# Faculty Diversity Standing Committee
## Meetings with the School Deans
### 2014

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FDSC’s Top 10 Recommendations from the Deans’ Best Practices:

1) **Financial commitments and strong leadership** from the top will be necessary for achieving real change related to diversity and inclusion. Your future hiring decisions for deanships will matter a great deal, and the deans’ appointments of department chairs and unit heads are important as well.

2) Each unit (school or department as appropriate) should develop, implement and regularly assess results of a **Diversity and Inclusion Strategic Plan**, produced by Dean/chairs, faculty and staff working together and in consultation with Duke’s Diversity and Inclusion officers. The provost (for deans) and deans (for chairs/unit leaders) can utilize incentives (bonuses and/or other funding) for successes.

3) All schools should have a dedicated **Chief Diversity Officer** (as in SoM) and/or **Associate Dean** (such as the dean for multicultural affairs, School of Law) who provides sustained, energized leadership around diversity and inclusion. Along with Ben Reese (OIE) and Judy Seidenstein (SoM), such a cohort would be able to offer high touch consultation service to all units across Duke and facilitate the successful design and implementation of the strategic plans prescribed above.

4) Each school should have a **Diversity Standing Committee**, appointed by the dean in consultation with faculty, reporting directly to the dean. This group can oversee the work outlined in the strategic plan (topics such as demographics, hiring, promotion, mentoring, space) and support the work of the CDO or Associate Dean. Including staff is recommended as well. Chairs/members of these committees could serve on the Provost’s Faculty Diversity Standing Committee.

5) **Track faculty demographics** in each school and at peer institutions annually. Standardizing a form for this information across the institution will be helpful. Share best practices for recruitment, hiring, mentoring, retention, retirement.

6) All **faculty search committees** should have diverse membership and be required to present a diverse list of candidates to the dean, utilizing the best practices (many found in the attached document). The provost’s letter of search authorizations for the coming year needs to be explicit about expectations, especially in those schools/departments where demographics are below expectations. **Target of Opportunity** searches/hires could be better defined, as there are differences across schools. Continue funding for diversity hires in fields where women and/or faculty of color are underrepresented.

7) **All search committee participants** need education about implicit bias and practical tools for countering its effects in the search process. Duke should implement trainings across the board and employ an assessment tool to determine effectiveness of the training.
8) Consistently work on and share information about **pipeline programs**. Expand funding for pipeline programs through development, private funding and training grants.

9) Attend seriously to the **2015 Faculty Survey** results. Deans and faculty in each school/department/unit need to carefully examine their own data and take actions where indicated from the results. Collect the action items and report on implementation and results annually – to school and centrally. Ensure that these results inform the diversity and inclusion strategic plans of individual schools.

10) Groom the **next generation of leaders** with a healthy understanding of issues of diversity and inclusion, with leadership training opportunities for women and minority faculty; appoint chairs who will make diversity hiring, mentoring and attention to climate issues real priorities in their time as leaders.
Summary of Deans’ Best Practices and Innovative Ideas  
For Developing a Diverse and Inclusive Faculty  
2014-15

Duke University strives for excellence in its faculty and student body. For several decades, we have pursued policies, programs and strategies to enhance diversity in the faculty ranks hand-in-hand with excellence. Progress is visible, with more work to do in some areas and schools related to inclusion of women and faculty of color in our faculty ranks. This work requires strong leadership by the deans, chairs, area heads and division chiefs along with on-the-ground commitments from and the hard work of departmental faculty.

Thinking that the schools, their deans, department chairs and faculty could learn from one another, the Faculty Diversity Standing Committee (FDSC) undertook an initial series of meetings with individual deans in spring 2007. We held a 2nd series of meetings in 2011-12. We shared our findings and recommendations from each of those series with Provost Lange, discussed reports at Deans’ Cabinet meetings and included summaries of best practices in our biannual Faculty Diversity Initiative reports to Academic Council in 2009 and 2013.

