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Prepared by the Office for Institutional Equity  October 2013
Duke University Diversity Initiatives 2012-2013
Summary of Best/Promising Practices

Executive Summary

In March of 2012, President Brodhead delivered a statement to the faculty emphasizing the importance of building a culture of equity, opportunity, inclusiveness and respect at Duke University. In September of 2012, he requested the University leadership to define three diversity initiatives as the focus of their unit’s annual work and to provide a status report of “efforts and accomplishments” in April 2013. This report is a summary of the status updates for the purpose of:

- providing an overview of the scope of plans and initiatives in development or underway at the University;
- highlighting those that have met their goals, seem promising, or appear to have the potential for significant impact, and;
- offering observations and posing some questions about diversity initiative strengths, trends and possible gaps that might inform goals and strategies going forward.

The variety of initiatives found in the leadership’s diversity strategic plans and update reports reflect the wide range of suggestions President Brodhead offered in his initial request. For purposes of this summary, discussions of diversity-related activities and programs are organized in the following categories:

1. Diversity plans, policies, and committees
2. Faculty and staff recruitment, retention, and pipeline strategies
3. Student recruiting and pipeline strategies
4. Learning/Training for faculty and staff
5. Community interventions and support
6. Student awareness, campus culture, and climate
While these status reports clearly indicate that there has been continuing effort and progress toward advancing the goals of increased diversity and inclusion, they do not provide sufficient information to measure the true impact of university-wide efforts. For example, they do not reflect significant diversity/inclusion strategies that are outside of the three initiatives focused on during this project. But, these reports do reflect the increasing engagement of leaders in enhancing the diversity/inclusion within the university. This is an important step.

In reviewing submissions, reflecting on accomplishments, and observing gaps and incomplete strategies, several questions have surfaced. Some questions relate directly to this project, while others reflect broader diversity/inclusion questions for Duke and for the broader national higher education community. They are included in this report as an opportunity to draw our attention to some of the broad, contextual issues of diversity confronting Duke. For example:

1. In today’s environment, what are appropriate strategies to engage students of varying backgrounds and interests in meaningful social and academic interactions that foster engaged citizenship, collaborative service and a deep understanding of students like and unlike themselves?

2. How can we improve the scope and impact of our diversity messaging?

3. What are useful models for understanding the impact of historical issues of race, gender, and class in the context of the current interests and proclivities of many of today’s students?

4. What are appropriate models and action-steps to deepen the engagement of students and staff of varying spiritual and religious beliefs and practices, those entering the university with varying economic/wealth status and those who represent broad sexual and gender diversity?

5. How could we improve our community intervention and support initiatives to give our students a fuller experience of Durham’s diversity?

6. How can we build a greater sense of university-wide commitment to diversity and inclusiveness? What can we do to put these values consistently into practice? What does this mean in terms of the responsibility and actions of leadership?

7. How do we articulate the educational benefits of diversity and inclusion?

8. What models can we use to inspire and motivate us in this work? How do we combat “fatigue,” cynicism, and minimal efforts on the part of some of those in leadership roles?

9. Is there value in creating an official “university diversity statement”? 
Duke University Diversity Initiatives 2012-2013
Summary of Best/Promising Practices

Background

In March of 2012, President Brodhead delivered a statement to the faculty emphasizing the importance of building a culture of equity, opportunity, inclusiveness and respect at Duke University. He expressed that while Duke had made progress over the years, there was still much work to do. He then outlined a process for preparation and review of annual reports from academic and administrative leaders on efforts related to diversity, a summary of which would be shared each year with the Executive Committee of the Academic Council and the Board of Trustees, with a comprehensive report published for the Duke community every other year.

To begin the process, President Brodhead requested the leaders (deans, vice presidents, vice provosts, center and institute directors) to prepare by September 2012, a “brief description of three initiatives that will focus on your unit’s annual work in enhancing equity, opportunity, inclusiveness and respect,” to be followed by a status report of “efforts and accomplishments” in April 2013.

Purpose of this Report

This report provides a selective sampling of status updates received in April. Its purpose is to:

• provide an overview of the scope of plans and initiatives in development or underway at the University;

• highlight a sampling of initiatives that have met their goals, seem promising, or appear to have the potential for significant impact, and;

• offer observations and pose some questions about diversity initiative strengths, trends and possible gaps that might inform goals and strategies going forward.

