

Duke University  
2007 Affirmative Action Plan  
Executive Summary

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## Introduction

In March 1970, Duke University adopted its first Affirmative Action Plan (“Plan”) for Equal Opportunity. President Sanford introduced it by noting that it “was something far beyond a necessary compliance with governmental policy.” More than three decades later, as the national climate and debate over affirmative action intensified on campuses, at the symposium titled *What Difference Does Difference Make?*, President Keohane remarked:

“As the current backlash against affirmative action and minority recruitment in several parts of our country makes crystal clear, we have taken too much for granted. As a result, we have not yet made a compelling argument, both to skeptical folks on campus and to many in the world outside, for the importance - to learning - of multiple perspectives, different ideas and values on a university campus.”

Under the leadership of President Brodhead, we remain committed to the principles of fairness and equity that illuminated our first Plan in 1970; the processes that we have implemented over the years to ensure an inclusive community will continue to anchor and guide us in the future.

With this update of the Plan, the Office for Institutional Equity (OIE) brings to the members of the University community a set of challenges and opportunities. Although the Plan is a compliance document fulfilling part of the responsibilities of Duke University as a federal contractor, in the words of a 1970 Trustees’ resolution, we adhere to a policy of equal opportunity “not solely because of a legal requirement, but because it is a basic element for human dignity.”

## Description

The Plan includes two central elements that require annual updates.

- **Workforce** consists of a compilation of Duke’s workforce by race and sex within occupational categories (type of work) and organizational units.
- **Utilization Analyses and Placement Goals** identify areas of concern and set forth targets to work towards in the future.

Utilization analyses compare the representation of minorities and women at Duke University with the availability of these groups in the appropriate labor market for each group. Underutilization occurs when representation of minorities and women at Duke diverges from its estimated availability to a statistically significant degree as defined by regulations.

Placement goals are set in accordance with affirmative action regulations and indicate the target hiring rate for underutilized groups. The goal-setting process is used to target and measure the effectiveness of affirmative action efforts.

There are also two sections to support the central elements of the Plan.

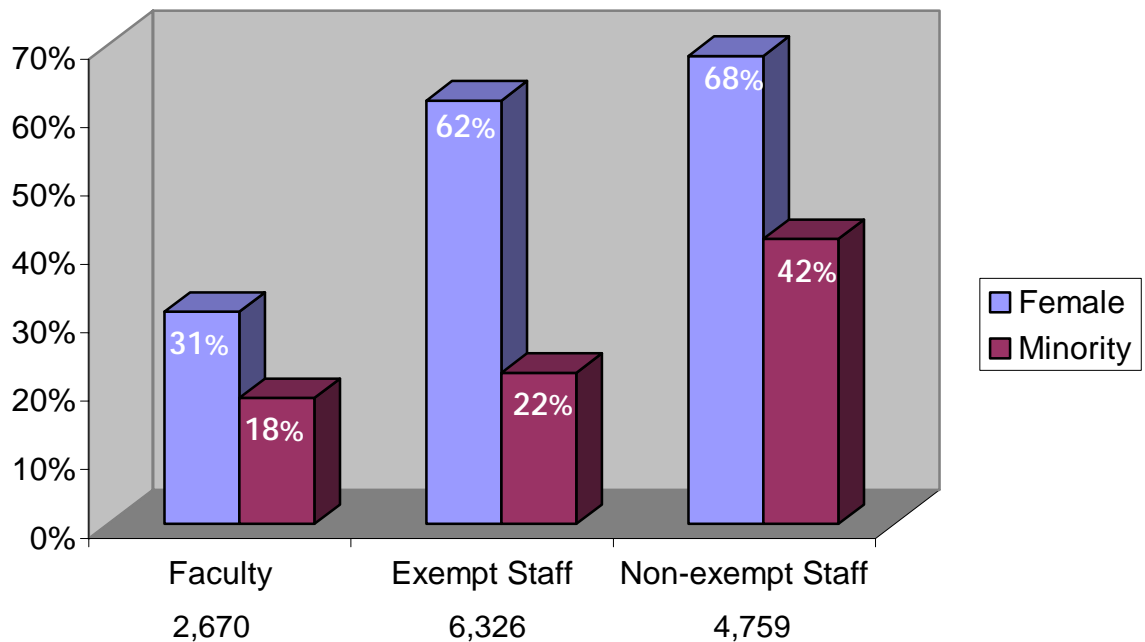
- **Initiatives to Alleviate Underutilization** offers a discussion of contributing factors for underutilization and current initiatives aimed at achieving placement goals. It examines trends and provides an analysis of underutilization in each of three major employment categories: faculty, exempt staff, and non-exempt staff.
- **Monitoring and Reporting** offers a description of our monitoring and reporting systems.

