

AAP Best Practices 2009

Best Practices

Practices in Equal Opportunity and Affirmative Action

The Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) enforces the nondiscrimination and affirmative action requirements that apply to federal contractors and subcontractors. The agency recognizes outstanding federal corporate practices through its annual Exemplary Voluntary Efforts (EVE) and Secretary of Labor's Opportunity Awards ceremony. The OFCCP gives awards to exemplary federal contractors that have multi-faceted and innovative programs that enhance employment opportunities for all employees. Award winning programs generally embrace the following best practices:

- Institutional leadership and demonstrated commitment to equal employment opportunity and affirmative action, that are communicated throughout the organization;
- Successful analysis and self-monitoring of the contractor workforce to identify and address possible discrimination and ensure compliance with federal equal opportunity requirements;
- Good faith efforts to remove identified barriers and expand employment opportunity via accountability and measurable results from the successful good faith efforts.

This section includes Best Practices in equity programs and initiatives with regards to diversity and equal opportunity among students, faculty, and staff at Duke University. A Best Practice can either directly or indirectly affect diversity and equal opportunity at Duke University. To qualify for a best practice, the program or initiative needs to meet at least one of the practices mentioned above. If you know of a program or initiative at Duke that qualifies for a best practice, please contact the Office for Institutional Equity.

Faculty Diversity Initiative

The Black Faculty Strategic Initiative, started in 1993, focused on doubling the number of regular rank Black faculty in the following ten years. Although this goal was more than accomplished, we continue our efforts to increase representation of Black faculty at Duke. The Provost appointed a Task Force on Faculty Diversity in 2003 to define salient issues that would inform a new diversity initiative for the decade 2003-2013. In conjunction with a recommendation made by the Women's Faculty Development Task Force, the Provost appointed a Standing Committee on Faculty Diversity in 2003. The Committee meets regularly during the academic year and is charged with examining the situation of women and underrepresented minority faculty across several dimensions: recruitment, hiring and retention; developing resources to assist local units in hiring; mentoring; assessment of data, and making recommendations to the Provost in the area of faculty diversity.

Other measures that resulted from the work of the task forces include: interview regular rank faculty who leave Duke, support grassroots networking among female faculty and other groups, take an institution-wide faculty climate survey in 2010, and provide central financial support to enhance the strategic hiring and advancement of female and minority faculty. These measures continue.

The Provost reports biannually to the Academic Council on the progress of work related to the Faculty Diversity Initiative, most recently in December 2008. Diversity is one of the core themes highlighted in the Duke University 2006 strategic plan, "Making a Difference." Concerns regarding "pipeline" issues have also led to the establishment in 2007 of the Provost's Postdoctoral Program, which supports two postdoctoral associates annually for two years each. The provost also supported the development of a new website in 2007 related to diversity, www.diversity.duke.edu.

In September 2006, Duke University received one of five accelerator awards from the Alfred P. Sloan Foundation related to Faculty Career Flexibility. This two-year award contributed to and enhanced work related to diversity in the academy, specifically a flexible work arrangement policy for regular rank faculty, efforts related to dual-career/partner recruiting and retention, and pre-retirement planning and post-retirement work. A brochure, Advantages for Duke Faculty, and website, www.provost.duke.edu/faculty, were created with this award. We established a Junior Faculty Development series, aimed at helping assistant professors obtain the information and tools they need to be successful.

Contact the Office of the Provost for more information or visit the following website: www.provost.duke.edu/faculty/diversity

Staff Equity Initiative

In 2001, a Task Force on the Recruitment and Retention of Women and Minority Administrators was charged with examining issues around recruitment and retention of minority administrators and making recommendations to help guide Duke's efforts toward increasing diversity among senior management. As part of the ongoing efforts to increase diversity across the University, officials are taking new steps to ensure the diversity of applicant pools for upper-level administrative positions. The Office for Institutional Equity regularly meets with search committees to present information about relevant federal statutes, discuss the potential for subtle bias and stereotyping, convey the institution's commitment to diversity, and offer strategies to identify outstanding candidates from a wide range of backgrounds and experiences. This approach is designed to create a more structured approach to search committee work and increase the diversity of the institution's leadership, consistent with the Task Force recommendations.

