



**Minutes of the Academic Council Meeting
Thursday, October 16, 2025**

Mark Anthony Neal (Chair, Academic Council / African & African American Studies): Good afternoon, folks. Welcome to the October 16 Academic Council meeting. A quick note that the Provost is traveling and cannot attend today's meeting.

APPROVAL OF THE SEPTEMBER 25 MEETING MINUTES

Let's get started with the approval of the minutes from the September 25 meeting which were posted with today's agenda. Are there any corrections or modifications to those minutes?

[minutes approved by voice vote without dissent]

Just a reminder: attendance sheets are circulating, so be sure to initial them as they come around. And as you ask questions or make comments, we ask that you do so from one of the standing microphones in the room.

FACULTY REQUIREMENTS FOR TRAINING ON FEDERAL LAWS & DUKE RESOURCES FOR STUDENTS

We will now have a presentation from Executive Vice Provost Mohamed Noor regarding a faculty training proposal related to federal laws and Duke resources for

students. A document was posted with today's agenda as background.

Mohamed Noor (Executive Vice Provost):

Good afternoon, everybody. Let me give a quick heads up that I initially sent the earlier version of the document to Sandra (Walton). And I apologize, it got substituted, so the current version is now there. If you downloaded it the very first day when it was available, you may have gotten the older version of it. I'm hoping this proposal is a no brainer for everybody. As you all know, there are a variety of federal laws and Duke resources related to students, and our goal is to make sure that we have the safest possible community for our students, and that we meet our obligations too. For over a year now, we've already required that all the TAs go through some online training modules to make sure they're aware of Title IX resources. What this proposal before you, is a suggestion that we do the same thing for all the faculty to have a set of required online modules. So, this initially came from the TA Training Committee, which is a committee that was approved by ECAC. And the suggestion was this should go forward, first for TAs and then ultimately for faculty. This proposal was taken to the Academic Programs Committee (APC). At that time, this was a set of video modules that took about 40 minutes to view. APC voted unanimously almost in favor of doing

it, but one person voted no. And the reason that one person voted no is that he thought that 40 minutes by video is not the most efficient way of doing this. We're all very busy. Can you find a more efficient way of doing that, rather than just bringing it forward? In the intervening year, we worked with Learning Innovation, Student Affairs and some other resources, and changed the online video modules to some text-based ones that now only take **10 minutes** to go through – just to limit the burden, but still have the content available for everybody else. There is a link in the handout you all have, if you want to review the materials and see if it's okay. But before we place this out as another requirement for all faculty, I want to give a chance for input here at the Academic Council. So, that is what's before you and I welcome any questions or thoughts. Otherwise, we'll move forward. Hopefully it's a no brainer.

Mine Cetinkaya-Rundel (Statistical Science): I was wondering what happens in case of non-compliance, and who is tracking it?

Noor: Tracking is at the Provost's Office level. Basically, what we do is that we will reach out.

Kyle Beardsley (Political Science): I had a chance to take the protocol training earlier. And thank you. I didn't realize I needed it. I thought that 10-minute training was appropriate. One question is, are there considerations of bringing other modules? For example, things around student misconduct, cheating and the like. It strikes me that we're kind of in the wild west, maybe not. Following what the university would guide us as faculty in terms of how to deal with students' misconduct – maybe that's an area where we could build some of those norms.

Noor: It's a great question. At the discussion at APC, the request was that we focus on this particular set of requirements on federal rules and Duke resources, and not broaden it out, and also to maintain the length, not to increase it further. Obviously, if there was interest in growing another set of modules independently, we'd be amenable to that. At this time, this is what's being presented. But it's a good thought.

A PRESENTATION FROM DUKE'S OFFICE OF COMMUNITY AFFAIRS

Neal: We will now have a presentation on Duke community affairs from **Stelfanie Williams**, Vice President for Community Affairs, **Adam Klein**, Associate Vice President for Economic Development and **Debbie Goldstein**, Associate Vice President for Community-Engaged Scholarship.

Stelfanie Williams (Vice President for Community Affairs): Good afternoon. It's nice to be back with you all and thank you to the Council for allotting time to discuss community affairs. Most of what you will hear today will be from colleagues **Adam Klein** and **Debbie Goldstein**, who are leading the strategic initiatives alongside **Mina Silberberg** (Faculty Director, Duke Center for Community-Engaged Scholarship) and **Syretta Hill** (Senior Director for Economic Mobility), who are also here.

As we are in Duke's second century in Durham, we are really building upon many years of connectivity between the campus and communities. Particularly, over the past several decades, there have been formal engagement functions at the university, and relations have been strengthened through a lot of time and effort, such as the Duke Neighborhood Partnership, which is a

foundational part of our office, and a long-standing engagement with the neighborhoods immediately surrounded Duke. But really, in between the lines of the markers that you see on this timeline sketch of formal engagements, many collaborations and contributions have been and are continuing to take place across the university and the Health System, hand in hand with community partners. As Durham has grown, the university has become more complex, modes of information have shifted, our group is focused on supporting the changing needs and interests of our community and campus partners.

Let me mention the three ways in which Community Affairs is reshaping our supportive roles and resources. First of all, the university activities are often so time bound. You all know that the period of time that students are here is limited. The duration of project funding is limited, etc. We want to provide wraparound support to sustain those relationships with community organizations, providing consistency and navigation where needed. We want to work hand in hand with the schools and faculty to be a resource to you all in doing that. Secondly, faculty and researchers, you all clearly measure the deliverables of your projects, the learning outcomes from students and other important aspects of your activities that serve communities. It is also important for us to explain the collective outputs of the university, and we are working, alongside schools, units and offices, to facilitate how we can bring about more collective information and understanding. Thirdly, we want partnerships to be mutually beneficial between campus and communities, and the highest value that Duke can provide is through our missions of teaching, learning, research, clinical care, as well as our services as an anchor institution.

