

**Minutes of the Meeting of the Academic Council held in person and via Zoom  
Thursday, November 18, 2021**

**Erika Weinthal (Chair, Academic Council / Nicholas School of the Environment):** Good Afternoon. I want to thank everyone for being here today. We're continuing with our hybrid meeting method, and I appreciate all of you who have showed up in person, as well as attending virtually today. I'm going to start with one announcement that I'm sure may delight many of you. Our December 2<sup>nd</sup> meeting is canceled as it's only two weeks from today, combined with the Thanksgiving holiday next week, there is no significant business for us to address. Sandra will follow up with an email to all Council membership as well.

***APPROVAL OF THE MINUTES OF THE  
OCTOBER 21 ACADEMIC COUNCIL  
MEETING MINUTES***

**Weinthal:** First order of business today, the October 21<sup>st</sup> meeting minutes. These were posted with our agenda online. Are there any corrections to the minutes? May I have a motion to approve?

*[Minutes approved by voice vote without dissent]*

Just a quick reminder, for those of you in the room, the attendance sheets are being circulated. Please initial as in the past, those of you on Zoom your attendance is being noted with your screen name. And as always, I ask when you ask a question after the presentations, please be sure to

state your name, and department or school.

With that, we're going to begin with our first presentation today. This is regarding a planned curated website related to Duke's Values in Action. Leigh Goller will present, she is the Chief Audit Risk and Compliance Officer at Duke. In many ways, this is a refresh of what was previously known as Duke's Code of Conduct. ECAC has met with Leigh over the last year in the spring and in the fall, as well as individual meetings with the former chair of Academic Council, Kerry Haynie and with myself to discuss the website and the motivations for pulling together all of Duke's policies into one curated, and all-encompassing website. And I should say, having such a website should make it easier for all of us to find the policies and principles that shape Duke's culture and interactions amongst us, while aligning with Duke's values of excellence, trust, inclusion, respect, and discovery. With that, Leigh, I'm going to turn the podium over to you.

***PRESENTATION REGARDING VALUES IN ACTION***

**Leigh Goller (Chief Audit, Risk & Compliance Officer):** Thank you very much for the opportunity to be here this afternoon. Just a few comments before we do a demonstration of what Values In Action looks like on its publication website. This is still the development

website. So, when we have everything finalized over the next couple of weeks, this will transfer over to the values.duke.edu main site as part of the combined package of our Values and our Code of Conduct. Just a couple of thoughts. First, is that you may ask why did we need the refresh? And it was more a matter of want, as well as need. The previous Code of Conduct was written about 20 years ago. It looked very much and acted very much like it was written 20 years ago. The prevailing model, at that time, was focused on a rules-based format. Predominantly focused on laws and regulations, and with a very heavy compliance attitude and stance. Since then, culture has become a much more important and vital element of how we think about our behaviors, our actions and our responsibilities to one another. So, this refresh was a combination of refocusing and aligning with the values statement that came out two years ago, as well as to curate a broader set of resources that serve to bolster that foundation.

Back in January, President Price asked me to convene a group of colleagues that could help to redefine and refresh what this would look like and make it a more relevant, actionable, and modern version of our shared expectations for one another. We did that with a group of eight folks, including myself. We had four faculty representatives and four administration representatives. I do want to take a moment and acknowledge the work of that group by naming them individually. It was a significant lift to go through and find all the ways in which we could improve upon this. So, we had Nan Jokerst, Mary Frances Luce, Geeta Swamy, Ann Brown, Kate Hendricks and Neera Skurky, from Counsel's Office, Antwan

Lofton, from Staff and Labor Relations, Rhonda Brandon, Chief HR Officer for the Health System, Colleen Shannon, my compliance counterpart for the Health System, and Lisa McLamb in my office who made this vision come to life as a website with the help from folks in Mike Schoenfeld's office. So, just a huge lift on everyone's part, and I have a sincere gratitude for all the work and effort of those individuals. As well as the dozens of readers and commenters, and feedback that came along the way over the course of about six months of going back and forth on iterations for what you finally see here today.

Just a few things to keep in mind as we go through the demonstration. One, is that we have moved from a rules based to a principles based approach. We are curating and summarizing key aspects of our policies and then providing links to the detailed supporting content. We hopefully, fingers crossed, have made this easy to access once it's published on values.duke.edu, widely accessible to our community. And finally, we hope it encourages questions. Not just reporting of concerns, but the asking of questions to help provide clarity and to really head off issues before they become serious. In other words, folks in my office and resources there are available for those questions and to help guide and navigate to the individuals that have the deeper subject matter and content knowledge.

The way the site is organized, it's very much like most of our main Duke pages now. It is a long scroll, so I'll quickly show you. The idea is that it is curated into these three parts. The first, is how we interact with one another and what's a safe workplace environment. How we do business with one another - that's

business being used more broadly. And then finally, how we are stewards of the assets of Duke University and the Health System. We have 22 distinct areas that we have curated information for. We'll pick one here "*physical facilities and workplace environment*." Once you're on top of any one of these buttons, it will turn colors. With a click, you go to that section. The dark blue boxes in each section are a high-level principles statement that is aspirational, as well as the expectation in nature. And then it's followed by a collection of policies and principles. So, those are our official position at Duke. And with the find out more section, which provides additional guidance, resources and finally the ability to ask a question or share a concern. At any point, you can re-navigate to the table of contents, you can re-navigate to the top and start over, or you can download the PDF, which I will admit right now is a bit clunky. We're still working on that part of it to make it nice and pretty when it downloads. But once you download it and save it to your computer or save it to a file, all of the links remain active there. So as long as you open this PDF, you can still receive the links. It is a way to download this and be able to share it in a way that's additional to sharing the website link. I'd be happy to take questions on any of the way that we've organized the information, any aspects of the content, or anything else that we can provide some insider or highlight aspects that are important to you.