Contact the Office for Institutional Equity for more information or visit their website at www.duke.edu/web/equity.

Professional Development Institute

As part of Duke Human Resources, the Professional Development Institute offers tailored development programs and services to foster professional and career growth for specific employee groups and to support Duke's staffing needs. Our mission is to retain high performing employees.

The goals of the Institute include improving retention and strengthening workforce commitment, developing the skills and capabilities of staff to compete for employment opportunities at Duke, and supporting Duke's commitment to diversity.

The Institute maintains a Resource Center that provides a central location for staff to access information, and support to help them pursue their professional goals at the University and Health System. Online web resources, a book club and department presentations are also available through the Resource Center.

The First-Time Supervisor Program, a long-term development program at Duke University initiated in January, 2006, focuses on the professional development of staff members who aspire to become supervisors or who will be moving into new supervisory roles. The program provides structured training in the areas of people management, financial management and budgeting, project management, and other supervisory competencies. The completion rate for this program is 95% and the most recent graduation took place in December, 2008. In addition, Class VI of the Office Staff Development program began in December 2008. This program develops staff in lower level positions (level 2 – 6) to move into promotional opportunities in administrative office and medical office support roles. Graduation for this class will be in October 2009. Over 90% of the graduates for the first five classes have advanced.

Contact the Professional Development Institute for more information.

Diversity Leadership Initiative

Duke University Health System (DUHS) has in place diversity leadership initiatives to ensure that diversity and inclusion are incorporated as strategic business imperatives for the current and future success of our hospitals. A group led by senior administrators of the health system, including the chief executive officer and chief human resources person of each [Duke] hospital, and a cross-section of key hospital and university leaders, is known as the Diversity Leadership Group (DLG).

The DLG supports the development of diversity plans with specific strategies, timelines, and outcome measures. Initial work has focused on: recruitment and retention of females and underrepresented minorities in senior administrative positions, diversity education, integration of diversity behaviors into the performance evaluation system, development and implementation of an assessment and validation process for the cultural competence of managers and other staff, and development of a communication strategy for staff to understand the strategic importance of diversity and its connection to high-quality patient care.

DLG initiatives have inspired the formation of local diversity leadership groups engaging site-specific senior leadership teams of managers and front-line employees. These local groups meet on a regular basis to develop goals for improving work culture, maximizing heterogeneity of employees, and providing the highest quality of care for all patients.

The Office for Institutional Equity (OIE) provides an intensive leadership development model known as the Diversity Dialogue Process. This process enhances the competencies and accelerates the knowledge required for senior leaders to effectively lead organizational growth and change. This transformational leadership process focuses simultaneously on intrapersonal, interpersonal, and organizational development in fostering a culture of diversity and inclusion.

The Diversity Dialogue Process executed by the Executive Leadership Team at Durham Regional Hospital is now well into the implementation phase. This process will soon be initiated at Duke Raleigh Hospital before potentially rolling out to other parts of the Health System and University. As part of this process, Durham Regional Hospital is identifying patient satisfaction metrics to ensure quality and consistency of care for all patients.

Contact the Office for Institutional Equity for more information or visit the OIE website at www.duke.edu/web/equity.

Strategic Plan: Recommit to Diversity and Access

Duke University includes diversity in its strategic plan, thereby acknowledging support from the highest levels of leadership for diversity initiatives. One of the key goals in this

strategic plan is to recommit to diversity and access by continuing with the Faculty Diversity Initiative, expanding collaborations across Durham, the region, and the world, and strengthening a need-blind admissions policy are integral parts of the plan.

Contact the Office of the President for more information.