So, we have intentionally integrated our work in Community Affairs with the core enterprises at Duke, the Provost's Office, the Health System and with the EVP's Office. In 2019 and 2020, we devoted time to listening to community partners about specific strategic areas that Duke could partner to advance. Nearly 700 folks participated in that, some of you in this room as well. Last year, we refreshed those priorities with community partners and campus colleagues. But what we've heard from all of those conversations was that priority areas include housing and infrastructure, which is transportation, cultural enrichment and all the things that make up neighborhoods. Education, economic mobility, nutrition, food security and nonprofit support are the five focus areas that we have identified together with campus and community partners – areas where we can better coordinate across the institution with community partners. In addition, in 2020 and 2021, President Price and the Board charged a task force – the Duke and Durham Today and Tomorrow Task Force, with exploring ways that we could better strengthen our ability to partner purposefully. Over that year, the task force comprising trustees, faculty, staff, students and community representatives engaged residents, leaders, campus constituents, our own faculty who are community-engaged scholars and peer institutions, among others. That task force put forth five recommendations that Community Affairs is advancing as important strategic initiatives, and you'll see those on your right. (refers to slide) In addition to working on principles of engagement and economic impact data which are now available on our website and are being shared more broadly, we've also launched the Duke Partnership Platform (partnership@duke.edu) which provides data visualization of partnerships,

community data sets, volunteer opportunities with local organizations and a grants portal, as well as three of the five strategic councils that bring community experts and representatives together with campus experts and representatives for shared decision making on issues like housing, education and food security.

Now I will turn the podium over to Debbie and Adam to share more extensively about the two remaining strategic initiatives: the Center for Community-Engaged Scholarship and Economic Mobility, followed by an opportunity for discussion.

Debbie Goldstein (Associate Vice President for Community-Engaged Scholarship): It's good to be with all of you today. I want to give a shout out to Mina Silberberg who is the Faculty Director for the new Center for Community-Engaged Scholarship. We have had a lot of fun in the last eight months, getting to know each other and working together on building and launching this new center. Our biggest challenge has been that everything is exciting and interesting, and it's hard to say no when there's so many needs. So, that's a good problem to have. As Stelfanie said, one of the big goals of strategic work in community engagement and Duke Community Affairs has been to build a stronger bridge with the academic part of the university, and think about the ways we can put the strengths of the university in research, teaching and learning to best use, partnering with the local community, supporting community needs and being a true partner with communities such that the community is bringing questions to us. We're thinking about how to work together to do scholarship and research around those questions, and how we're preparing students to be good citizens of the world – wherever

they may go, to always be purposeful partners in their work.

We launched the Center formally last February. As we did that, we thought about the work that the Center is doing in three main categories. I'm going to explain them slightly out of order. One of the biggest to start has to be a champion of Community-Engaged Scholarship. There is so much extraordinary Community-Engaged Scholarship happening all over this campus. You might know about a piece of it. You might know about what Sanford School of Public Policy is doing, what Pratt School of Engineering is doing, or you might be unaware of some of the amazing health equity work happening in the School of Medicine. It's been a privilege for us to see how much is happening and to identify either places where we can connect people that might not even know they have shared interests, or they're working in the same geography, or to say, "While we're doing great work here, we really need more work on affordable housing. How can we build up the same capacities on that topic, or around the economic ability that we have in other pieces of the university?" Or perhaps we only have a sliver of it, but not on the whole. So, a lot of what we've been doing is lifting up work that we think is great. That's happening, connecting people, and thinking about going forward – how can we create incentives and even fundings to support encouraging work in the priority areas that Stelfanie named. Another big piece of the work has been the navigation in every direction. We heard that through the listening sessions that community partners don't know how to navigate Duke. They might have an idea or want to partner, but it's difficult to figure out how to find the right resources. So, we're available to community groups to help with some of that navigation. Similarly, we've been doing a

lot of consultations with graduate and undergraduate students, faculty who have a great idea, or may be even midway into a project, but they'd like to do more. And we can help them think about how to build an advisory board or new partners to talk to, again, connecting to other people doing similar work elsewhere in the university. Finally, many people on their own are preparing students to go out and do community work. There are ways in which we could better leverage those preparation efforts and ensure that there's the right level of quality in preparing students. So, that might be as simple as the foundations of engagement training that we already offer. But the other big piece we've been thinking about is how to streamline some of the existing co-curricular internship opportunities, make them more clear and navigable for people, and also create more pathways so that students can say, "Okay, I volunteered in a local school; now I'm really interested in Education Policy; what's the next step for going from volunteering to a capstone project in my senior year?" As part of that, Mina has been leading some work to explore designing an undergraduate certificate in Urban Studies as well as a graduate certificate in Community-Engaged Research as ways to lay out for students everything from getting involved in the community through volunteering, to developing this professionally as part of their career.

I want to give a few more examples and talk about the initial structure. We dual report to Duke Community Affairs and to the Provost's Office through the Interdisciplinary Programs team through Ed (Balleisen). We are a tiny team with big ambitions and a lot of interest in everything. So, we're trying to manage that. We are hiring for two positions. We have built a brand new, small advisory committee that

will be six community partners and six representatives from Duke for faculty, graduate and undergraduate students. They will begin meeting soon every other month to hold us accountable for the work we're doing and give us advice on how to do it well. We have simultaneously built a much larger council that will meet a couple of times a year. There is a liaison from every department and unit that is doing community-engaged work, in a way for getting the word out and also getting a lot of input on what people think they need to be effective in this work. As a quick example, I have a list here of the types of activities that we are already undertaking in pilot form or thinking about for the coming year, but I want to highlight a couple of examples to make this concrete. At the end of September, we held an open house for community partners. About 15 different Duke programs that take clients for consultation projects, or put students on nonprofit boards, or offer courses participated in the open house where community partners came and met all of them. Many of these programs had never talked to each other either. We had a great feeling in the room, and we think that's the kind of open house we'll do a couple of times a year. We helped a group from Center for Child and Family Policy navigate a big grant proposal where they wanted to partner with Durham Public Schools on a research practice partnership. We played an effective bridging role in thinking about how to balance Durham Public Schools' needs with their research needs, and also the broader long-term vision of how a small partnership could turn into something larger and sustainable over time that could include other research entities at Duke in the long run. Just the other day, we had a project come to fruition, where we had a community partner who owns some land over by North Carolina Central University, and they've