**Raphael Valdivia (Molecular Genetics and Microbiology):** Does it have a searchable function?

**Goller:** It does have a searchable function, and I have to admit I just learned how to do this. As long as you're using Chrome

and right now, since I'm not on my computer, I'm not going to try this. But the three little buttons here at the top on Chrome, if you click that, you may search by terms using that. We do not have a search box built into the site yet, but that is a future functionality that I think will be important, and we'll prioritize that as part of its usefulness.

**Anne West (Neurobiology/ECAC):**

When you ask a question or report a concern, when you click on that button - the way you raised that it was like, "Hey, if you have a question about how to find something you could ask the question." But, it's interesting that when you go to this next page it says "Speak Up Reporting." So, it says ask a question, but this seems very compliance like. Since you're saying you were trying to take up a values stance instead of a compliance stance this sounds like if you see something wrong, push this button. But, you said if you want to ask a question. So, I was curious why this page looks the way that it does.

**Goller:** I am glad that you brought that up. That is something that we can add some additional language here to say it is okay to call and ask a question. Because our old Code Of Conduct did not have that functionality, we have not yet added it here, but I have a note to do that.

**West:** Maybe not titling it Speak Up Reporting. I mean, that seems very different than the way that you sound like you want it to work.

**Goller:** We need it to do both. So, let me give some thought to how we can title this to where we are encouraging individuals to raise concerns when they want a confidential or anonymous reporting

mechanism, but more importantly, to ask questions early and often. But, we do need both to be relevant and to be highlighted.

**Steffen Bass (Physics):** Just call it questions and concerns.

**Vincent Price (President):** Or have two different links.

**Sally Kornbluth (Provost):** That's what I was going to say. Ask a question or report a concern.

**Scott Lindroth (Music):** On the very top page in the second paragraph, there are list of links and I wonder, are those going to continue in the final version that's released?

**Goller:** Yes, they are. So, we wanted to make sure that as you were reading, if you wanted to click on any one of these, it would go to those locations. But the documents are also part of the resource materials that are in a combination of policies and principles, and find out more as well.

**Lindroth:** So, when you click on institutional policies, then you get another page where one of the links is student policies. In the list of student policies, I saw things like endowment spending, corporate records, academic appointments. I didn't understand how those were part of student policies.

**Goller:** I'll have to look into that for you. Thank you.

**Justin Wright (Biology):** So, a grad student did a great job developing a reporting tool that now the grad school has sort of taken in on their own. And the

functionality of that is very nice, because it sort of gets to this concern. It basically says you might be coming here for a whole different set of places in your trajectory of concerns. You just want to ask a question, you just want to report. One of the challenges with Duke, not just Duke in particular, there are just so many different ways in which something can go wrong and it's not clear to whom you talk to. Do you talk to the Ombuds person, do you talk to OIE? And it really walked people through that. I'm not sure if you're familiar with that resource. I've looked at its functionality and considered how that might play into your concerns page.

**Goller:** I'm glad you brought that up. I have looked at that resource and I agree it is an extraordinary work. It is very much geared to students, so we would need to repurpose some of that to make it broadly applicable across all Duke entities and all Duke affiliations. But I do very much like what they have done.

**Cary Moskovitz (Thompson Writing Program):** My question and comments are along the line of just looking at the speaking up reporting section of the reporting page. It makes me think of some conversations we've had about situations in which somebody feels like something is not right with the way they, a colleague, or another student have been treated. But, they feel that it would be easy for them to be recognized given the small number of people in that unit or demographic. And I think if I were someone in this situation and I did not have experience with this and I went to this page, it says, "contact your department or academic dean, etc." It wouldn't be clear to me that...and I'm guessing the best thing for me to do would be, maybe, go to the Ombudsman

first, who would be completely independent and neutral, to help me think about that. But, I'm imagining a lot of people don't know what that is or even that that would be a route. So, maybe it's worth thinking about if there's a way to explicitly acknowledge people who don't want to fill out a form because they don't know where that information is going, but could be directed to a safe place first that could help them figure that out.

**Goller:** I really appreciate that idea, and I have worked with each one of the Ombuds to make sure they understand what the Speak Up program is, how the information is processed when it comes in, and to give them tools and resources to be successful in talking with folks to determine is this a question that can be answered through the Ombuds or navigated to other resources? But we can continue to highlight that as a really effective first place for advice.

Thank you so much. *(Applause)*

***PRESENTATION ON THE 2021 DUKE DIVERSITY, EQUITY & INCLUSION CLIMATE SURVEY***

[Slides used in presentation](#)

**Weinthal:** Our next agenda item is a presentation from the most recent results of the Climate Survey. This Climate Survey was distributed earlier this year to all faculty, staff and students. A message went out earlier today from President Price that provided some insight into it -- but, we will now hear greater detail today from Kim Hewitt, Vice President for Institutional Equity and Chief Diversity Officer and Abbas Benmamoun, Vice Provost for Faculty Advancement. I should note that this is the first time

we've ever had a survey that has also gone out to Duke staff. There is a lot of data in this survey and we're asking Kim and Abbas today to walk us through this.