The original plans, submitted in September 2012, took many forms. Some leaders followed the guideline of limiting the plan to three primary objectives while others chose to present new plans (or may have had plans in place already) with a much broader scope of initiatives. It should be noted that this update summary report does not attempt to provide a comprehensive look at all the original diversity plans, though it does make occasional reference to those plans for purposes of context or clarification.
Overview of Diversity Initiatives

The variety of initiatives found in the leadership’s diversity strategic plans and update reports reflect the wide range of suggestions President Brodhead offered in his initial request. For purposes of this summary, discussions of diversity-related activities and programs are organized in the following categories:

1. **Diversity plans, policies, and committees:** Highlights of the diversity strategic planning process, diversity plans and position papers, development of diversity-related policies and procedures, and activities of committees and working groups formed for diversity-related projects and ongoing responsibilities.

2. **Faculty and staff recruitment, retention, and pipeline strategies:** Information about recruitment goals, candidate search strategies and techniques, and information resources.

3. **Student recruiting and pipeline strategies:** Information about recruitment goals, candidate search strategies and techniques, and information resources.

4. **Learning/Training for faculty and staff:** Training programs and learning opportunities required of, or offered to faculty and staff campus-wide and/or within the Schools, Institutes, Centers, Offices and Departments.

5. **Community interventions and support:** Initiatives and programs designed to support poor and underrepresented groups (primarily in the local community of Durham) and at the same time offering exposure, learning, and hands-on experience for Duke students.

6. **Student awareness, campus culture, and climate:** Highlights of the many organizations, groups, programs, exhibits, and events that raise student awareness and shape the climate and university community culture of appreciation for diversity and inclusion.

Initiative Highlights and Discussion

Leadership reports varied widely in the nature of the information and the level of detail provided. Ideally, these summary highlights would include a description of the initiative or activity, where it is happening (or has happened), its stage of development or implementation, results, challenges, opportunities, and next steps. In most cases, however, only some of this information was provided.

1. **Diversity Plans, Working Groups and Committees**

Several diversity status reports describe activities related to creating and implementing diversity plans, conducting or participating in research and surveys, and establishing working groups for specific projects or ongoing responsibilities. Highlights include:

- **Position statements:** Diversity and inclusion position statements and papers prepared and posted websites. The work of the Office of Information Technology and the School of Nursing are good examples.
Diversity strategic plans: While leaders were not explicitly asked to prepare diversity plans, several did submit plans. Excellent examples of robust strategic plans are those of the Schools of Nursing and Medicine. Both resulted from the active engagement of senior leadership as well as the investment of significant time in broad-based collaboration and facilitated discussion. The School of Medicine’s Seven Elements of an Effective Diversity Strategic Plan illustrates the comprehensive scope of their effort.

Research and surveys: To better inform their plan, the School of Nursing conducted a baseline assessment of the diversity and inclusivity climate at DUSON. To assist with planning at the departmental level, the School of Medicine distributed several reports including the AAMC Diversity and Engagement Benchmarking Survey Data, faculty demographics, plus tools and reference articles.

Working groups and committees: Examples include the Diversity and Inclusion Council in the School of Medicine; the Task Force on Diversity at the Divinity School; the IT Working Group tasked with supporting the staffing initiative by visiting groups to raise awareness about careers in IT; the Faculty Diversity Standing Committee whose meeting agendas include discussion of “Best Practices and Innovative Ideas for a Diverse and Inclusive Faculty;” The Nicholas School Committees on Diversity and Culture Change; the D&I Think Tank Group and the Minority Recruitment and Retention Committee in the School of Medicine.

The work of these groups and others across the campus can, and sometimes does utilize the consultative services available to them through the Human Resources Department, the Office for Institutional Equity, the Faculty Diversity and Development Office, and, at the School of Medicine, the Chief Diversity Officer.

Visibility: President Brodhead’s March 2012, memorandum requested the leadership include in their plans opportunities to be visible in diversity and inclusion efforts. In their update reports, several mentioned attendance at campus events such as the Samuel DuBois Cook Awards Dinner, and plans for the celebration of 50 years of African American students at Duke.
2. Faculty and Staff Recruitment, Retention and Pipeline Strategies

Over half of the diversity update reports included discussions of faculty recruiting. A few leaders provided recruiting and hiring statistics which do not appear here as there are other sources with more complete information.

While a variety of techniques have been tried throughout the university, recruiting is an area of continuing opportunity and challenges—sometimes because there are few candidates in a particular field, but more often due to the great deal of competition from other universities. The focus of recruitment efforts is most often on women and African Americans, with some lesser attention to LGBT, Latinos and other underrepresented groups.