been trying to figure out what to do with this land. We had a wonderful summer intern who is interested in Urban Design, who has now signed up to be like a project manager for helping them conduct focus groups on what to do with this property and ideas for how to move it forward. She has also been able to bring in some Fuqua students who will be able to look at the environmental abatement and finance options for this community partner. The partner really brought the project to us, and it took us some searching to find the right students. It's a nice example of matchmaking. We also recently facilitated a panel for local officials from all over the country, where they got to hear about the great work Pratt School of Engineering is doing to introduce STEM to middle school students, alongside a faculty member from North Carolina Central University, who has been working for over a decade on health equity research in the Durham community. We talked about the ways in which Duke and North Carolina Central University work together, as well as the way in which these projects work, what can make them go well, what can be hard about them, and how to replicate them in other cities.

I want to end with one special project we've been part of that predates the Center for Community-Engaged Scholarship, and it's probably important to many of you. There's been a big joint effort over a year and a half, maybe longer, to tackle the many types of administrative barriers that can be an impediment to doing community-engaged research effectively or can create friction with community partners. There's been a joint effort between Duke Community Affairs, the Office of Research and Innovation and the School of Medicine, to lead an extensive task force of Duke staff, looking at what are those barriers and what gets in the way. We started with

interviewing over 200 members of the Duke community about the kind of barriers they encounter, winnowing that down to six things, we thought that we could tackle and make incremental improvements to the process to improve life for people trying to do this work. A couple of examples: we've made some changes to clarify what community partners need to do if they are Co-PIs in terms of IRB (Institutional Review Board) training, made that much clearer and instructions more transparent as they go in to get the training and meet those requirements. We've been collecting a lot of data and information about challenges people have with parking, transportation and childcare, when they bring a partner to campus, or when we try to send students out into Durham. We've done a lot of work translating documents. So, basic forms you need for procurement that we didn't have in Spanish are now in Spanish, and in some cases available in other languages, or providing you where the resources are to do that. We've documented the processes you need to follow to compensate a community partner, and what you need to think about in building your budget for that work on the front end and then much more. If this is something that interests you and you don't know much about it, I encourage you to go to the website at the bottom of this page and sign up for the newsletter. You can type in a form there a problem that you're having, and you'll get a response from somebody on the team about how to address it. You can also follow along as we seek help and input on different problems and learn as different things are rolled out in ways to find out more about that work. With that, I'm going to turn it over to Adam.

Adam Klein (Associate Vice President for Economic Development): Good afternoon, everybody. I'm grateful for the time with you. I'm pleased to be talking about an

important initiative – Economic Mobility, that we’re launching. Before I go into too much detail, I want to make sure we’re working with the same definition of economic mobility. As we’re defining it, and as is common in the literature, we are defining economic mobility as one’s responsibility to improve their economic standing over time.

We’re launching this initiative at an important moment. Stelfanie highlighted this well at the beginning. We’re coming off of several years of community feedback and input into our Strategic Community Impact Plan, with the community lifted up. This is an area of excitement, an area of opportunity, an area where Duke as an anchor institution might be able to uniquely contribute. We’re also in a moment when many at the national level and some in Durham are asking questions of institutions of higher education about their relationship to hometowns and what that commitment entails. Lastly, we know that where you’re born and the zip code that you grow up in can shape your opportunities in life, but we also believe that anchor institutions, in particular like Duke, have a unique ability to change that trajectory. So, what I’m going to lay out to you today, is a forward-looking commitment partnership in Durham and the Triangle Region to engage and support those who have not fully participated and benefited from this region’s growth.

As Stelfanie mentioned, we have just celebrated our first 100 years and are looking forward to a bright future in the years ahead. We know that when Durham succeeds, Duke will succeed. One of the reasons we know and believe that is that so many of our employees live in Durham, who call Durham home. You see on the slide here, 62.5% of our employees live in Durham, so our community’s prosperity and

well-being mean great things for Duke and vice versa. We also have a unique vantage point in that. We are a long-term anchor institution that can tackle and work on and address some of these long-term challenges in our community. We also see this as an opportunity to grow and enhance our partnership with Durham. To tackle these issues, it will require a deeper, more meaningful and partnership-level engagement to create the kind of ecosystem that sustains and cultivates workforce development organizations, nonprofits and others that cultivate talent, pipeline support, small business growth and the like here in Durham and in the Triangle. Unfortunately, our region doesn’t fare well when you look at the economic mobility data. Some describe it as forming a bit of a “barbell economy” in Durham and in the Triangle, where some are prospering quite well and others, especially those who’ve been in Durham or in our region for a long time, may not be. There’s also a great alignment with the university and the Health System’s core values and our commitment to achieve excellence in our clinical research and teaching missions as well.

Let’s talk about the approach that we’re taking. I want to start at the beginning by saying that this is very clearly an institution wide initiative. The University and the Health System are committed to this initiative. We’ve been working on this, and I’ll talk about this in a bit more detail, for about a year and a half, we’ve been thinking through the structure and the approach of this. One of the things that is critical to this effort is that we have publicly transparent goals stating where we are now and where we want to be, that hopefully help cultivate trust in the Durham community and in our region around the work that we’re doing and the direction we’re setting – where we want to go based on feedback from the Duke

community, but also from the Durham and the Triangle community. This also creates internal accountability. You'll see that there are four pillars that I'll talk about in a second. We'll have related Duke leaders leading the charge in those domains to ensure that we're achieving these goals. A public facing structure and a goal-oriented approach create accountability internally as well. We're structuring these goals in three-year increments, starting in the summer of 2026, to allow time to address key issues and challenges. We know that these are issues that we are not going to address in a short time, but we anticipate that over those three-year increments that we'll be providing annual updates to the community about our progress, learnings, even failures, and things that we want to grow as we tackle these goals in this endeavor. We know that we're also going to need a lot of partners. This is not going to be a Duke initiative on its own. It will require a deep engagement with the ecosystem around us, as I mentioned, the supporting nonprofits and others who engage in talent development, skill building, small business development and affordable housing, to name a few. Let me give you an example. This is by no means exhaustive, but I wanted to give you a picture of some of the goals that we're contemplating. Actually, let me go back to that in a second.