**Kim Hewitt (Vice President for Institutional Equity/Chief Diversity Officer):** Thank you Erika. Abbas and I are going to share some highlights from the survey results and also, importantly, talk about some of the plans as we go forward to address the data and to provide support locally for unit leaders and department leaders to understand what the data means for them and how it can attach to local goals to advance diversity, equity, and inclusion. A lot of work has gone into this and of course, we had lots of support around it. I'm also going to share some information about the Racial Equity Advisory Council, which is one mechanism that we're going to be using to try to manage and support the momentum around the racial equity goals that were initially outlined by the President back in June.

First, just a little overview of the progress and where we are. The survey, as Erika indicated, was deployed last spring for staff, faculty, and students. And importantly, this was the first time that we collected this kind of information from the staff. The Office for Institutional Research was a key partner, David Jamison-Drake, the Assistant Vice Provost, is here today, and they have been performing ongoing data analysis and working with some leaders already and others to access more information specifically about your local area and also just to begin to think about how you interpret the data. Human Resources similarly, put together a task force to help support staff units, individual or local data information and developing plans to

support them. Abbas will share more about the plans in the Office for Faculty Advancement. And then, as I mentioned, the creation of the Racial Equity Advisory Council, which is comprised of institutional leaders, students, staff and faculty members that are part of four subcommittees. And we're going to talk a little bit about each of those subcommittees and some information that came out of the Climate Survey that has helped us to identify some key priorities for this first year. There are four subcommittees, importantly one on Climate and Assessment, which is led by Merlise Clyde and Sherilynn Black. I think both of whom are on the call today. They've been spending a lot of time together just looking at the data, unpacking it, thinking about where there are opportunities to fill in the information, or use other tools. And then there is a subcommittee on Education and Training, led by Leigh-Anne Royster, who is an Assistant Vice President in the Office for Institutional Equity, and Charmaine Royal, who many of you all know. Communications, led by faculty member Mark Anthony Neal and Rob Odom, who leads communications in the Health System. And then, Abbas and I are leading a subcommittee on Infrastructure and Policy, which all of these subcommittees are interrelated, but ours will really think about the capacity to implement recommendations that will come out of the other three. And, of course, we know there's all sorts of ongoing efforts throughout the institution to address racial equity.

So, when we started to think about doing a Climate Survey, which was really an idea that was talked about in *Living While Black*, if we go all the way back to the summer of 2020. We put together the

steering committee and then a working group comprised of faculty and staff leaders who looked at many different instruments to think about what we wanted to use here at Duke. Tomi Akinyemiju, who is an epidemiologist in Duke Population Health Services had deployed a survey that's really an iteration of what we ultimately selected, which is partly based on an instrument of the University of Michigan and Stanford. So, the survey invited participants to reflect on five areas. First, their overall perceptions of the institution. Second, the perceptions of the respondent's own unit, department, or program. Then individual or interpersonal experiences. There are several questions about what kind of resources will be useful to people. And then we were excited that over half of the respondents provided qualitative data in response to a question about what they think Duke is doing well in the area of diversity, equity, inclusion and where Duke could improve.

In terms of the response rates, we had over 12,000 respondents. The staff participation rate was 53%, faculty 40%, and students 24%. And again, you know a nod really to David, and his team, in terms of various layered efforts to try to reach out to the staff community in particular, which included even going out with hard copies of the survey. So, this is definitely an opportunity next time around to think about how do we best access that community to have an even better response rate. And similarly, with students. We think that the timing, and that's also, you know, staff and faculty are surveyed more often. The time of year that we deploy the survey. Those things, probably, we suspect were barriers to the percentage of students. But, these are things that we will definitely be thinking

about as we go forward the next time we deliver this survey.

I just want to share a few highlights, from that first chunk, about overall satisfaction with the institution. I just want to mention that these data are broken down into four racial categories: Black, White, Hispanic, and Asian. I think an important project plan for the future is to think about how we can have some disaggregated data by race. We've already started to kind of look at some peers that have done some work in that area. And likewise, these questions and these results are based on a binary gender. So, we just have results for men and women. Importantly, we want to think about how we can reflect more of a range of gender identities.

I'm sure many of you probably, or hopefully, took a look at the message today and the website that shows some information about the results. But generally, we saw unevenness, in particular, where communities of color reported lower degrees of satisfaction, with different aspects of their survey questions. And likewise, we saw those kinds of differences between men and women.

This first slide here shows the percentages of respondents who indicated that *they were very satisfied or satisfied with the racial and ethnic diversity of the unit leadership*. And as I indicated, we can see here, lower degrees of satisfaction in the Black community, in particular. Under 50% for all three constituent groups and you know, the lowest there in terms of how Black faculty responded to this question. The greatest degree of satisfaction on this question is among Asian staff members. These sort of

variances differed by categories and race. So, this next graph is *the degree to which respondents were satisfied or very satisfied with the racial and ethnic diversity of the faculty*. At the last Academic Council meeting, Sally talked with you about the Faculty Satisfaction Survey, and Abbas can share more about the efforts there, which we have seen some successes, but obvious opportunities for far more work in this space. And I should also mention that David's team did take a look at the results of this survey and generally saw similar patterns with respect to the faculty in the Faculty Survey and then the Duke Climate Survey on Diversity, Equity and Inclusion. And then, as I mentioned, where there was sort of some similar degrees of satisfaction between men and women across hiring, we saw lesser degrees of satisfaction for women with respect to the commitment to promoting women. As we continue to unpack this data and leaning again on both Sherilynn and Merlise's subcommittee, and David office as well. We want to be able to understand some of these intersections of identity, which will be important to see, for example, you know, what are the experiences of women of color?