A number of deans and schools have incorporated recommendations in the prior reports. For example, Divinity, Nicholas, Sanford and Pratt have all supported a diversity task force or committee.

During Fall 2014 with new Provost Sally Kornbluth and two new deans, Alan Townsend and Marion Broome, on board since the prior set of meetings, the FDSC again met with each of the current school deans (including the Graduate School) individually. We sent each dean a list of questions prior to his or her scheduled meeting. Each meeting lasted approximately one hour. All of the deans were candid in their responses and the committee appreciated their preparation, remarks and discussion. Minutes/notes of each meeting are shared with the provost.

Below, we have organized the cumulative lists of ideas generated from the 2007, 2011-12 and 2014 interviews into categories, as models and best practices for all the deans and their teams to consider when promoting diversity and inclusion in their schools. Many of the previously included ideas were reiterated in the current series. New ideas raised in the 2014 meetings are noted in BOLD. Although not all ideas will work in every school, we believe these practices generated by the deans (with their faculty) will inspire further movement towards making Duke University an even better place for all faculty.
General/Climate

- The concepts of diversity and inclusion are core values of Duke University and the deans should communicate these through meetings, discussions, websites, national involvement
- We need another word (besides “diversity”) that is more rigorous and more inclusive (Dean Patton, A&S); the world is not binary any more, but multicultural and complex
- Quote from Dean Brownell, Sanford: *Diversity is much more than just numbers. Creating a spirit of inclusiveness in school, an open-mindedness to new ideas, appreciation for necessity, not because someone is telling us but from intellectual, social, scholarly point of view*
- Set a high bar; best thinkers are diverse thinkers; need to address micro-aggressions; also need to consider generational differences (Dean Patton)
- Provide strong deliberate leadership/be a role model (Ben Reese statement about Dean Andrews, SoM); build relationships and partnerships internally in the school, with other deans and externally with peer institutions; involve the staff
- Establish a visible commitment to diversity as a priority in your school/unit; consistently articulate values; **hold discussions during a faculty retreat**; consider gender, race/ethnicity, religion, sexual orientation, gender identity, disability status, etc
- Do everything that works; be proactive not reactive; reward strategy and use creativity; use goal-oriented and goal-driven approach; diversity at all levels is necessary for continued success; **takes money to do this work**
- Develop and highlight a diversity mission statement, Diversity Charter, and/or strategic plan for diversity within the school, e.g. Dean’s Advisory Committee on Diversity and Inclusion in the SoN (includes faculty and staff)
- Diversity is all about quality, opportunity to create quality, unlock ideas and solutions to challenges (Dean Boulding, Fuqua)
- Hold sessions on cultural competence
- Appoint a champion/leader/point person (or more) for diversity in your school/unit (Dean Katsouleas, Pratt: formerly Monty Reichert, now Gabe Lopez); appoint a Task Force, ad hoc or standing committee to advise the dean (Divinity, Nicholas, Pratt, Sanford have done this); Dean’s Advisory Council on Diversity and Inclusion (SoN since 2011); dedicated dean for multicultural affairs (Law)
- Appoint a Chief Diversity Officer (SoM: Dean Andrews appointed Judy Seidenstein in 2012)
- Ask each department to develop a Diversity (Strategic) Plan (Dean Katsouleas, Pratt; Dean Andrews, SoM); use metrics in bonus structure for chairs (Dean Andrews, SoM)
- Set goals at beginning of each year; track them closely; adjust as needed; deans should evaluate how their departments/units/faculty work toward diversity, inclusion, improved climate; create a culture of respect
- Be willing to be an early adopter for experimental ideas (Dean Brownell, Sanford)
Be conscious of whom you appoint to leadership roles in your school/department/unit; **in 2014, 3 of 7 Natural Sciences chairs are women (A&S)**