I mentioned the four pillars. Let me touch on these. The "hire" category is fairly obvious. What we're talking about there is new hires who are new employees to the University and the Health System. But we're also thinking about goals around internal career progression for employees. The "build" category is our construction spending, which is obvious, renewal projects and the like. The "buy" category is non-construction procurement spending outside of that construction category. Then the "invest"

category is focused on the deposit strategy. For those who don't know, Duke has deposited \$22 million across three different CDFIs (Community Development Financial Institutions Fund) in Durham and has been in that position for some time, supporting affordable housing, small business, capital access and the like. As I was starting to say, let me paint a picture of some of the goals that we're thinking about within this, when I talk about "hire", what we're talking about is identifying low-barrier, high-mobility roles that some in our community may be interested in, and creating career pathways for long-term financial stability. One of the goals that we're thinking about is doubling the hiring of justice-involved residents from 62 to 120 and then our retention and advancement goal with that as well. Around construction, we are thinking about ways that we can support more small local firms in our construction process, cultivating and building a bigger bench of businesses and small businesses there. Regarding the "buy" on the procurement side, we are thinking about deeper engagement with small local firms through clear spending targets. Just to put a picture on that, in 2023, we spent \$233 million with Durham small businesses. This goal will be around how we grow that spending in the Durham community. I also want to draw your attention to the second bullet there and note that some of our thinking is going to involve how we engage larger companies with whom we do business and require them as part of the bidding process that they contribute an economic mobility plan as part of their work – how are they contributing to their own local hiring and local spending in support of this effort and in cultivating that ecosystem level approach across Durham and the region? Last, thinking about the "invest" category, ways to utilize Duke's capital to support Duke employees in purchasing their first home. I've talked about the internal

dimensions to this in terms of the work that we've done with Duke colleagues across the Health System and the University. I also want to point out some of the conversations, and this is by no means all of them, that Syretta Hill and I have engaged in over the past year with local government partners, nonprofit partners, sister colleges and universities. We are hosting a number of engagement sessions. We had one last week and have more to go in the future. Knowing that the community input into this process, the goal of the development and the articulation of these as we move towards final, is going to be important, since the community shapes and owns these, in order for them to be successful.

So, I'll just close by saying that we have a lot of excitement around this initiative. There's great early feedback, but the heavy work is going to be the internal change to make this happen. We know it won't be easy or quick, but we look forward to working with you and others at Duke to make it happen. I'll conclude there and welcome your thoughts and questions. Thank you.

Neal: Questions? Comments? Concerns? Critiques?

Patrick Halpin (Nicholas School of the Environment): I want to know if there are parallel engagement processes going on with the Marine Lab in Beaufort. We have a very robust community outreach in that. I don't know if it's totally connected, or would it be connected better with these programs?

Goldstein: We've already featured the Marine Lab on a global project. Liz DeMattia (Nicholas School of the Environment) did a presentation at the launch, and we sponsored her to go to an engagement scholarship conference a week ago. Ed (Balleisen) and I have been talking

with a group from NC State and researchers about the work in eastern North Carolina. So, I do think we're thinking about Durham, the Triangle and the Carolinas.

Halpin: Liz (DeMattia) would be the best point of contact. Also, the other institutions – UNC and NC State have Marine Labs in Morehead City. So, the community of the academic institutions would actually be pretty profitable as well.

Goldstein: Absolutely.

Halpin: Thank you.

Terry Oas (Biochemistry / member of ECAC): I noticed that on the website, you have a program called Community Engagement Fellowships for doctoral students. I'm interested in what the students are doing that are involved in that program, and to what extent is the work they're doing part of their dissertation work?

Goldstein: That's a great question. I'm glad you asked, because I should have mentioned this. We have funding from the Duke Endowment to sponsor doctoral students broadly to do summer fellowships with community-based partners. We have year-round funding to support undergraduates doing similar internships. We obviously provide a little bit more supervision and some professional development to the undergraduate and the graduate students. Over the summer, they take a course around project management. Last summer, we sponsored four students. The summer before, we sponsored two students. We would like to sponsor closer to ten students. If you have students who would be interested, send them my way or Mina's way. The range has been broad. I would say the internship is related to their field of interest and their professional interest. I

think sometimes the project is related to their dissertation, and sometimes it's adjacent, but it's definitely related to the broader field of what they're interested in.

Oas: So, it's not distracting them from their dissertation work?

Goldstein: I don't think so at all, but I think it is certainly complimenting it and giving them some way to think about what their professional opportunities afterwards might be.

Mina Silberberg (Faculty Director, Center for Community-Engaged Scholarship): There are opportunities for this to evolve over time. Debbie mentioned the University Engagement Council. We're going to have our first meeting in a few weeks. One of the topics we're going to discuss with them is this fellowship program, particularly, how to get the word out, because people who did it loved it, but a lot of people don't know that it exists. The question of how it can better align with where they're heading is also an important one. The work that we're doing around the graduate certificate in community-engaged research is particularly relevant to that conversation. One other thing that I want to mention is the issue of Beaufort. We will support community-engaged scholarship anywhere in the world on any topic, but our priority on where we're going to be investing money, in terms of pilot grants, is those five strategic community impact priority areas in the Triangle. But if you're doing community-engaged scholarship in another area and another part of the world, we're there to do consultations and offer trainings.

Lee Baker (Vice Provost for Undergraduate Education): I was curious with our "hire, build, buy and invest" for

economic mobility, have we considered admitting students, and have we leveraged the Carolina Initiatives in terms of recruiting, admitting and then yielding students in our local community? Is that an opportunity to invest in the community?