This next graph, is showing the degree to which community members agree about the climate. The questions about climate and opportunities sort of similarly showed patterns where you had less agreement among members of the Black and Hispanic community. Similarly, we saw lower rates of satisfaction in the LGBTQ community and differences between men and women. Here we see the response to this question, *I feel like the climate for women is at least as good as that for men*. And you can see here that the reporting is lower for respondents who identified as women in terms of the

degree to which they agree or strongly disagree.

**Abbas Benmamoun (Vice Provost for Faculty Advancement):** You were asking me, I mentioned how disaggregated data and academic units, when appropriate, would be able to see the data. So, your unit should be able to drill down further and get the details so that you can develop an action plan to deal with that. We have committees, subcommittees, and particularly the committee chaired by Merlise, who is here. Sherilynn Black who will be developing ways to engage with the academic units, to work with, to partner with them.

The next slide, which should show the data about perceptions of equity in the units. So, here we see *people's concerns about consequences about expressing their views*. So, we see disparities between groups. Black faculty and students feel less comfortable expressing their views without being dismissed or attacked. This is clearly a link to whether people feel that they belong and trust each other, that their views would be respected, and that legitimacy was to be had. On the faculty side we know this is an issue. About how research by underrepresented faculty is perceived sometimes as radical, as a niche area, not just something that is core, but is advanced in theoretical debates and advancing fields. So, this is a question about perception of other faculty. But, there is also an issue here with higher education struggling with how we ensure that we continue to be places for vigorous debate because that's how we can advance and how we can foster that kind of ethos in our community and in our students. So, this is something important for us to look at and begin to be able to access the disaggregated data.

The other issue that we see, and this comes up in a number of surveys including the five-year survey that Sally talked about at the last Council meeting, is about these criteria for advancement and promotion. We hear complaints and it got reflected in the survey, as well, that there is a lack of clarity about the guidelines that already exist. But also, there's some lack in some places in opportunities for advancement. We see this from staff and we see this from faculty as well. And this is going to be a priority for the infrastructure committee to make sure that the policies we have in place are clear and accessible to people, but also that we work with academic leaders to make that as a priority for their community, for the people they work with.

This is again, about compensation, and we see here, some disparities in how people feel about how they are compensated for their work. Black faculty, Hispanic faculty, and staff -- where there is a sentiment that they are being underpaid. Again, drilling down is going to be very important. For example, among the faculty, we have to look at appointments by category, by title, by gender identity, by different groups. But this is something for us to look at, and we have some mechanisms in place to deal with that. So, we need to make it a priority.

We are going to talk about interpersonal experiences, and this is again, really about climate, culture, and particularly living experiences at the local level. So, one question was *in the past year, how often have you experienced microaggressions?* And here the data is something for us to be concerned about. As you can see here, a large number of people feel that they have experienced microaggressions. So

this is a climate and culture issue and we are going to see more of these data. Here as well, as you can see: *how often have you experienced microaggressions?* Our Black community here, there is quite alarming data here. And this is consistent, for example, Stanford just released its own survey of its community and that almost the results, especially of micro-aggressions is somewhat similar to what you are seeing here. So, this is an issue of climate and culture, and how we treat each other. We need to make sure that we address this and are intentional about this. This is something that, actually, we can do because this is about how we treat each other, what we as members of this community aren't willing to tolerate from people around us, how to treat other people as well in various spaces, whether it is in our classrooms whether it is in our labs and our offices, in our residence halls and other places; social spaces. So, this is not just how you treat other people, but also when you see people mistreating others around you, what do you do as a member of this community? I think this is really not just a question of deploying more resources though, that probably needs to be done or training leaders, though that needs to be done. But, it's really about individual members of this community. Make sure that we treat everybody with respect and that they are full-fledged members of this community.

*(Refers to slide)*

Discrimination or microaggressions, of course, have impact. And we know that there is research that shows that this impact extends beyond productivity that may even have some detrimental health effects on individuals. But as you can see here, there is clearly a sentiment, particularly within the members of our

Black community. There's an impact on their productivity and interactions at work. So, we are making some progress on hiring, particularly Black faculty, for example, last year we did a decent job and there is a lot of good progress that we can build on. But, we cannot hold onto people if they don't feel that they are valued here, that they are treated well here, that this is a place for them to flourish and thrive and make this their community. So, this is again for us to think about and to be more intentional about.

*(Refers to slide)*

In terms of areas of discrimination on microaggressions - Here we see sex, and as Kim said, in future surveys, we need to do more on gender identity to make sure that we desegregate by different categories. Also, in terms of racial and ethnic identity and age as well. Ageism is also an issue that surfaced in the survey and that we need to pay attention to.