Most leaders offered general statements about efforts to increase underrepresented groups at both lower and high levels through recruiting, promoting and pipeline activities. Only a few mentioned specific goals. For example, OIT set a goal of having 50% women or minorities. The Athletics department mentioned its “Spirit of Duke” program that specifies having at least one ethnic minority and one female in every pool of candidates. Some have tried to improve the diversity of their candidate pools by seeking the assistance of the diversity advisors mentioned above and DUMAC reported obtaining written agreement from two search firms to “try to identify qualified, diverse candidates.” Highlights of faculty and staff recruiting activities include:

- **Job fairs, posts, advertising and search firms**: The School of Law uses the Association of American Law Schools Faculty Appointments Register (FAR), a collection of information about registrants interested in teaching at law schools. The law school reports that “competition for entry-level minority candidates is fierce…with spousal considerations factoring in strongly.” Fuqua also mentioned dual (spouse) career situations. Another example of list use and development is the University Secretary’s developing database of black trustee candidates.

- **Visiting faculty and lecturers**: A common recruiting strategy is to invite women and members of minority groups to visit Duke for a semester or year in hopes of recruiting them. The School of Law mentioned the John Hope Franklin visiting professor and The Sanford School made reference to speakers and lecturers in residence.

Staff recruiting uses similar techniques to those for faculty recruiting:

- **Job fairs and postings**: DUMAC, Central Administration, Office of Information Technology and Athletics Department report attending job fairs and posting positions at Historically Black Colleges and Universities (HBCUs); a few departments attended the Gay and Lesbian Film Festival to generate interest in jobs at Duke; OIT posts on minority-targeted websites such as Diverse Ed; Alumni, Student Affairs and University Development advertise for candidates in HigherEdJobs.com, latinosinhighered.com and the American Association of Affirmative Action; Central Administration attends the Central Intercollegiate Athletic Association (CIAA) job fair and Veterans Helping Veterans; Student Affairs posts positions in HigherEdJobs.com where it has priority listings, and produces African-American targeted mailings.
• **Summer internships:** Public Affairs and Government Relations reports some success at lower levels through Duke-NCCU summer internships, but less success at higher levels.

• **Leadership oversight:** The administrative leadership of the department of undergraduate Student Affairs carefully monitors the hiring process, collecting and annually reviewing the diversity of staff at all levels in order to insure that they are continuing to make progress in creating a diverse workforce. In September 2012, minority employees made up 62.2% of the staff.

There are several pipeline initiatives focused on attracting lower level candidates for mentoring and scholarship development opportunities. For example, The School of Law has a Visiting Assistant Professor (VAP) Program. While participants in this program leave to teach elsewhere, VAP serves to “increase overall diversity of the law teaching profession.” The School of Law also has a “Your Scholars of Color” initiative that “helps minority scholars prepare for the teaching market by improving their research agendas and the overall quality of their scholarship and presentation.” The Sanford School does a “target-of-opportunity” search for African American scholars and has an NIH grant that provides a diversity supplement.

Another pipeline initiative is post-doc opportunities. The Sanford School is using this technique “to develop and nurture a relationship that might evolve into a faculty appointment.” The Faculty Diversity and Faculty Development Office mentioned the Provost’s Postdoctoral Program which sponsors two post-docs for two-year terms. The Fuqua School is participating in the PhD Project through a grant from the United States Department of Education, with the goal of assisting under-represented minorities to qualify for and acquire doctoral degrees in business disciplines.

Other pipeline activities include:

• The Athletics Department “Open Door” program that invites “one ethnic minority male and one ethnic minority female currently attending an HBCU to participate in an eight-week summer internship and professional development program.”

• The School of Divinity “cultivates leadership capacities by appointing young faculty to significant administrative roles.”

• The School of Medicine funded a Research Administrative Fellow position for qualified underrepresented minority staff in the area of research administration.

• Public Affairs and Government Relations worked with Duke Human Resources to launch a specialized professional development and career advancement program for communications professionals at Duke in order to “create opportunities for underrepresented minorities to gain the experience, knowledge, recognition and networking necessary to be competitive for more senior positions at Duke.”

