On behalf of the Academic Council, ECAC will establish a faculty Task Force on Diversity charged with

• articulating a vision of a diverse and inclusive Duke University for the next decade and beyond,

• examining our current position in relation to that vision, and

• recommending actions that will move us toward it.

Approved by Duke Academic Council, February 20, 2014
Diversity Task Force Membership

Co-Chairs
Nan Jokerst, Trina Jones

Steering Committee
Carla Brady, Gráinne Fitzsimons, Kerry Haynie,
Emily Klein, Viviana Martinez-Bianchi, Anateha Portier-Young,
José-María Rodriguez-Garcia, Don Taylor, Kate Whetten,
Joshua Socolar, ECAC Chair (Ex-Officio)
Diversity Task Force (DTF) Activities

Reviews
- Duke’s history
- Value of diversity
- Best practices

Data Gathering and Analysis
- Input from the Duke community
- Existing mechanisms for advancing diversity at Duke
- Duke demographic information (internal, comparative, populations served)

Recommendations
- DTF Steering Committee synthesis
General Conclusions

• Diversity and inclusion are important to Duke’s mission

• While understandings of diversity continue to expand, race, gender, ethnicity, and sexual identity diversity must be priorities for Duke

• Existing mechanisms to secure and maintain a diverse and inclusive environment should be strengthened

• All faculty and administrators are responsible for and must be actively committed to advancing diversity and inclusion
Duke’s History and Expanding Conceptions of Diversity

• Duke’s Historical Focus: Race and Gender
  • Black Faculty Initiative (1988 - 1993)
  • Black Faculty Strategic Initiative (1993 - 2003)
  • Women’s Initiative (2002 - 2003)
  • Faculty Diversity Initiative (began 2003)
    (“encompass a wider range of cultural, ethnic, racial and religious backgrounds and to focus as well on underrepresented groups such as Latinos/Latinas and women in science”)

• Expanding Conceptions
  • Sexual Orientation and Gender Identity
  • Intellectual Diversity (e.g., Political Ideology, Religious Tradition)
  • Global Perspectives
  • Age, Ability, Socio-Economic Status
Inclusion

- Create environments that positively recognize value
- Provide means for connecting with others in demographic group
- Improve mechanisms for addressing explicit bias as well as micro aggressions
- Ensure support for professional advancement
The Value of Diversity

Inherent Value

• Humanistic
• Social Justice

Empirical Findings

• Education
• Scholarship
• Recruitment
• Community
• Challenges (conflict management, group cohesion)
Between 2004 and 2013:

- Total Regular Rank faculty increase 2524 to 3332 (32%)
- Tenure/Tenure-Track faculty: 11%
- Other Regular Rank faculty: 67%
Between 2004 and 2013:

- All female Regular Rank Faculty increased from 30% to 36%
- Female Tenured/Tenure-track increased from 23% to 28%
- Female Other Regular Rank: increased from 41% to 46%
- Duke has a lower percentage of female faculty at all ranks (2012 data)
- Percentage of female faculty decreases with increasing rank
- Duke female faculty have a lower TTF/RRF ratio than male (40% vs. 57%)
Between 2004 and 2013 at Duke:

- Very small gains:
  - Black faculty increased from 3.8% to 4.4%
  - Hispanic faculty increased from 1.8% to 2.6%
  - Black and Hispanic faculty TTF/RRF ratios are 50%-53%

Data for the top 20 AAUDE schools

- Duke is within +/- 2% for Black and Hispanic faculty
- Black and Hispanic faculty numbers and percentages very low at all AAUDE schools
Duke Historical and Comparative Data School and Department/Division Reports

Individual School Reports:

- 10-Year Duke data
- Comparison to appropriate data sets
- 2010 Satisfaction Survey results
- “Pipeline” analysis if data was available
- Student, patient, and population demographics used for “customer” base
Best Practices

What are effective practices for promoting faculty diversity and inclusion? What has worked elsewhere, and what is working here at Duke?