*(Refers to slide)*

Now, we asked people what resources would be most useful to them. And if you look at that, it is actually not surprising. People want opportunities for social interaction. Now, we took this during the pandemic. That may be a factor, but it's more than that. Because you see this surfacing in other places as well. People really crave a sense of community. If it is a community that respects you, that values you. So, you see opportunities for social interactions between members of the departments. Again, this is for chairs and academic leaders to foster the sense of community. There are some ways to do this, but it's going to require some heavy lifting. There may be some areas where that may be the case, but it's really just

creating a good social environment and community environment for academic needs. And some units that are doing it well. Merlise and Sherilynn's committee are going to look at which units are actually doing a good job of this and can that be used as a model for the others. Can we build on their success? Work with them to see what they are doing well. Something that we can scale and generalize to other units. People also look for active learning opportunities. Active learning, meaning that they are sitting there, they are interacting with each other, and they are learning together. That is something that we are trying to do in our offices. We're not just somebody coming and talking to you. But, it is really a more active opportunity for you to contribute and also share from others as well and other ways to develop resources, seminars, books, articles, mediation. The Education Subcommittee will be looking at this to see how we can develop some effective resources for the members of our community.

*(Refers to slide)*

We also asked people to rank various areas of priority. It's not surprising they want to see more demographic diversity here at Duke, and you see this from the faculty, staff, and from students. But you also see this, especially on the student side and the staff side, accountability and enforcement. Interesting when you look at the difference between student, staff, and faculty on that one. On the retention and promotion pathways, you see that faculty and staff see us as another high priority. So, we can take this data and inform our decisions and next steps. Speaking of next steps, that's what Kim is going to talk about now.

**Hewitt:** So, as I mentioned that we formed this Racial Equity Advisory Council, which is really made up of the Deans, some Vice Presidents, and a few other leaders. That's really for the purpose of taking the recommendations that come from these four subcommittees and identifying strategies to make them feasible. Really the foundation for this structure was to build some structure around the racial equity goals that have been outlined by the President in the Juneteenth announcement. Really, think about how we maintain the momentum and to develop a system of accountability that's clear and easy for anyone who wants to understand what the trajectory is to see. We looked at each of those commitments and the Juneteenth message and tried to map them on to each of these four areas. And then, after looking at the initial results of the survey, we looked at those results to similarly think about how we could derive some key priorities for each of the subcommittees from the results that we see. So, things like clarity for pathways to promotion. How do we look at opportunities for education and training around racial equity? The council met in June, really to just to have a session to think about what is the purpose of the council via these subcommittees. And then in this process of identifying the membership, we ask for feedback from the Deans, from ECAC and from others. We really wanted to think about balance in terms of expertise, identity, and all of those things. Then we also thought the involvement of students was important. So, last spring, through a process that happens in the President and in the Provost's office, students were invited to apply based on their interests and their background for either the council or one

of the four subcommittees. And then we also hired a senior program coordinator to work with us on administrative support, but also to do some special projects that would be associated with each of the four subcommittees. Then each person was asked to make a two-year commitment to this process. Importantly, we wanted to have a strong presence of faculty participation in these.

So, we've talked many times about the Climate and Assessment Subcommittee, which has probably been the most active so far. Each of the co-chairs, we've met together three or four times so far this year, since the beginning of this school year. But really, the job of the Climate Assessment Group will be to understand the data, look for opportunities for additional data collection, think about the appropriate supports that will be needed to advise leaders and others to use the data to advance their own goals, and to understand the opportunities for development in their local areas. Then to work collaboratively with the other four subcommittees and to support the work of the other subcommittees. Just quickly, these are the members of the subcommittee. *(Refers to Slide)* Again, we tried to make sure we had an undergraduate student, and one professional or graduate student on the committee, and a balance of staff with relevant roles, and faculty.

So, this next area education, curriculum, and training - we recognize this is a huge area and we decided to break that down into two sections. One that would really focus on the curriculum, and how do we infuse notions of racial equity throughout the curriculum. Then thinking about training and education for students, staff, and faculty. So, one of the key priorities

that this subcommittee identified was the need for some kind of an audit or a mapping of what is even available at Duke. We get that question all the time. Do you have a map of all the training and education opportunities around diversity, racial equity? And really to identify where there's overlap, where there's need. What are some best practices? So that'll be a big project for the program coordinator who's working with this structure. And then again, to look for gaps and opportunities, explore ways to be in relationship with departments that are thinking about how they want to make their own curriculum equitable. And again, I think we have so much work and activity happening at Duke that we don't often know what's happening and there's overlap and we can learn from one another. And this is an enterprise wide project. So, we really want to think about how we can build connections with the Health System. I think there are things that happen there that could inform us and vice versa.

Leigh-Anne Royster, who is kind of a newish Assistant Vice President Office for Institutional Equity, will be leading the efforts around training. And then Charmaine Royal, who is faculty and the leader of the Center for Truth, Racial, Healing, and Transformation will be overseeing the curriculum efforts.

So, Communications: one of the things we have been thinking about, even in the process of developing the website and sending a message about the Climate Survey, is how the different members of our community are in relationship with the university. For those of us, like the people in this room, we feel a real sense of connection to the university and that we have a relationship. But in particular,

there are probably members of our staff who have a very different kind of relationship to the university. So, really thinking about how we message differently to different constituent groups and differently within these broader areas. And how we communicate our values and how we use communication to be more transparent and to hold ourselves accountable for this work. So, this area is being led again by Mark Anthony Neal and Ronald Odom. And these are the members of that subcommittee. *(Refers to slide)*

**Benmamoun:** The last subcommittee on Infrastructure and Policy - this one is, you know, people tell us that they want to see systemic structural change that can be sustained over the long term. So, this committee is going to be taking recommendations from the other subcommittees and also come up with the priorities for us to forward to the leadership of the university. Also evaluate specific needs. Weighty issues of promotion, various things that we can do for various groups here at Duke. The other thing is transparency and accountability. We hear this quite a bit from people. We want to be transparent and we want to hold each other accountable, all of us. So, we will work on developing reports for the academic year that talks about policy development and resources needed for each goal. Also, this committee will be developing some kind of report card for units to report at the end. The plan is for us to make all these things available to you on the website that President Price shared with you earlier today in his message. So, this is an opportunity for us to involve the community in this effort, so that they can see what we are doing and we can learn from the community about where we

need to put our resources and attention. And the members of this committee are colleagues who are in a position, who think about where we need to concentrate our effort, and our energy over the short and long terms.