Community Volunteer Initiative

Although volunteer initiatives have been a part of Duke University for many years (see below), a new position was established at Duke University in 2008, the Vice President for Durham and Regional Affairs. This position oversees many community enhancement initiatives emphasized in Duke's strategic plan and involves employees, students, and faculty at Duke. Through the United Way fund drive, Duke University and Duke University Health System employees can donate to several organizations that are helping the Durham community. These organizations include Academic Enrichment and Youth Development, Neighborhood Growth and Development, Community Health, Community Arts and Academic Non-Profit Organizations, University Engagement and a Community Care Grant-making Fund. More information on these initiatives is noted in the following paragraphs.

Duke-Durham Neighborhood Partnership

The principal goals of the Duke-Durham Neighborhood Partnership are to work with residents to improve the quality of life in 12 neighborhoods near campus, including some of the city's lowest-income areas, and to boost student achievement and teacher performance in the eight public schools which serve these neighborhoods. The Partnership also supports the goal of making public service a high educational priority by encouraging Duke students to volunteer in the community. Since its inception, more than 3,500 students have volunteered through the Partnership serving as mentors and tutors. Staff members from more than 35 Duke departments also participate in community programs.

Contact the Office of Community Affairs for more information or visit their website at www.community.duke.edu/duke/.

Housing

Through its support of Durham's Habitat for Humanity and Self-Help Community Development Corporation, Duke has helped renovate or construct more than 264 houses. Of these, more than 200 have been affordable homes for first time homeowners. In Walltown, a low-income, historically African-American neighborhood near Duke, 90 homes have been renovated or constructed and special city loans and equity programs have allowed residents to become homeowners. Duke also supports a grassroots partnership to increase affordable housing in partner neighborhoods in Southwest Central Durham. This partnership worked to build 14 affordable homes in a new subdivision, Pauli Murray Place.

Contact the Office of Community Affairs for more information or visit their website at [www.community.duke.edu/duke/results/Kristen results Afford.htm](http://www.community.duke.edu/duke/results/Kristen%20results%20Afford.htm)

Schools and Youth Programs

The Office of Community Affairs links Duke faculty, staff, and students with school personnel from eight partner schools. Since its inception more than 3,500 students have volunteered through the Partnership, as mentors and tutors in partnership schools and community centers.

In February, 2006, President Brodhead announced that the Durham Public School System and Duke were expanding their longstanding partnership with three new initiatives designed to significantly boost support for classroom teachers. The new initiatives offer intensive Spanish-language training to Durham teachers, provide mentoring for veteran teachers in an effort to reduce their turnover, and allow students to earn free master's degrees in teaching if they teach in Durham Public Schools. The programs are expected to provide direct support for as many as 200 Durham Public School teachers who work with approximately 6,000 public school students.

A computer recycling program has been in place for several years. In this program, the hard drives computers that are no longer in circulation at Duke are completely cleared and refurbished for use by area schools and community nonprofit organizations. For the area schools this allows for classrooms to have modern, Internet-ready computers to assist students with learning. In earlier years, Duke donated 50 – 75 late-model CPUs. More recently, over 1,600 reconstructed computers were donated to Durham Public Schools in a one-year period. This program not only helps provide high-tech equipment for use by students, but also helps Duke to be environmentally responsible in recycling serviceable units.

Contact the Office of Community Affairs for more information or visit their website at www.community.duke.edu/duke/schools.

Community Health

The Duke-Durham Neighborhood Partnership has helped facilitate the creation of two school-based wellness clinics in partner neighborhoods that provide services to more than 9,500 residents and school-based clinics serving thousands of children. The Walltown Neighborhood Clinic, which celebrates its fourth anniversary in January, 2009, serves primarily low-income patients from the Walltown neighborhood and greater Durham.

Contact the Office of Community Affairs for more information or visit their website at <http://communityhealth.mc.duke.edu/clinical/?/walltown>.