• Sources:
  • Deans and key administrators at Duke
  • Practices at leading institutions in these areas (U Michigan, Texas A&M)
  • Scholarly literature
  • Resources provided by organizations such as AAUP and NSF Advance

• Key Areas:
  • Leadership and Institutional Commitment
  • Culture of Inclusion
  • Countering Bias and Common Misperceptions
  • Faculty Searches and Recruitment
  • Faculty Tenure and Promotion
  • Mentoring
  • Equity and Retention
  • Diversity in Administration
Collaboration

Partnership

Trust

Responsibility

Transparency

President

Chancellor

Chairs

Faculty

Administrators

Deans

Trustees
Recommendation One
Vision and Leadership

• Engaged Leadership and Visible Commitment
• Position Statement

Duke is committed to fostering an open and inclusive environment and to achieving a community of diverse faculty, students, administrators, and staff. Every student, faculty, and staff member — whatever their race, gender, nationality, ethnicity, or cultural heritage, whatever their religious or political beliefs, whatever their sexual orientation and gender identity — has the right to respect and inclusion in the Duke community. All members of the University community have a responsibility to engage actively in upholding these values.

(Adapted from recent words by President Brodhead and Provost Kornbluth)
Recommendation Two
Structural and Functional Changes

• Strengthen mechanisms for sustained oversight
• Improve vertical and horizontal communication among entities
• Develop effective resources for faculty
• Empower faculty
Vice Provost for Faculty Diversity and Inclusion
Office for Faculty Diversity and Inclusion
2 Administrative Directors
*Diversity and Inclusion *Harassment

School/Division/Department-based Faculty Diversity Standing Committees

School/Division/Department Deans and Chairs

Academic Council
Faculty Ombuds *(revised)*

Trustees
President
Provost

OIE
HR
Recommendation Three
School/Department/Division Diversity Plans

Sustained faculty engagement
Partnership between faculty and administration

Actions:
• Diversity Plans developed in partnership between the Faculty Diversity Standing Committee (S/D-FDSC) and the Dean/Chair
• The S/D-FDSC and Dean/Chair will have access to and monitor de-identified data
• Starting point: DTF School and Department/Division Reports
• Accountable to the VP-FDI, Provost, and Academic Council
Recommendation Four
Training in Diversity and Inclusion

To address implicit bias and enhance community inclusion

**Actions:**
- The VP-FDI will oversee training development and implementation for faculty
- Training is particularly important for APT and Faculty Search Committees and Mentors, including:
  - Harassment prevention, implicit and explicit bias
  - Recognizing and preventing micro- and macro-aggression
  - Cultural awareness
Recommendation Five
Hiring Programs

• Refocus and expand the Target of Opportunity Program (TOP)
  • Centralized University Committee for TOP hires
• Expand the Provost Postdoctoral Fellowship Program focused on women and minorities
• Require that candidates for deanships and departmental chairs show a demonstrated commitment to faculty diversity and inclusion
• Withhold lines from Schools not making adequate progress on Diversity Plans
Recommendation Six
Faculty Searches

To increase faculty diversity and to engage all faculty in the faculty search process

**Actions:**

- Develop and use Faculty Search Toolkit
- Dean/Chair and S/D-FDSC partner on Faculty Search Committee formation and activities
- Revise the timeline for faculty searches (begin earlier)
Recommendation Seven
Retention

To retain faculty through an inclusive environment and mentoring

**Actions:**
- The Director of Faculty Diversity and Inclusion will:
  - Address macro- and micro-aggression
  - Enable sustained conversations among diverse groups
  - Create a faculty mentoring program
- Access to former APT faculty members for all faculty
- Support faculty identity groups (e.g., women, LGBTQ, Black, Latino/a)
Recommendation Eight
Data and Transparency

Sustained faculty engagement, equity monitoring, and partnership between faculty and administration

Actions:

• Faculty and administrative access to and reporting on data, including:
  • 10 year, comparative, satisfaction survey
  • Search, recruitment, time to promotion, retention
  • Compensation, raise
  • Resource, workload, performance
• Pay equity for total compensation should be monitored and reported for all ranks, and include the School of Medicine
• Faculty who depart from Duke should be confidentially interviewed by a Director of Diversity and Inclusion
Next Steps

DTF Report delivered to Academic Council (May 4, 2015)
  • DTF Supporting Documents (end of May)

Moving Forward
  • Implementation requires a robust partnership between faculty and administrators
  • We propose that ECAC work with key administrators to discuss implementing the DTF Recommendations

Recommended for Additional Study
  • Student and Postdoc Diversity
  • Staff Diversity
Thank You!

The DTF would like to thank the Duke faculty, administrators, and staff who have given generously of their time to support the DTF’s ongoing efforts.
Questions?