Now let me just mention something, when you do these kinds of surveys, the results can be a little bit unsettling. But actually, Duke compared to many other institutions, is a really bold here, in my view. Being honest with itself and saying, "in order for us to maintain our prominence or academic excellence, we need to make sure that everybody feels valued and they have the opportunity to contribute to advancing the mission of this institution." And I think we are doing that. We are one of the few institutions that have a survey for staff, faculty, and students. So, I think there's a lot of positives here that we can we can build on to move the institution forward. For example, just on the faculty we hire. Duke is making good progress in diversifying its faculty. That is a good thing that we can build on. And the credit here goes to the faculty who serve on search committees, to chairs who oversee searches, to deans who oversee the searches and to the leadership of the university who is investing in those efforts. So, there's something for us to build on. But we need a good climate, a good environment for the people that we hire and the people who are already here.

So, in that spirit, in January 2022, right after the beginning of the new year, January 4th, we will hold a retreat for academic leaders. And whoever decides to come to this, they want to come to this retreat. It's a day long retreat at the Washington Duke Inn. We will dig into the survey. We will work with their own

departments about their results and start developing some action plans for units. These efforts will be led by Sherilynn Black. We encourage leaders to participate in this. And I know that HR is going to be developing something along the same lines for staff. I'm sure Mary Pat McMahon and Gary Bennett who are working on the student side of things, are already doing some curricular innovation, some changes in the curriculum and they will be doing more, I'm sure, and you'll hear about that in the future. And then we are available here to reach out to us. We want you to be partners in these efforts. And many thanks for the opportunity to share with you.

**Weinthal:** We have one question that came in while you were presenting, and I think it's going to be a quick answer. It asks whether our contingent faculty were included in the 4 subcommittees that you've created?

**Benmamoun:** We will look at that to make sure of the composition. We try to be as inclusive as possible.

**Kerry Haynie (Political Science and African and African-American Studies):** I have a comment and then a question. The comment is I think you should do some more intersectionality work in terms of the category because you may be masking something that happened there. So, what about Black women? I mean, Sally presented last month with the survey results. When we looked at women, they showed a pattern, but Black women was a different pattern. Can you do that for the responders as well as with the categories that you tried to assess? If we could do that breakdown would be helpful, I think.

**Hewitt:** Yeah, I agree. And I think David's team, to the extent that it's available for areas, is beginning to look at those intersections of identity. So, I think using the example of women of color would be of particular interest.

**David Jamieson-Drake (Assistant Vice Provost, Institutional Research):** We've analyzed all the survey questions that intersect. We're just waiting for the Racial Equity Advisory Council guidance in which report when you do intersectional analysis that multiplies the results. So, you really need questions to know what to deliver.

**Haynie:** Great. Thanks. So, one of the things that concerns me. This is a new survey that includes staff, but we've had these types of surveys before. The one that Sally presented last month was every couple of years we have that survey and the patterns are not new. But what's happened between the last time that survey was administered and this time to deal with the patterns that we see? You outlined a nice aggressive strategy, but what's going to happen between getting this strategy together and some of these concerns? For example, some data you might have qualitative data is getting people to answer who've been asked. I'd want to know for Black women and what Sally presented last month what's going on? So, you're simply collecting and having a discussion is one thing I would suggest, but let's not wait until we get, you know, the perfect instrument, the perfect survey to start doing something about some of these issues that are quite pressing.

**Hewitt:** I think that's a really important point, and I didn't mention this. We are going to make a commitment to report

out from Racial Equity Advisory Council on a quarterly basis about where we are. And we started sort of talking about the extent to which we will do these things that we believe are in response to the data. And how do we know that that will then change the outcome of these? And we don't, you know, it may and may not to some degree. And it probably will take some time before we would see a reaction to what's being done and the changes.

**Steffen Bass (Physics):** So, can you tell us, a little bit, how you plan to roll out this information to the individual units, college, departments? I'm already getting questions from my own faculty about it, but the only thing I've seen is what President Price has sent out and what you showed us here.

**Benmamoun:** Yes, that's the plan. Now, there are going to be some constraints, to be honest here. It depends on the numbers. Because we need to protect confidentiality of individuals. So, the org units will be able to work with their assessments of committee and also with the Institutional Research and David [Jamieson-Drake] is here to get their results. But the details are going to depend on the distribution of the number of people who participated in the survey from different groups. Is that right, David? That's going to be the constraints for us because we promised confidentiality to people.

**Price:** I think the intention worked through a format that allowed some sense of relative placement. But the team is still working through the most effective means of what prototype to put it in. Is that a correct statement?

**Jamieson-Drake:** Yes, that's correct. The analysis did include relative placement of programs, and after the Racial Equity Advisory Council has seen the data we will submit a prototype analysis by individual unit for review.