Williams: I appreciate this point, and you and I have had this conversation briefly. Obviously, the university is very committed, hence the scholarship for North Carolina and South Carolina students. We're just beginning to think about how that might be married with the economic mobility initiative. Any ideas that you all in Undergraduate Studies have, we're already working together with your team on a number of projects like the Durham Tech Pathways, and we're happy to think around the same table about how it might tie into the goals of economic mobility. I don't know, Adam, if that particular question about students has come up at all?

Klein: No.

Williams: So, it's a really a good one for us to explore.

Betsy Albright (Nicholas School of the Environment): I was wondering if you all have thought about, maybe you've implemented, a program to get faculty out into the public talking about their research? One of my deepest concerns right now is the distrust of science and scientists. I'm sure I'm not alone on that. But partnering with libraries, bars, any public spaces where we could engage in conversations – maybe not ones extended over years, but talks I know I would love to teach for free beer. (laughter)

Goldstein: Yes, we have definitely talked about that. There are a couple of examples – small programs at Duke that are doing that kind of work. Mina and I have been

interested in it and have been exploring how we can build that up. We did a book talk on campus last semester where an alum had written a book about homelessness. They came in and did a conversation with a local community partner. It had a very nice, broad audience. We're doing a film screening on October 20th, where a student had done a summer internship with a documentarian and came to us and said, "This documentary is a really important public policy topic." So, we're facilitating a panel that will involve [TROSA](#), the North Carolina Health and Human Services Office, the Wilson Center for Science and Justice, and the local Durham District Attorney talking about substance abuse treatment. We are building towards what you're talking about. We're eager to do more of it and train more scholars to be able to do public engagement.

Silberberg: It's such a great point. I want to reiterate what Debbie was saying. We are having a blast and really love what we're doing, and definitely there's so much that we could be doing. One of the things we're trying to figure out is priorities and where there is energy amongst the faculty to take something on. Each school, and most of the major institutes and centers, that are interdisciplinary have representatives to the University Engagement Council. You may think about, if you have something burning on your mind, talking to the representatives in your unit and asking them to bring that idea to the Engagement Council, because one of the things we're going to be doing there is figuring out what are the priorities and where the energy is. Liz Shapiro-Garza and Prasad Kasibhatla are the representatives from Nicholas School of the Environment. If you don't know who your representatives are, let us know. I'd say that the other thing that we're really trying to emphasize is that we want to make sure that what we're offering in terms of sharing of

knowledge is in response to concerns and priorities of the community.

Adriane Lentz-Smith (History): I wasn't going to say anything, but then someone said "beer" and I hopped up – partially because the best-attended History Department talk that I've been to in the past two years was John Martin (History), in the back of Beer Study, opening for a sludge metal band. John Martin and the metal band are not things that I ever thought would go together. (laughter) That's related to the question that I was going to ask, which is really kind of taking some of these and putting them together to ask, what kind of landscape assessment are you doing to make sure that you're not reinventing the wheel or doing work that's already being done? It seems like, if you're reporting to the Interdisciplinary Provost, I encourage you to talk to the institutes, figure out what an FHI (John Hope Franklin Humanities Institute) Forum for Scholars and Publics is doing, and what the Carceral Engagement Program at Kenan Institute for Ethics is doing. Some of this is happening in the library. The public library is already a site. They're desperate for folks to give talks. If you want to, maybe there's a way to coordinate with Larkin Coffey in the Durham Public Library and figure that out. That's a logistical or practical question. I had a conceptual question that goes back to my perpetual hobbyhorse, which is that at Duke, people are so quick to do something before they think about something. So, I'm wondering, in the vision of community engagement that we have, where we're trying to show what a university brings to its community, are you using the kind of addressing-problems model as opposed to thinking about society, cultures and community? Those are different things. Is there a space to open up the second that allows more people access to the engagement? Is there something for the

community beyond “we’re here to bring you the gifts from Duke?”

Goldstein: Those are very interesting questions. Maybe the first one is easier. Mina already named it a little bit. By forming these liaisons to the different units, and by having a lot of conversations and listening a lot, we have done a landscape analysis, are continuously doing one, and will send information out, but also will ask a lot of questions. As we are a small team, our goal is to support good work that’s happening, connect people to each other, and get out of the way, not in any way be a roadblock. We are approaching it from a landscape analysis and support mindset. Maybe there’s a good entry point to your second question. Before I took on this larger role, I was running the North Carolina Leadership Forum, which is now part of the Center, which is a very externally focused program that focuses on how important it is to build relationships long before you try to solve a problem, build trust, communicate and talk a lot before you get to that point. I do think that that’s somewhat embedded in our philosophy of community engagement. Our goal is to teach people to approach community as a partner, not as a group we’re serving, and to listen to what they’re asking for and then work together on it and appreciate what the community assets are in that conversation and what assets we have to offer. Sometimes community is quite clear. They want us to solve certain problems that they have right now. And other times we’re thinking about bigger things. We’re trying to do both, but I think your point is well-taken.

Klein: I want to offer, based on the mobility work we’ve done, a crosswalk analysis for the strategic plans of many of the groups here, for the exact point you’re making. One thing I would say that’s an encouragement, is that I’m seeing lots of energy and

excitement around the work of economic mobility across these different groups in Durham, but they’re not necessarily working in a coordinated direction yet. On the left hand side of the screen – those five focus areas, we have launched three councils around those, made up of community members, with some Duke staff, faculty, other colleagues around the table to inform, guide and advise our work and our strategy, but also to collectively sit together and not just to think through collaborations and partnership opportunities, but to build bridges and connective tissue across these disparate organizations. (refers to slide) I’ve been in Durham for a long time. An observation I have is that the disruption of the pandemic caused a lot of that connective tissue to fall away, so these organizations aren’t linked in ways that perhaps they could be. Under Syretta Hill’s direction, we’ll be launching the Economic Mobility Council at the top of the year to pull some of those groups together. I’m happy to chat with some of you if you have interest there as well.

Halpin: In addition to the Marine Lab, I also sit on the Advisory Committee for Duke Forest. Duke Forest is 7000 acres of research forest, and it’s one of our largest assets for community engagement. The Advisory Committee would be very pleased to work directly with you on these engagement topics. It’s a huge resource of the university. But I don’t see it on your slides.

