thing if you have a laboratory or if you have the same funding deadlines, etc. And thus, we spent a fair amount of time trying to figure out what might be useful.



An idea was floated and that I spent a certain amount of time vetting among a group of the people that I ran into in various places, was probably in the business world is called a concierge service, that is somebody who is there to help do all those little day-to-day things that end up in this society falling to the woman more than the man. I wonder if that idea has been discussed or whether there was any possibility of that being instituted at Duke?

Allen: We did discuss that several years ago, it didn't get terribly far at the time.

Allen: I have heard that. What I'm seeing, sort of culturally, and hoping that we will see as time goes on, is that as we have these policies available, parental leave, tenure clock relief for men and women, that there's a more even distribution of the work at home that follows. Now, will we ever get there so that it's totally 50-50? (laughter) Many of us in the group don't quite think so, it's still, maybe it's by example.

In our search committee discussions, we actually had a couple of young men who talked about this and they wanted to take the parental leave and be home with the third child so the wife could finish her PhD and so on. He was still concerned about the stigma of his colleagues and whether he would be seen as sort of a less-aggressive member of the department, and so I think that's going to take some time.

The concierge service idea is probably not going to make too much headway in the next year, but I'll certainly discuss it again with the Provost.

One thing, in terms of recruitment, Arts & Sciences did provide some funding for the services of Rosemary Somich, who had been helpful in relocation type issues, schools, particular health issues that a recruited faculty may have, so that has been helpful. I know that it's not exactly the same as what you mentioned.

Lange: If I could mention one thing, the issue of who takes leave and whether there's a stigma or not, that has largely disappeared at the APT level. So you don't see it in the reports that come up, you don't see people questioning that. In fact I would say people are given full consideration of that. No one ever says, oh you know she had nine years rather than seven, which was something that you used to hear.

Now whether that's still going on in the unit, I can't attest to, but I will attest to the fact that if it is going on in the unit, the committees writing the review reports and the chairs are wise enough – or wily enough! – not to include it in the reports that come to APT. And that was not true seven or eight years ago.

Allen: Any other questions?

John Staddon (ECAC/Psychology & Neuroscience): I have to ask this. As a longtime fan of Adam Smith, I'm a little concerned as to whether you object to the division of labor in general or only as it applies to the home/work issue?

Allen: I won't answer that, John! I know better.

Rich Burton: When we were talking about these economic tough times, risk of an unwanted, aging faculty and we're just wondering whether programs or incentives to help in those possible retirement planning programs?

Allen: I'll let you handle that one, Peter.

Lange: I think it would be fair to say that we're going to have a squeeze on faculty hiring over the next few years. I want you to consider three factors together: disincentives to retirement coming from the external market; disincentives to hiring from other schools because of the constraints on their budgets; and tighter resources here at Duke. When you put those three factors together, it's clear that we're going to have real pressures on our ability to do what I would call faculty replacement.

Hiring is not the issue, but it's how fast is the turnover and Marie Lynn showed earlier, and the answer I gave you showed even more, there was a lot of faculty turnover – just take Rich's school, in Fuqua there's a 60% turnover in the faculty in ten years. So, there's been a lot of turnover, and that's big opportunity to change the faculty and to improve the faculty.

So, the answer I'm going to give you right now is that I don't know. Because we have to first figure out exactly what the financial envelope is that we're operating in for the next year or two before we can figure out how much flexibility we might have to put in some kind of incentives.

The difficulty is that there's no way the university can replace the market. So, the incentives that we would put in would have to be incentives of a kind to reduce load and or to replace a part of income as a person retires or some kind of thing in exchange for service. You know if your 401K went down by 30%, it's not like we can say oh we'll make it up (laughter). We might make up something, but it won't be that (laughter). But we do have to consider that pinch, and how we're going to sustain our momentum.

We've been making great hires. I'm presenting a report to the Board of Trustees tomorrow on progress in faculty hiring over two strategic plans and it's really quite striking. There's a lot of hard data and soft data about that. How we sustain that momentum is probably the biggest challenge that we as administrators have, working with our faculty committees over the next six months, and then over probably the next year or two, in a context in which we're going to have not only constrained resources here at the university, but we're also going to face these two external factors which are going to further limit our ability to drive faculty turnover or faculty growth. And it's not clear that we really need to grow the faculty a lot, but we need to sustain the turnover in one way or another.

McClain: Peter and Nancy, thank you very, very much, that was a very informative and important report.

I want to thank you all. Our next meeting will be Thursday, January 22. After you finish your exams and your grading, have a wonderful holiday season and winter break!

Respectfully submitted,

John Staddon

Faculty Secretary, January 15, 2009

Information Technology Advisory Council (ITAC)

Faculty and student oversight of IT services at Duke

Terry Oas

Associate Professor of Biochemistry

Associate Professor of Chemistry

Chair, Information Technology Advisory Council

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APPENDIX

Faculty Membership

- John Aldrich, Political Science
- John Board*, Electrical & Computer Engineering
- Craig Henriquez, Biomedical Engineering/Computer Science
- Alvin Lebeck, Computer Science
- Timothy Lenoir, Arts & Sciences
- Sayan Mukherjee, Institute of Genome Sciences and Policy
- Robert Nau, Fuqua School of Business
- Terrence G. Oas*, Biochemistry
- David Richardson, Biochemistry
- Robert Wolpert*, Statistical Science

*Steering Committee Member

Role and Functions of ITAC

- To act as the voice of faculty & students to IT administration and staff
- To review IT projects before, during and after implementation
- To assist in the development of IT policy
- To assist in the prioritization of IT infrastructure development
- To bring significant faculty & student concerns to the attention of OIT (and DHTS)

Recent Projects

- E-mail server change
- STORM/SISS/PeopleSoft Upgrade
- Opening of the “Link” in Bostock/Perkins lower level
- New Tier-4 University Data Center for critical servers
- Cross-campus (“Blue/White”) network unification
- Provost’s Research Computing Initiative

ITAC as a Communication Conduit

- Communication through ITAC members:
oit.duke.edu/itac/membership.html
- ITAC meeting agendas & minutes available for download:
oit.duke.edu/itac/minutes
- Regular reports to Academic Council
- Question/comment e-mail address:
itac-steering-committee@duke.edu
- Outreach via campus publications:
Chronicle, Working@Duke, Inside Duke Medicine *APPENDIX*