**Harvey Cohen (Clinical Sciences):** I just had a clarifying question - exactly who was actually included in the survey? Initially, it said the university, then you said, not the Health System. So, what about like the School of Nursing, School of Medicine that are faculty like everybody else, not necessarily just Health System.

**Hewitt:** Thank you for that question. This survey did include the School of Medicine and the School of Nursing, but it did not include the Health System. And I think one of the things we will want to think about is how we might in the future imagine an enterprise wide Climate Survey. The Health System does do its own annual pulse survey. We'll have to think about how these two things might be brought together.

**Cohen:** But faculty from the School of Medicine would have been included in this right?

**Hewitt:** Yes.

**Cohen:** Okay. That's what I thought. But it was confusing. We are part of the University you know? *(laughter)*

**Hewitt:** This was, you know, the scope was part of the initial discussions because the School of Medicine is huge. We wanted it to be included. And so it is included. But we did not include the Health System. Non School of Medicine Health System.

**Benmamoun:** You are certainly part of the university.

**Anathea Portier-Young (Divinity School/ ECAC):** Thank you so much for this presentation and I have three questions. One, was what did we learn from the survey about the climate for LGBTQ plus people? If we have data on that. Two, on the infrastructure and policy slide, it looked to me like each of those bullet points were focused on racial equity. And I'm wondering what could go on that slide that might have a focus on gender and LGBTQ identity? Then the third question was, if I'm remembering right, there was an open-ended question. Are there any findings that can be shared at this time from that open-ended question?

**Hewitt:** So, the first question - the Racial Equity Advisory Council will look at intersections of identity, but the focus is about Racial Equity. But the results did indicate similar lower degrees of satisfaction among LGBTQ members of the community, both in terms of the climate and opportunities for advancement and their understanding of pay equity and those sorts of factors. So, it was sort of similarly lower as the difference between men and women and what we saw in racial communities.

**Portier-Young:** The infrastructure and policy side was just about REAC. It wasn't about the Climate Survey results?

**Hewitt:** Yes

**Benmamoun:** What we want, ultimately, is to foster an equity ethos in our community here. So, we are equitable towards everyone. But this one was focused on racial equity, which is an acute issue and priority for us. But certainly, for

other groups as well we need to make sure that we are paying attention to those groups as well.

**Hewitt:** The information that Abbas shared about what people are looking for in terms of social interaction, I think, is a reflection of the free text of the qualitative information. I think there was voluminous information which David's team has organized, and we'll be thinking about how we can share more of that in the coming weeks.

**Benmamoun:** We did that in Institutional Research. They are going through that and some results with us.

We need to make sure to protect anonymity. So maybe we need to paraphrase and do a lot of things just to make sure that we honor that. A lot of people contributed. About 50% of the people chose the free text option.

**Raphael Valdivia (Molecular Genetics and Microbiology):** Thank you for putting this together. I know it's a lot of work. I have a question about the structure of the survey itself. You're putting so much effort in using this as our guide. I wanted to know, is the distribution of different underrepresented groups that responded to this survey, the same as the composition of the target group? I'm concerned that maybe we are undercounting if people decided they didn't want to answer the survey because they thought nothing was changed.

**Hewitt:** That's a great question, and this came up in an earlier meeting, especially with respect to the staff, if we understand what kinds of roles are included in that number. So maybe I'll let David talk a

little bit more about what we might know in response.

**Jamieson-Drake:** The high level of population proportions corresponds well to the response rates, but we haven't yet drilled down to the level of, I think you're talking about, for example, we have ranks within executive, professional, clerical, service, that kind of thing. There is a somewhat lower response rate at the lower ranks. So, there could be some under-representation at that level. But overall, in terms of demographic groups and faculty ranks, for example, the response rates population proportion corresponds.

**Valdivia:** Will the raw data be released in some form?

**Jamieson-Drake:** No. This was the first time to survey the entire population and especially the staff. So we made extra efforts to reassure people that there would be no distribution of raw results to anybody. And that only Institutional Research staff was going to look at it. In future iterations it's possible we could begin to relax that as we build trust. We're thrilled that we had a strong response rate from the staff the first time around. And we think the faculty response rate would have been even higher, but there was the Climate Survey in the fall of faculty. And so, I thought, 40% of the faculty was terrific actually under the circumstances. In future iterations, I hope we can, you know, people will trust us enough to still be candid, still have high response rates, and we can be more open with the data. But the first time through - it wasn't just my decision. We consulted with the campus side, Institutional Research Board, and followed their guidance.

**Hewitt:** Merlise, is there anything that you wanted to add on this question?

**Merlise Clyde (Statistical Science):** Yeah, I mean, I can't even see the data.

**Edna Andrews (Slavic and Eurasian Studies):** I have a quick question. Your use of the term microaggression. Is it your understanding that that is being understood by all primarily?

**Hewitt:** We did have a definition in the survey.

**Andrews:** So, following through with that. Many of the microaggressions that were talked about on campus are in speech interactions, verbal interactions. We have a lot of people, Abbas knows this, I don't think that everyone is as sensitive to what it means and how not to do it. Not to say that some people are doing it not on purpose. But, I think there are other people that would prefer not to do it if they can avoid it. And I think we can do a better job. We have people that can really help move that needle. But, that means bringing not just our students to events that we have like on discrimination and implicit bias, but bringing faculty and administration. You know, this doesn't have to be painful, it can actually be very interactive and not terribly boring. So, I just want to put that out there.