DukeEngage

DukeEngage empowers students to address critical human needs through immersive service, in the process transforming students, advancing the University's educational mission, and providing meaningful assistance to communities in the U.S. and abroad.

The DukeEngage program provides funding for Duke undergraduates who wish to pursue an intensive civic engagement experience anywhere in the world. Through DukeEngage, students apply what they have learned in the classroom to address societal issues at home or abroad. Not only do students tackle real-world problems, but they develop the valuable skills and self-knowledge that evolve from spending time in an immersive service experience.

Contact the Duke Center for Civic Engagement for more information or visit their website at <http://dukeengage.duke.edu>.

Awards and Accolades

Listed below are awards given to Duke University for best practices recognized by notable organizations, associations, and agencies.

Presidential Award for Service to Youth from Disadvantaged Circumstances

The award, issued by the Corporation for National and Community Service, recognizes Duke's contributions to youth development in Durham. Programs offered through the Community Service Center at Duke such as America Reads/America Counts, and WRITE Now!. In addition, the mentoring program for Durham's at-risk pre-kindergarten through high school youth offered by Duke's Office of Durham and Regional affairs contributed to Duke's recognition. The Corporation for National and Community Service is an independent federal agency, with the CEO appointed by the President and confirmed by the Senate. The Corporation is the nation's largest grant supporter for service and volunteering.

For more information on this Presidential Award for Service visit the following website: www.nationalservice.org/about/role_impact/index.asp

Fuqua Rated Top-Ten by Hispanic Business Magazine

For several years, the [Duke] Fuqua School of Business has been placed in the top-10 MBA programs for Hispanics. Duke ranked number three in 2008. Fuqua combines several programs with a number of Latino student organizations, and matching private scholarships for the advancement of minority business students to recruit and retain Hispanic MBA students.

For more information on the recognition of Fuqua in the Hispanic Business Magazine visit: www.hispanicbusiness.com/rankings/top_schools/2008/8/27/top_10_business_schools_for_hispanic.htm

Diversity Award

The Duke University Annual Diversity Award recognizes staff or faculty members who demonstrate, through their positive interactions with others, respect and value for differing backgrounds and points of view within the University Community. Winners of the Diversity Award for 2008 were honored by Duke University and Health System leaders during a luncheon in November.

Sammie Award

Named for a Duke faculty member, distinguished political scientist, educator and human rights activist Dr. Samuel DuBois Cook, these awards are given to individuals who have contributed notable community service with regard to diversity and equity. This year, six individuals received the award for current and past accomplishments in various areas, such as school integration, the administration of an outreach program that brings minority and disabled undergraduates to Duke, enhancing diversity education among staff at Duke, work with inner-city school children on using creative arts to perform service projects, and ministry work in the areas of civic engagement, nonviolence, and poverty. The awards were presented at the 12th annual Cook Society dinner attended by over 400 people, including senior University and Health System administrators and community leaders.

For more information about the awards and the Cook Society, visit their website at www.duke.edu/web/cooksociety.

OIE Equity, Diversity, and Inclusion (EDI) Award

The EDI Award recognizes individuals and groups across the University and DUHS for exceptional leadership and commitment to equity, diversity, and inclusion within the Duke Community. This semi-annual award recognizes individuals and groups who have participated in OIE initiatives, employed strategies to promote equity, diversity, and inclusion in observable and measurable projects or initiatives, and demonstrated behavior which illustrates leadership and commitment to the inclusion of members of traditionally underrepresented groups. Recipients of this award are automatically nominated for the University's highest diversity award, the Blue Ribbon Diversity Award.

Future Best Practices

As mentioned throughout this plan, Duke University and Duke University Health System encourage initiatives and programs designed to build equity among all faculty and staff covered under the Affirmative Action Plans. In our growing and perennially changing environment, new policies and procedures are being introduced all the time. Individuals are encouraged to contact the Office for Institutional Equity with information about any policy or procedure that might fit the description of a best practice so that others can benefit from these successes.