Goldstein: Yes, that’s a great point.

Neal: I have a question. How much of this work is in conversation with and in response to the Durham Rising movement in the city?

Klein: Let’s start by noting the slide that we’re on. This economic mobility work has

been a part of our strategic plan for some time. It's been a conversation that's been happening in the community for some time in the desire for Duke's engagement here. So, some of why it's launching now, is that we have staff capacity around this. I was hired a year and a half ago. Syretta (Hill) was hired in January to lead a lot of this work and organize our efforts around this. I would also note that the material you see in the framework and things like that have been under development for almost a year and a half. So, we've been at this work for some time prior to Durham Rising's arrival on the scene. I want to note the chronology of the work that we've been doing. We want to be thoughtful about the mobility work before we engage and make sure we're having community conversations along the way.

OPEN CONVERSATION

Neal: Since we knew we had a light agenda today, we thought we would spend the final time with you today with any questions that you might have about what's happening here at Duke at the moment. The President is here, as are other members of the senior and executive leadership group. If you have any questions, or any other things that you want to discuss, now is a wonderful opportunity to do it.

Ken Brown (Pratt School of Engineering): Mohamed, can we make all trainings text-based trainings? Can we get rid of all these videos? You know the people who run the rest of these.

Noor: I have to ask.

Brown: Okay, thanks.

Albright: I was wondering if President Price or others could give a status update to

the charges by the federal government – the \$108 million NIH issue?

Vince Price (President): Is the General Counsel in the room?

Neal: She is.

Price: We have altogether five different investigations that have been open. It's not unusual, by the way. I think every year that I've been the President, there have been investigations. This happens under every administration. It's a little bit unusual to have five open simultaneously. One is essentially concluded, or close to conclusion. In many of these cases, we are one of a number of different institutions that is the subject of the inquiry. One involves work with a third-party group. It was assisting business schools doing some student development work. That one is close to being completed. All the institutions have essentially agreed not to work with that particular third-party organization. In the other cases, they're on this regular timeline of making productions in response to inquiries. They're not, I would say, any of them on the rapid trajectory. Again, that's not unusual, but particularly not unusual when you have so many different investigations that are encompassing so many different institutions. The inquiry that you're referring to, though, I take it is the combination of the Department of Education and Health and Human Services inquiries into activities in the Health System. That was a bit more unusual, because we received a letter suggesting that we form a committee to investigate. There were elements of that which made no sense for us to do. We're in conversations about what a mechanism would be to follow up in an appropriate way, to gather review of practices within Duke Health, retain complete autonomy

authority for our Board of Trustees and move forward. That's where things sit.

We're cognizant of various deadlines that are established. I will say that when you read deadlines in various documents, they're essentially deadlines for getting back. They're not deadlines for completing things. And they're quite flexible. So, the work continues. I don't think there's much more to report. I'm looking at Kim Taylor (Vice President / General Counsel). That's where we are. There are many institutions being essentially simultaneously pulled into almost all of those. The one that's perhaps the most focused, that is Duke specific, is entirely related to Duke Health at this point. Thank you.

Josh Sosin (Classical Studies): Betsy's (Albright) question was usefully concrete. Mine is a hypothetical question. Sorry for that. Hypotheticals are sometimes useful. MIT, Brown, maybe others, if I've missed them, have now responded to this sort of pay-to-play offer. Have we given thought? Do we know if we receive such an offer tomorrow, what our answer will be? (laughter)

Price: A couple things I'll say about that. One is that the release of that so-called "compact", which I interpret as essentially an eligibility for federal support agreement. That concept has been floating around for quite a while, actually, and I think that the way it was released was an attempt to place particular institutions on the horns of a dilemma. I have no desire to place Duke on the horns of that dilemma. But I will say that the terms of that compact, if you read it, are highly problematic for any institution, including Duke. Because as we work through any of these issues, whether it relates to these inquiries that I just spoke of recently, our core values as an institution

have to drive what we do and our overarching desire to maintain our institutional autonomy and preserve the normal, of course, wherever we can, of shared governance. That's important to us. So, the response of the universities that I've seen so far is not surprising to me. I'm not in possession of that letter, and I have no desire to be in receipt of it. But my having said that right now, may increase the odds that I receive it (laughter). I'm not joking, which is why generally less said about these things, to be honest, in the current environment. Just from a pragmatic perspective. That's probably the best. But I don't want anyone to feel that not talking loudly is in any sense an indication of complacency or a supine position with respect to our core principles. That's absolutely not the case. And of course, this engages our Board of Trustees in a fundamental way. We have engaged the Trustee leadership in all these matters. I feel that we have always had the benefit of strong university governance through this Council and other mechanisms, and very strong university governance at the Board level. So, I don't feel good about where we are in higher education today, but I do feel good about where Duke sits in that context.

Neal: Questions? Comments?

Price: How did I end up at the podium? (laughter) In the future, I think the agendas will have to be much more fulsome. (laughter)

Neal: I will note about the question of not speaking out too much, too loud. Most of you read the piece that was in the New York Times two Fridays ago, and the reporter who wrote the piece basically lived on campus for a week. I'm sure many of you in the room were directly contacted by him for some sort of commentary, and it was pretty amazing that he got no commentary from

Duke officials and faculty, which speaks to the fact that even if it wasn't overtly communicated to the community, the community understood the stakes of that mode of inquiry. As I said to Vince, how is it that Duke has tried not to "poke the bear", but the New York Times wanted to "poke the bear" on Duke's behalf? (laughter) It struck me as really odd.

Price: This is the challenge of being a world leading institution which is that we are drawn into everybody else's battles. We have to make sure that we stand on our own, do what's right for our community. There is, as I mentioned to this group in the past, a lot of collaboration at the level of the Association of American Universities which represents the top research universities – public and private. There are lots of vehicles through which we are in regular communication with other campuses and colleagues. But my view is that I don't want to do or say anything that puts pressure on them. They have their own challenges to deal with, and I don't want to do or say anything that disrespects their institutional autonomy. Because if that's the principle we want to stand on, it's the principle we ought to live by as well. It did not go unnoticed even when people are looking around for ways to draw Duke in. It's proven somewhat challenging for them to do so. I think that's actually a testimony to the strength of this academic community.