**Benmamoun:** I vote for terribly not boring too! *(laughter)* There's a lot that we can do in this space on education. For example, I know some faculty are teaching this semester, for example, the first thing I did with my students is to talk about some ground rules for how we are going to engage with each other

throughout the semester. We want to have vigorous debates, but we also want to have respectful debates. Listen to everyone, not interrupt people. Attack the idea not the person. Those types of things just to make sure that everybody feels validated and that there is full participation in the classroom experience. Those who really want to engage with each other, not to interrupt should your colleagues also weigh in. Not overlook other people or things like that. A lot of things that we can do when the intention is not to marginalize anybody. But, there are situations, of course, where we have to do more because when the intention is to exclude somebody. So, there is certainly more education. And the faculty have a lot to do here. We need to really to take some responsibility here, and I've mentioned this before. When we look at the data, and you're going to see that sometimes complaints about how faculty treat each other, how they treat staff, for example. So, for us, as stewards of this institution and shared governance, we have a role to play and we need to step up as well.

**Joanne Wilson (School of Medicine):** I just wanted to make the point, actually, that in the medical side they've done a reasonably good job with some of the modules trying to alert people to what the microaggressions are and what is a acceptable conversation. That obviously has a bigger goal for both inner faculty, inner staff relationships, but also with our patients. So, I think that it is, but it is something that has to be done over and over again. I think one point I saw from the survey was the importance of interactions. Obviously, the pandemic has put a pall on that. But I think that ultimately having true interactions, because the interesting thing that

happens, I just finished doing difficult conversations, interaction with the Rotary Club that had people of different races, different genders, different ages discussing. And what people had said was that they found that they interacted with no persons of another race outside of obligatory work relationships. And I think that is obviously very difficult for people in the faculty, which is predominantly majority to interact. I think to make efforts to make that happen for all levels of our family, of our group here at Duke is critical to sort of make people aware of what is reasonable, what is good, and because we are from multiple socioeconomic groups as faculty, staff, and so forth, as well as multiple racial, and ethnic groups. So, more socialization that can be promoted by the departments, by groups within the departments, that you don't just socialize with the people who look like you. Of course, that's the easiest thing to do. Except for someone like me.

**Hewitt:** I was coming here from a session with Jayne Ifekwunigwe from the Truth, Racial, Healing, and Transformation Center. And we were having this same conversation about how do you build community so that people have the opportunity, to your point Joanne, to even practice, when you find that social interaction is also, you know, among homogeneous groups. So I really appreciate you sharing that.

**Shai Ginsburg (Asian and Middle Eastern Studies):** I have two questions. First, whether we checked the intersection in the question of race and question of job security be predominant among staff over the past two years. And is the data going to be released about the correlation between satisfaction and

rank, especially among nontenure track faculty? Second, is how are we going to deal with social interaction when the university is trying to move some of its labor force to remote work?

**Benmamoun:** So, with regard to the results, I mean, there will be an opportunity, again depending on how detailed it can be. Whether it is at the school level, the divisional level, or whether the departmental level as well. To provide that data that shows you responses by rank, title, and things like that. If it is possible, yes, that's something we can do. Specifically, at a higher level, if it's not possible to do it at the small unit level.

**Ginsburg:** Just to clarify, but the survey did not ask about whether people feel their job is secure, right?

**Benmamoun:** No, we didn't ask that question.

**Ginsburg:** So, there is no way to correlate the answers received to whether people feel that they have a position, a job at Duke next year?

**Benmamoun:** No, we did not ask that.

**Ginsburg:** The second question is how do we deal with social interaction when you're trying to move some of the labor force to remote? Especially staff.

**Benmamoun:** Both of us probably cannot speak on what decisions are being made, on how that is being rolled out, on what flexibility you need to have on all those things. That is an important conversation about how we can provide flexibility, but at the same time, develop a sense of community among our members,

particularly new ones. We know, for example, our faculty orientation over two years over Zoom. That's not the optimal way. I was talking with someone and I said the Allen Building and they have no idea what the Allen Building was after a few months here at Duke. And the reason is that's because this person has worked remotely for like six months or so. She couldn't situate herself in the space here. So, there are things that we can do, but this is where leaders have to be really creative. How to foster that sense of community. There are many ways to create social events. You know, for example, my office, we have a small staff, but we meet every week over Zoom, but also sometimes we get the opportunity to get together. Now people are starting to come back. So, we are trying to create opportunities to build community and mentor the junior members of our staff. The career advancement and professional advancement, but we're also the possibility for mentoring programs and it's important things. So, this is a good conversation for us to have. We hope that people will continue to give us good input and good practices on how to develop community while still providing flexibility for people who might need to work remotely or the only way to retain some talent, you have to provide that kind of flexibility. I think all organizations are dealing with this. But, this is again something for us to talk about. Thank you for raising that point because it's important.

**Hewitt:** The one footnote I would add to that is I think that as we understand better what we are doing in the space of building interaction, educating around microaggressions, or whatever it is. I think we may learn more about some best practices in this kind of unusual moment

where some people aren't here in person. And maybe be able to effectively share those ideas as we think about how we navigate this.

*(Applause)*

**Weinthal:** For those of you who came in late today, if you missed the attendance sheet, please just come down to the front

to initial that you were here. Otherwise, I want to thank everyone for being here today, and I hope and wish everyone a good, enjoyable Thanksgiving and a restful holiday season.

A quick reminder we will not meet on December 2<sup>nd</sup> and our next meeting will be on January 20<sup>th</sup>. With that, we are adjourned.