In addition there are five appendices: Description of Job Groups, Glossary, Best Practices, Harassment Policy and Procedures, and Consensual Relationship Policy Guidelines.

## Workforce

In 2006, faculty growth reflected a 3% increase over 2005 to a total of 2,670 regular rank faculty. While exempt staff grew by 8% during the same period, growth among non-exempt staff was virtually flat. Minority and female representation for faculty and staff has remained relatively consistent over the past three years.

### 2006 Demographic Profile of Faculty and Staff



Note:

Data reflect a snapshot of the workforce as of December 1, 2006, and are obtained from the university payroll system. Part-time, temporary employees, students, contract labor, and house staff are not included in the workforce data.

## Utilization Analyses and Placement Goals

In addition to noting underutilization, the tables below also identify groups where representation differs substantially from availability, but does not rise to the statistically significant level dictated by federal standards. The majority of the areas noted below represent patterns that are chronic and persistent over the last few years.

### FACULTY

	Women	Minorities
<b>Arts and Sciences:</b>		
Social Sciences	⇒ ☑	
<b>Professional Schools:</b>		
Divinity School	☑	
Engineering (Pratt):		
<i>Electrical</i>		☑
<i>Mechanical</i>		⇒ ☑
Fuqua School of Business	⇒ ☑	
Nicholas School - Environment	⇒ ☑	⇒ ☑
School of Law		⇒ ☑
<b>Schools of Medicine and Nursing:</b>		
Basic Sciences	⇒ ☑	
Clinical Sciences		⇒ ☑
School of Nursing	☑	☑

### STAFF\*

Occupational Category	Women	Minorities
<b>Administrative</b>	⇒ ☑	⇒ ☑
<b>Professional</b>	☑	⇒ ☑
<b>Technical/ Paraprofessional</b>	☑	
<b>Skilled Crafts</b>	⇒ ☑	⇒ ☑

☑ = Indicates underrepresentation for the 2007 Plan

⇒ = Indicates underrepresentation in at least 2 of the past 3 years

\* Noted occupational categories indicate underrepresentation for some positions in this category.

Despite the progress made in past years, underutilization of women and minority faculty and staff persists in several areas. Duke's hiring patterns for 2006 indicate some progress towards placement goals, but fell short in several key areas. Among faculty groups, 2006 placement goals were met for minorities, but fell short for women in Arts and Sciences and several Professional Schools. For staff, there was some progress towards meeting 2006 placement goals. Though, we continue to struggle to meet targets for executive-level Administrative and Skilled Crafts positions for both women and minorities.

Placement goals for 2007 were set for all groups noted in the tables above.

## **Current Initiatives and a Framework for Moving Forward**

The Office for Institutional Equity, in collaboration with the Office of Human Resources and others, has recently initiated several programs to address the underrepresentation of women and minorities and to create awareness of best practices in sustaining a more diverse and equitable workplace. During the past two years, the methodology used to estimate external availability has been enhanced and utilization analyses have been refined, thus improving our ability to more accurately identify areas of concern and formulate realistic placement goals. OIE representatives visit all search committees to share best practices, and to discuss diversity goals. Human Resources and OIE staff monitor recruitment patterns and employment transactions, especially in areas where we have placement goals. Increased attention has been focused on recruitment and retention of senior administrative positions, an area in which we have chronic underutilization.

Duke is committed to building an environment that offers equal opportunity for all individuals, and has created programs to meet this commitment. Several initiatives for faculty and staff are in place to better understand and address matters of recruitment, retention and professional development of current staff. We recognize that self-assessment, enhanced managerial accountability, education and resources are fundamental to making progress.

Institutional initiatives focus on the following:

- Expand the scope of recruitment and retention efforts,
- Offer training and mentoring opportunities to current employees,
- Promote a respectful and inclusive workplace,
- Improve accountability measures for diversity and work culture initiatives, and
- Enhance internal monitoring and reporting systems.

While elements of the framework above are already incorporated into Duke University's policies and practices, there is still much work to be done in enhancing the effectiveness of these efforts by ensuring consistency in implementation across the University. A concerted and sustained effort is necessary to promote a truly diverse environment at Duke. It is a shared responsibility that will require the commitment of all members of the Duke community.