Sharieka Botex (Trinity College of Arts & Sciences): Thank you, Dr. Neal for facilitating the meeting and President Price for being here and all the colleagues who are here. I'm still relatively new to Duke and Durham. I appreciate Dr. Neal's earlier question and Dr. Lentz-Smith's points about Durham Rising and how Duke University plans to engage with those organizations and the calls that they're making. I also

appreciate your attention to the university doing the job of holding the values of the university and treading lightly but being mindful and not suggesting that that means that we're doing nothing. I'm interested in your perspective, both as a resident of Durham in North Carolina, and the leader of the university, and what you ideally would like to see happen in terms of the relationship with Durham and Duke University's role, as you said, in serving as a larger resource institutionally for society and the public? How do you see yourself? And ideally, day in and day out, when you're navigating through the city, navigating through Duke, what do you ideally want to see both outside of your roles and within your roles? Can you speak to that?

Price: Sure. What would I like to see? I'd like to see the initiatives that were presented to you fully implemented and producing the results that we're looking for. Adam could probably walk through with you, if necessary, where we have collaborated in the past. Duke has been quietly collaborating in a lot of ways, and that has led us in an unfortunate position where there are misrepresentations made about what Duke is or is not doing, certainly with respect to financial contributions to Durham. I believe that the trajectory that we established years ago, which was to build out those major partnerships, – rather than purchase properties in downtown Durham, lease properties in downtown Durham, which was an unusual decision made by the university – is the right thing to do for Durham. The next phase of our work, though, involves being much more thoughtful about how the entire enterprise can be marshaled to produce these positive outcomes. My own vision has been, and I'm so pleased that Stelfanie and colleagues have been able to begin to realize this vision, there's always been a lot of engagement in

Durham. We have these neighborhood partnerships doing things over here, and then we have the academic enterprise. And what we weren't doing was marshaling our full capacities as a research and educational organization with a substantial clinical mission to build the community in its distinctive ways. So, I want to see us continue doing that. And the calls for us to do other things, which are essentially calls to just hand over the money, I think they have to be resisted, because they will replace the opportunities we have to invest more wisely in those partnerships, which I think will pay downstream much much larger dividends. That's true of how we interact with Durham. That's true of how we work with the state of North Carolina more generally in the region. The Carolinas Initiative was referred to earlier. I'm proud of that initiative. It has already made a difference here in North and South Carolina for Duke. It improved the quality and contours of our student body. But it was long overdue. I remember when I first arrived in this role, meeting an alum of Duke University who said, "I'm a native of North Carolina, and I've lived in the state my entire life, except the four years when I went to Duke." (laughter) It's a cute joke but that cannot be our tagline. We're not just in Durham. We have to be of Durham. We're not just in North Carolina. We have to be of North Carolina, for North Carolina. And we're just starting to marshal the resources we have. We have in the Research Triangle Foundation, an opportunity to better coordinate our research and commercialization activities. We now have the Center for Community-Engaged Scholarship which could become a very powerful vehicle to better organizing our work. We are better aligned with respect to the University and Health System working together. As we have tried to align our Climate Commitment, for example, we've been working more broadly with the region

to see if we can help them as they dig into sustainability challenges. The concept of purposeful partnerships is exactly the right philosophical way to find the most positive role we can have. It will take resources, and it does take resources. We have spent substantial resources already, and we can walk through the numbers that actually meet or exceed some of the calls that people have made for Duke to make these kinds of payments. But I want the structure, wherever possible, to be mission consistent, because we are not a social service organization. We are an educational institution. We do a lot of things that can be marshaled to provide important social services that lift the community. They always have to be consistent with our overall mission which is education, research and clinical care. We can do it and become a model, not just for North Carolina, but a model for the nation. I like to think that we're on the cusp of the kind of explosion of activity here in this region that we've seen in California, the Boston corridor and elsewhere. We can do it differently, and we can do it better if we can engage the full community. And this Economic Mobility Initiative is an attempt to set things on a very different trajectory here in Durham. I'm very excited about it. So, the short answer is, you heard it presented at the front end. Where I would like to be is five years from now, we can talk through the concrete progress we've made in each of those four pillars that Adam walked through, and in the three high level objectives that were described for the Center.

Erika Weiberg (Classical Studies): I wonder if you could speak to the effects of the strategic realignment cuts on the housekeeping staff who are part of the Duke and Durham community? What's going on there? I understand their shifts are being

realigned. I wonder how you're thinking about that.

Price: That's a great question. Daniel (Ennis) would be in a much better position to address it, so I'll turn the podium over to him.

Daniel Ennis (Executive Vice President): Thanks for that question. This is a moment in time with a lot of completely understandable anxiety for that part of our staff. First thing to say is that there were no layoffs or impacts to that staff. What we've done is manage vacancies, so that we didn't have that outcome. But, managing vacancies meaning you don't replace people who leave your organization, has left us with a smaller workforce. So, we're navigating how best to allocate that talent in that critical function in support of our missions. We're in the process of trying to do two things, both of which are stressful and are creating understandable anxiety for our community. We're a 24/7 operation, so we can't achieve this totally, but we would like to stop the overnight shift for our janitorial housekeeping staff. We find that to be a very hard shift to staff, and we find it to be a hard shift to manage. We find it to have deleterious impacts on that workforce. So, that's a change in the way we're operating. This workforce, by the way, is under Collective Bargaining Agreement (CBA), and we just finished our contract with them successfully. We're navigating all this in the context of the CBA. The second is the reallocation of staff, you have shift changes which are not nontrivial for some members of that staff, and combined with potential location changes. Next week, through the union process, the staff will come into the facility building and express preferences for shift and location under a Collective Bargaining Agreement that will be done on the basis of tenure. I think what will happen

is that many people who have longstanding relationships with departments through the context of operating in these buildings will likely end up in the same place on the basis of hierarchy being the preference by the Collective Bargaining Agreement in workforce changes like this. But we know and are working diligently to support these staff as they navigate a significant change in their experience with the workplace.