- Recognize and reward faculty for their achievements; **celebrate successes (A&S)**
- Promote diversity through highly structured programs, and one-on-one discussions
- Educate the community by giving talks about the work of your school
- Global initiatives will continue to enhance diversity and strengthen education
- Ensure that new leaders (deans, department chairs, directors) will be key partners with faculty to continue diversity efforts
- Fund distinguished speakers and pay attention to those you bring to campus in terms of gender and race/ethnicity
- **Be involved in the national conversation about diversity and inclusion in your field**
- Develop leaders of consequence: **groom the next generation of leaders**
- **Keep track of your demographic data compared with peers; if no pipeline, role models and/or mentors, there is much work to be done (Dean Boulding, Fuqua); Duke can be a leader**
- The Graduate School held workshops for staff: Dealing with LGBTQ students (Bob James, OIE), Harassment (Cynthia Clinton, OIE), Implicit Bias (Inderdeep Chatrath, OIE)
- Keep track of your school demographics as well as the culture
- Study and utilize results of the 2015 Faculty Survey
- Building diversity takes time to make changes; patience with persistence

**Recruitment and Hiring**

- Dean’s role is to make strong statement regarding diversity for every search; promote very active seeking of candidates; intent in hiring is that the whole place invests in and benefits from success of new faculty (Dean Townsend, Nicholas); hire those whom we expect to promote and retain (Dean Boulding, Fuqua)
- Dean should have prime responsibility for the search and hiring processes in their school; large schools have distributed leadership with central oversight; deans/divisional deans should review CVs of and approve the short lists of candidates to come for campus interviews and if list is not diverse, send it back and ask committee to look more broadly
- Deans should come together to recruit (interdisciplinary) faculty; focus on making each school better, thus making the institution better; **strive to be the very best**
- **Appoint a diversity advocate on each search committee (Dean Boulding, Fuqua); make sure each committee has diverse representation (Dean Andrews, SoM)**
- Be proactive in recruitment (deans and key faculty): take the long view, follow future candidates closely, make personal visits, form contacts
- HBCUs are a resource; establish ties with HBCUs (SoN: Bennett College; Nicholas: NC A&T)
- Track our own graduates and maintain lists: Alumni PhD lists, Mellon Fellows’ lists
- Involve graduate and professional students in recruitment of faculty
• Be conscious of the make-up of search committees in terms of gender, race/ethnicity, field of study
• Allow search committees to be opportunistic; every department has “open license” to bring forward excellent candidates as Target of Opportunity searches – TOPS (Pratt)
• Consider cluster hiring (examples as of 2014: Chemistry, mathematics); utilize interdisciplinary hiring; make use of targeted searches in areas where there are more potential candidates
• Open field searches may yield more scholars of color (in other words, don’t restrict searches to a very narrow field that has almost no women or faculty of color PhDs); Dean Boulding: search in areas with opportunity for higher returns – business policy, political and economic development, health, social entrepreneurship, energy and environment
• Two-year visiting assistant professorship (Law)
• Young academics of color workshop run by Guy Charles (Law) making a difference
• Conferences: a way to bring underrepresented minorities to campus; speakers as potential faculty candidates; networking
• Barriers in recruitment and hiring tend to be departmental; educating search committees is key so they understand institutional priorities and goals and leverage information for finding and attracting the best candidates
• Think outside the box: faculty can also come from industry, government, business, private practice
• Educate search committee members about implicit/unconscious bias; make this training mandatory (A&S)
• Highlight awareness of flexibility policies (parental leave, tenure clock relief, flexible work arrangements) – Faculty Handbook, Faculty Advantages website and brochure

Dual Career
• Work closely with other deans, provost, HR, others to recruit dual career academic partners; early knowledge of the situation helps; doing these at the last minute is difficult
• Partner issues in general are very challenging
• Be knowledgeable about Duke’s flexibility policies, local opportunities at neighboring institutions, in RTP
• Consider hiring a relocation specialist (not limited to real estate; someone to assist with higher level or complex recruitments who can provide contacts, information about educational opportunities for children, information about parents wishing to retire near their children, etc)
• At Deans’ Retreat in fall 2014, deans raised recommendation that the provost appoint someone dedicated to assisting the deans in partner/dual career hiring; as of March 2015, Laura Howes in the Provost’s Office will take that responsibility
Pipeline Programs