• The Professional Development Institute created by Human Resources, nurtures the development of mid-level executives as a strategy to enhance opportunities for their professional growth.
3. Student Recruiting and Pipeline Strategies

Scholarships, fellowships, internships and aggressive and creative outreach are the primary focus for recruitment of underrepresented students, but as with faculty and staff recruitment, this is an area of continuing opportunity for the university. The Graduate School reports that the overall decline in applications from perspective students in 2013 is echoed in targeted underrepresented groups. The biggest decline was in African American applicants though this was partially offset by an increase in Hispanic and Asian American applications. As one strategy to improve these numbers, the Dean’s Graduate Fellowship, which targets students from diverse backgrounds, was increased from 43 to 48 awards. The Graduate School’s recruitment efforts include student groups such as the Bouchet Society, a student-led support group for underrepresented students in the sciences. The Graduate School has also provided funding directly to ten student groups. The comprehensiveness of the Graduate School’s efforts to enhance diversity reflects thoughtfulness and creativity.

The School of Medicine outlines several student recruitment and pipeline initiatives in its extensive diversity strategy, “Charting the Path Towards Inclusive Excellence.” Examples include the Department of Medicine’s Minority Recruitment and Retention Committee, the Summer Medical and Dental Education Program, and their participation in the IMSD program previously mentioned.

4. Learning/Training for Faculty and Staff

Over 80% of Duke’s leadership mentioned faculty and staff diversity training—existing courses, new initiatives, works-in-process, and in some cases, ideas that were tried but did not gain enough traction to be implemented or continued. Some set goals that may not yet have been reached, but are making progress. For example, The Graduate School which set the expectation for 100% diversity and cultural competency training has now reached 30% of its goal.

Some learning opportunities are devoted entirely to diversity and inclusiveness while others such as the “Guide to Managing at Duke” dedicate only a short amount of time to the topic. The most common venues for raising awareness and teaching skills are (1) staff meetings, discussions, speakers and articles, and (2) staff training on and off campus. For example:

- **Staff meetings, discussions, speakers, and articles:** Internal Audit has committed to discussing one diversity/inclusion element at each staff meeting; The Social Science Research Institute has implemented an initiative for staff community building discussions related to gender stereotypes in the workplace; The Office of Counsel holds a support staff team building meeting including “Generations in the Workplace;” The Office of Information Technology has published an article in each monthly newsletter on D&I related topics; The Central Administrative Management Center places articles in Work@Duke and DukeTODAY; The University Secretary’s office, the Office of the President and the Office for Institutional Equity collaborated to sponsor a major researcher of subtle bias to present to the Senior Leadership Group and a broader audience of managers and supervisors.
• **Staff training on and off campus:** Undergraduate Student Affairs has expanded its Intercultural Skills Development program in order to accommodate additional faculty and staff. They are exploring creating an online vehicle in order to provide training to a larger number of individuals. They have also created a very successful training program aimed at helping international students better understand cultural differences in U.S. academic expectations. The Divinity School offers training for the cultivation of women and minorities in leadership roles; Internal Audits uses an OIE continuing education series for staff; The Fuqua School provides global skills and generational differences training; several departments send staff to the “Guide to Managing at Duke” and “Management Orientation for Senior Academic Leaders” classes; there are fairly frequent requests for OIE classes in Subtle Bias and Enhancing Respect; HR, OIE, and the Disability Management Office offer new and updated training across campus; OIE has updated and improved its CultureVision program which has provided cultural competency training for more than 200 health system employees and coordinates the online CultureVision resource that appears on every pin station in the Health System.

5. Community Interventions and Support

Examples in leader reports of how Duke University supports the external community include both programmatic interventions and charitable contributions. The programmatic interventions have the mutual benefit not only of supporting the community, but also providing Duke students with valuable experiences and skill building opportunities in working with underrepresented groups and a variety of social, economic, and environmental issues.

• The Law School Clinical Program offers pro bono services to the community.

• The Nicholas School has a summer environmental program for Durham County high school students and has implemented a “Community-based Environmental Management” certificate track to prepare Duke students to work with disadvantaged communities.

• The Office of the Executive Vice President conducted the Duke Carbon Offsets Initiative, an energy efficient pilot program for 15 local homes. Duke Garden’s activities include: a partnership with the East Durham Children’s Initiative; public programs; DPS teacher training workshops; and tours conducted in Spanish. A program called “Double Exposure” brings Duke Public School children to the Nasher and Duke Gardens.

• Durham and Regional Affairs offers several programs to “increase access and success of underrepresented minority and low-income students in the Durham Public Schools.” Examples include: Tutoring programs that place 400-600 Duke students in DPS with budgetary support for the programs and for diversity training for the Duke students; the Durham-Mexico travel-study program; continued support of the Parent & Family Advocacy and Support Training (PFAST) and Latino PFAST programs.