David Malone (Program in Education): I want to offer a brief contrarian view to the notion that laying low and strategically working behind the scenes are always strategic. My concern has to do with, and I've had this conversation with Mark (Anthony Neal), the experience of our students and the degree to which they believe in and trust that our core values here at the university really are our core values. In my classes, students asked me questions: if they come for the Mary Lou Williams Center will Duke stand up? They've asked me the same question Josh (Sosin) just asked about the Compact for Academic Excellence. They asked me to what degree does Duke stand by its international students. Now, the fact that I'm having these conversations with students, and they're asking them is a very positive thing. But the fact that they're asking them means they have concerns about the university, and I don't know what to do about it. I've offered several times the idea that we might make a public statement, but I think I'm in a minority there about going public. Now, the compact has been offered to all universities which provides an opportunity for the university to refuse it, even though we weren't one of the nine originals. These are some of the things I'm thinking about. I think there's a difference between "poking the bear" and having the courage to embrace your moral purpose as a university and stand up for that. And that's more than having a

website and pointing to core values. These are things I'm thinking about, and my love for the university, and hoping that as a faculty, we can have these conversations with our students.

Price: You can absolutely have and should have those conversations with your students. The things you're thinking about, I think about on a regular basis. No one has a corner on the right approach. I don't put a lot of stock in the "statement" world. Statements are out there flying around constantly. Some of my colleagues are, frankly, statement factories. Some of my friends send me links to two of the statements they've made just that week. And a lot of them are demanding that everybody else join in. That's part of it. What concerns me a little bit is, how can you have coordinated action without demanding that other people do things? Because what the government is trying to do, is to divide and conquer the community in that particular way. I don't want to form a kind of circular firing squad, which is what the higher education sector has done, and what the media loves to see. It's fodder for so much reporting. So, it is a challenge. I mean that that world is a challenge, but I would ask the students, and I would say to students when I'm asked these questions, "There are things going on. This is why we have the General Counsel's Office." I'm not going to talk about it publicly, and I don't talk to students about it, but I do want them to understand there are many things we are doing. And I sit on the Board of the Association of American Universities. That organization has filed five lawsuits. That organization has collaborated with all of the learned societies, and it is now trying to collaborate actively with business on the issue of H-1B visas and this idea that there should be \$100,000 fee associated. That's a real action. That's how things get done. I would point to the things that are not

statements of values, but demonstrations of values in actions. At the end of the day, that's what I care about. The time will come to stand on that. But by waving around flags, I think what we're doing is actually not reducing but increasing the risk to the enterprise and other universities. That's the particular dilemma that I struggle with. I entirely appreciate the way you feel, and I know that students have these concerns. Maybe people are being obsequious, because I'm the President of the university. But when I say, "We're on it," I mean we are working at it. I share all of your concerns. That's what they want to hear. Some of them will never be happy until it's translated into "we have this demand and meet this demand." But for the vast majority of people, I think that those are the assurances they're seeking. Our faculty can provide those assurances. Hopefully you do have that trust in this institution, the Board and our academic leadership. That's what I would suggest.

The other thing I would say is that individuals can speak out in ways, and I would encourage that. There's a difference, because when I say something, it's impossible for it not to be connected to Duke University, but when other people speak, they can speak as individuals and not have it interpreted as a statement for Duke University. Faculty sometimes like to use their affiliation with the university. This is a case where I would say, when you do speak out, don't do it in a way that can be interpreted as a statement for Duke University. It's not keeping your head down. That's not the suggestion. Let's be smart about it, so that we can keep our work moving, the students can continue to study in the classroom, we can continue to have a Mary Lou Williams Center, and we can continue to do all the things that we do. That's precisely why we're doing what

we're doing. But I admit it is a challenging moment.

Oas: I have a question about the strategic realignment and the role of faculty governance in that process. There's been discussion in this body about the appropriateness of school-based faculty governance bodies in dealing with the details of how the strategic realignment will look in the academic setting and for the academic priorities. I'm wondering, maybe Mohamed (Noor) can fill us in on the progress that's being made at the school level in the various faculty governance bodies towards that end – our faculty governance bodies' meetings, and are they having an impact in the kind of key decisions that need to be made?

Ennis: Trinity College of Arts and Sciences has stood up through its faculty governance mechanism, a budget resource focused effort. For this reason, which is to assure fluency in the financial context, but relative in its academic impact, it's done in the context of resource allocation and availability. That is a terrific step, and I'll be meeting soon with that committee. And I talked to the Dean of Fuqua School of Business yesterday. There's a strong faculty governance process underway. There were a lot of questions being asked about decisions made, decisions forthcoming, and that information is being shared with that community broadly. We've talked about it here previously, and obviously, in the context of ECAC, that the time pressures, the ways within which we set direction and moved that process forward in the spring really handcuffed our deans and their ability to drive the kind of shared governance dialog that we should expect of each other. We have some restoration of trust to do within the context of shared governance. I think you probably lived it through in terms

of the moves made in the School of Medicine in relation to the support of faculty salaries, an experience that was far from ideal. And we're working it through, in terms of trying to build better muscle memory around the development of policy and engagement early and often around the shape of policy. We've got to get better in this respect. I think we did it quite well, as we talked about it at ECAC and at the Council level. But at the school level, it varies significantly. In large part, I'd say, we've just recognized the need to get better in that respect. That's as much on the deans, but on the local school faculty and school leadership to solve.

Neal: Any other questions? I'm not going to stand in a way of giving you back ten minutes.

Noor: At the start of this Q&A session, Ken Brown asked about having more text-based training. Before I take it back to say Ken Brown was asking, I'd like to ask is that a general sentiment in the room?

[All in attendance replied, a resounding yes!]

Noor: Okay. Now I know this is a consensus in the room. Thank you.

Neal: The next Academic Council meeting is on December 4th. It is my birthday week, so bring cake. (laughter) There's no meeting in November, because I'm going to be traveling to DKU in November. Thank you.