- Get messages out about your profession in order to expand pipeline; Pratt: Durham Public Schools, Femmes, Girls for Engineers; Project Lead-the-Way trains teachers
- Raise more money for pipeline programs; learn from successful models
- Actively recruit students of color to master’s programs
- Contact peers at other institutions to find out who is up-and-coming in your field to create a pool and build relationships
- Work with a consortium of peer schools to enhance the pool of URMs (SoM)
- Duke alums can be helpful in the identification of future faculty; Hispanic Theology Initiative, funded by consortium including Duke is a good model; Foundation for Theological Education (headed by duke alum Stephen Lewis) has sub-initiative for African Americans
- Increase involvement in the community; nurture and mentor youth to interest them in academic careers; Dean Levi requests resources from Provost’s office to restore special summer law program with TIP
- Pipeline issues: high school students, former Duke students, students from HBCUs (SoN partnered with Winston Salem State), PhDs (Dean Broome, SoN mentioned Southern Regional Education Board annual conference for URM PhD students and mentors – opportunity for recruitment; her former institution paid for travel), postdocs
- Pipeline programs can enrich the pool of candidates for faculty appointments; Provost’s Postdoctoral Program since 2007; could be expanded and more emphasis placed on possibilities for hiring
- Law is working (with Stanford?) to create a Washington DC Summer Institute with courses of interest to minority students and LSAT preparation
- “Boot camp” for junior faculty of color/young aspiring faculty (Law)
- “Look-over visitors” (Law)
- Sharing of faculty
- Vertical integration creates opportunity (example: Bass Connections areas)

Mentoring

- Roles of provost, dean, chairs; hands-on discussions of expectations, resources, policies, strategic goals; dean requests a mentoring statement from each department (A&S); dean meets with each department annually (A&S)
- Support a systematic mentoring program in your school/unit; create a culture of expectation that the school nurtures its junior faculty
- In some of the smaller schools, dean meets individually with each junior faculty on an annual basis; larger schools need to assure that the chair takes this responsibility seriously and reports to divisional dean and/or dean; build relationships
- Consider junior/senior faculty partnerships
- The 3rd year review is an opportunity to critique the junior faculty member’s work and discuss trajectory, how best to utilize the junior research leave
• Voice the desire and intent to have all junior faculty achieve success in promotion and tenure
• In departments where there are few black/Latino/Asian/women faculty, seek mentors outside the unit
• Support faculty development sessions on topics your faculty members need to know to be successful
• Promote faculty gatherings for networking; support informal networks; provide funding for lunches (Divinity, Pratt)
• All faculty need mentoring; most want it; some don’t; more mentoring of senior faculty is needed; form relationships of trust with senior faculty, administration – leads to improved respect and better climate
• Adjunct faculty/POPs, administrators/staff also serve as role models
• APT education for junior faculty is offered frequently and needs to be reinforced at the school and department level
• Pay attention women in STEM fields, men in female-dominated fields, race/ethnicity, LGBTQ faculty (Dean McClain, The Graduate School); The Graduate School holds receptions at the beginning of each academic year for students and faculty of color (x 25 years) and LGBTQ and allies (2014 was 2nd year)
• Dean should meet with groups regularly (Black Faculty Caucus, Senior Women in Natural Sciences – A&S)
• Recognition, rewards, awards. Dean McClain: The Graduate School’s Mentoring, Teaching and the newer Inclusive Excellence Awards are all prestigious

Retention
• Early academic leave as junior faculty member (per Faculty Handbook)
• Provide child care supplement while faculty member is on leave
• Service could help “buy” research time or a teaching assistant; provide “credits” toward early sabbatical (instituted in A&S by former Dean McLendon)
• Consider incentives and counter-offers where feasible; current procedures seem to work, though not always successfully
• Provide support for a Duke conference around faculty member’s new book