• Charitable support: The Office of Counsel and the Office for Institutional Equity adopted families through Duke’s Project Share for the Holidays; Internal Audit supported Urban Ministries in record retention efforts, and raised money for the Mission and for the Durham Literacy Program.
6. Student Awareness, Campus Culture and Climate

There are many campus organizations whose membership represents the interests of women and minority groups. These organizations—some of which are campus-wide while others exist within Schools or particular groups (women, African Americans, Latinos, Asians, etc.)—provide valuable and needed support to their members. They also play an important role in raising awareness, educating and advising the administration, faculty, staff, and students. Most importantly, they give voice to the many perspectives of a diverse culture and help prepare all students for life in a global society.

Some of the diversity and inclusion activities described in this category are ongoing while others are still in development. They include student engagement and support programs, exhibits, speakers, and events—all of which raise awareness, educate, and communicate our commitment to diversity. For example,

- The Sanford School SPECTRUMS program (Sanford Students of Policy Engaging Communities with Tolerance, Respect, Understanding, and Mindfulness of Sexuality

- The International House’s Intercultural Skills Development Program

- Undergraduate Student Affairs’ “Do Something” campaign is aimed at encouraging students (bystanders) to intervene/interrupt various negative behaviors on campus

- Disability Management’s technical review of websites for accessibility, improved parking for mobility-impaired customers, and easier ability to apply for parking permits

- Duke University Library Exhibits Program

- Kenan Institute’s Project Change

- John Hope Franklin Humanities Institute’s potential collaboration with NCCU for a Durham Public Sphere Initiative—an idea for a public event series focused on the history and changing cultural landscape of Durham

- The Office for Institutional Equity’s overhaul of Diversity Newslinks, now with a subscription base of over 800 employees

- The School of Law’s Language Lunch Tables, an initiative to increase interaction of JD students and international students in the LLM and SJD programs

- The many diversity events and student clubs associated with The Fuqua School, a small example of which include,
  - Duke MBA Weekends for Women and LGBT Applicants
  - Duke MBA Workshop for Minority Applicants
  - Diversity Coffee Chats
  - Minority Alumni Advisory Board
  - Duke Black and Latino MBA Organization
• The Duke School of Medicine
  o LGBT Inclusion Council
  o Bi-monthly meetings of the Chief Diversity Officer and the Chair and Vice Chair of the Student National Medical Association
  o Dean’s dinner for Underrepresented Minority Faculty
  o Latino Faculty Networking Breakfast hosted by the Chief Diversity Officer
• School of Nursing banners and posters to better reflect the diversity of their community
• An event honoring African-American pioneers at the School of Nursing
• The Samuel DuBois Cook Awards dinner and the 50th Anniversary Commemoration

Observations and Questions for Consideration

While these status reports clearly indicate that there has been continuing effort and progress toward advancing the goals of increased diversity and inclusion, they do not provide sufficient information to measure the true impact of university-wide efforts. For example, they do not reflect significant diversity/inclusion strategies that are outside of the three initiatives focused on during this project and they do not reflect curricular or co-curricular strategies undertaken at the undergraduate and graduate level. But, these reports do reflect the increasing engagement of leaders in enhancing the diversity/inclusion within the university. This is an important step for the university.

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Duke University School of Nursing Diversity Statement

Duke University School of Nursing (DUSON) values diversity as a crucial component in its engagement with students, faculty, and the world. We think of it as diversity with a global perspective:

- Creating a learning climate where creativity, robust yet respectful debate, and a genuine respect for others can flourish.
- Fostering international research collaborations, developing global health initiatives, and coordinating access to health care for under-served populations.
- Educating next-generation nurses for leadership and service in the global community.

Diversity with a global perspective assures a warm welcome—not mere tolerance—for differences in national origin, race, color, religion, sex, age, sexual orientation, gender identity, disability, or veteran status. Duke University School of Nursing values inclusion of the unique. It provides a safe haven where diversity can spawn intellectual engagement and collaborative partnerships.

Pratt School of Engineering Best Practices for Cultivating Diversity – Our Action Plan – Pratt

- Establish a central point of contact for diversity efforts
- Report and publish the numbers
- Enhance outreach to minority students in undergraduate recruitment and retention
- Create a pipeline for minority students in Duke’s engineering graduate programs
- Invite more female and minority colleagues to give seminars at the Pratt school
- Build bridges between Duke’s Pratt School and the NC A&T College of Engineering and North Carolina State University

It is anticipated that as this “three initiative strategy” evolves, the tactics and approaches of leaders will continue to be more focused, evidence based and aligned with outcomes that enhance the diversity and inclusion of the university.