Retirement
• Utilize/promote Flexible Work Arrangements policy (FHB, Chapter 4) which can be used in the pre-retirement years
• Tailoring retirement agreements: ask faculty members what they want to accomplish prior to retirement, and how they wish to structure pre-retirement time. Examples: reduced teaching load, time to complete a book or special project in order to finish on a high note

Miscellaneous
• Find creative ways to help minority students prepare for the bar exam, other professional exams through funding of preparation/prep courses for those exams
• Consciously organize the work of the school with work-life balance in mind
• Intense outreach for professional and graduate students
• Create master’s programs that target diverse students (Judicial Master’s and Entrepreneurship Master’s in Law both have high percentage of diverse students)
• Hold workshops that advance big Duke’s goals (Nicholas: Environmental Justice; annual environmental workshop)
• Promote leadership development for your department chairs, area coordinators; Provost’s Office sponsored biannual Management Orientation; A&S has series for chairs, with topics including diversity, mentoring
• Peer-to-peer education can be most helpful; support networking groups
Faculty Diversity Standing Committee
Members 2014-15

Faculty Diversity Standing Committee

This Faculty Diversity Standing Committee was formed in fall 2003 to aid in the implementation of the Faculty Diversity Initiative, especially related to historically underrepresented groups — faculty of color; women in the sciences, mathematics and engineering. Comprised of faculty and relevant deans/administrators, the Committee reviews relevant data and programs, including faculty recruitment, hiring and retention efforts, exit and climate surveys, work-life balance and mentoring initiatives. The Committee provides feedback to the Provost on progress toward an inclusive faculty work force and areas that deserve attention. Term: three years.

Term ending August 31, 2015
*Nancy Allen, chair; Vice Provost for Faculty Diversity & Faculty Development
Sara Sun Beale, School of Law
Ann Brown, Endocrinology & Medicine
Calvin Howell, Physics
Daniel Kiehart, Dean of the Natural Sciences
Adrienne Stiff-Roberts, Pratt School of Engineering

Term ending August 31, 2016
Katherine Franz, Chemistry
Anathea Portier-Young, Divinity School

Term ending August 31, 2017
Alejandro Aballay, Molecular Genetics and Microbiology
Ashleigh Rosette, Fuqua School of Business
Roxanne Springer, Physics
Kathryn Trotter, School of Nursing
Antonio Viego, Romance Studies

Ex Officio
Sally Kornbluth, Provost
Jacqueline Looney, Associate Vice Provost for Academic Diversity
Benjamin Reese, Vice President for Institutional Equity
Judy Seidenstein, Chief Diversity Officer, School of Medicine
Delbert Wigfall, Associate Dean for Medical Education, School of Medicine
Faculty Diversity Standing Committee
Meetings with the Deans 2014
(Individual 1-hour Meetings)

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<td>Richard Hays/Divinity</td>
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<td>Laurie Patton/Arts and Sciences</td>
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<td>Kelly Brownell/Sanford</td>
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Questions for the Deans in preparation for meeting with the Faculty Diversity Standing Committee, Fall 2014:

1. How do you think about diversity? What value(s) does diversity bring to your school? How does diversity fit into your priorities?

2. How do you compare with your peers in terms of diversity, hiring and recruiting? Prior to the meeting please provide your current faculty demographics (gender, race, rank) and comparison data for 3-4 peer institutions to which you compare your school. Send this info and any other supporting materials to nancy.allen@duke.edu, chair of the Faculty Diversity Standing Committee.

3. What strategies are you using to enhance diversity? Do you have concrete goals and measures of success? What barriers or challenges have you encountered?

4. What in your current role are you doing to promote diversity and inclusion among your current faculty and in faculty searches?

5. What do you learn from the students in your school related to faculty diversity?

6. Do you/your faculty participate in pipeline programs for enhancing diversity in the academy?

7. Please describe your efforts to enhance the climate for all faculty in your school during the past year, including those related to mentoring.

8. If you have developed initiatives and strategies that are working well, please share these with us.