

**ENHANCING OUR ENVIRONMENT, ENSURING OUR SUCCESS:**

**Diversity Planning Guide**



Revised September, 2001

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## Introduction

One of the earliest trends in the field of diversity was to provide learning experiences for individuals and work groups aimed at increasing “sensitivity” to minority groups, particularly African-Americans. These small group interactive sessions of the 1960’s and 70’s focused on *affective*, rather than *behavioral* change. Intense emotional, and sometimes confrontive techniques were used to coax group members into “recognition” of their own prejudices. It took the Civil Rights’ and Women’s Movement to broaden and sharpen the diversity field’s focus to include *equitable treatment* and *discriminatory behavior*, in addition to emotional sensitization. In public accommodations, as well as private businesses, federal legislation and local laws began to influence the treatment of women and ethnic minorities, as well as the direction of the “diversity field.” This emphasis on equitable treatment, fairness, and behavioral change was the precursor to today’s concept of diversity.

The shifting U.S. immigration patterns of the 1980's and 90's, the internationalization of work, and the competition of our increasingly technological business environment, contributed to further re-shaping of the “field of diversity.” American businesses moved to be more responsive to a widening consumer base, increase the numbers of women and minority employees in positions of responsibility and build work environments that were non-discriminatory and “comfortable” for all employees. This change was (is) slow, and often met with subtle, and sometimes overt resistance. Diversity training in those corporate and non-profit organizations sought to not only positively impact the work environment, but also to dull the resistance to the changing gender and ethnic make-up of many organizations. Training began to focus not only on awareness of personal perceptions, biases and stereotypes, but also on how to teach and model *effective, efficient, and equitable work behaviors*. The new challenge was: how can one manage a diverse group of employees in an equitable manner, while maximizing their contributions and increasing profits?

In the past decade, the emphasis on workplace behaviors has been incorporated into the movement to create and nurture *systemic organizational change*. What are the strategies that impact *basic systems* within an organization? The expectation is that systems change is more fundamental and long lasting, than individual behavior change alone. Individuals come and go within an organization, but the processes and rules dictating how the business is run, remain fairly intact. Systemic responses include: changes in hiring, staff development and retention processes, changes in conflict management approaches, as well as changes in reward and recognition systems. While personal awareness, individual behavior change and skills enhancement are still important in diversity interventions, the challenge for today’s organizational leaders is to develop work systems that fully integrate diversity into the core mission and practices of the organization...systemic change.

## This Document

This planning document is an introductory guide. As such, it does not provide a comprehensive treatment of the subject of organizational diversity or the major trends in the globalization of business. It focuses on a set of suggested work systems (**elements**) and strategies for integrating “diversity” into a department or work area. The effectiveness of modifying work systems (**elements**) and strategies relies heavily on the institutional climate of the larger organization. The alignment of words, deeds, and resources is fundamental to creating and fostering an organizational climate where work practices and strategies can be established and have real meaning. An organization’s pronouncements must be in line with how business actually gets done. For example, written and verbal declarations of equity in hiring and promotions must be consistent with how employees *actually* enter and advance in the organization. Dual systems of hiring and promotion that restrict equal access and advancement opportunity foster a climate of mistrust and suspicion. The most well thought out and executed diversity strategy, will likely falter in a climate of mistrust and insincerity.

This guide is organized around five key **elements**: Committed Leadership, Management Practices, Measurement and Awards, Employee Involvement, and Education and Development. There is, and should be, overlap among these **elements**. Although they are presented as separate categories or organizational systems, the reader should recognize that in reality these **elements** are very much interrelated.

After the presentation of each **element**, several specific **work practices/strategies** are delineated. These **work practices/strategies** are designed to be practical suggestions that the reader should consider in building a diversity plan for her/his department. As a plan is developed, careful attention should be given to the interrelationship and interdependence of these **work practices/strategies**. They should support and reinforce each other and be consistent with the organization’s mission and core values (see Duke University Work Culture Guiding Principles in Appendix).

Throughout this document there is liberal use of the term “diversity.” Although there are a number of definitions favored by different theorists and practitioners, in this document the term is used to refer to three interrelated concepts:

- a set of principles and values rooted in justice, fair, and equitable treatment of individuals and identity groups (e.g. African Americans, Latinos, women, gays)
- a philosophy supporting the necessity of developing and enhancing *work systems* that rest on principles and values of fair and equitable treatment of individuals and identity groups
- a recognition that the demographic make-up of a team, department or organization influences individual, and organizational, cognitions, beliefs and behavior...difference matters!

## Diversity Plans

What can leaders do to integrate sound diversity principles in their department or unit? An important first step is the development of a plan. It is inefficient and ineffective to only respond to “diversity crises,” or to conduct a periodic diversity training workshop and expect *systemic change*. Organizational change best occurs as a result of a well thought out plan that is consistent with an organization’s mission and core values, and intervenes in the basic structures and systems within an organization. This plan should consist of interlocking and interdependent **work practices/strategies** that ensure equity, fairness and maximize the contributions of all individuals in a department or unit. In other words, these **work practices/strategies** should be:

- interwoven and integrated into *all* appropriate aspects of business
- *aligned* with the mission and core values of the larger organization
- institutionalized as a *permanent* part of the way business is conducted
- *broadly inclusive* of differences (e.g., race, culture, gender, sexual orientation, disability, age, religion)
- reflective of responsibility that is *shared* by the leadership and the employees
- rooted in *research* or “*best practices*”
- frequently *evaluated* and *assessed*

The reader is reminded that the **work practices/strategies** described in this document are only examples. Leaders should expand on these suggestions, keeping in mind the above guidelines. In most cases the suggested **work practices/strategies** will need to be modified to more appropriately fit the business of a particular department.

## Getting Started

Diversity planning is a shared responsibility. The department head or manager might begin by organizing a “diversity working group” or committee. This group should represent a cross-section of people at different levels of the department and reflect the diversity of the staff. This group, in concert with the department head or manager, needs to have some knowledge of diversity planning and a level of personal awareness of their own perceptions, predispositions and stereotypes. The group, along with the department head or manager, need to focus on the *broad areas* of desired change within the department and begin to discuss how to involve all employees in thinking about this change. An initial training experience for all staff might be contemplated.

The department head or manager then needs to develop a preliminary diversity plan. Depending on the specifics of the particular department, this can be done by one person or a small committee. Care should be taken to seek input from staff at all levels and work areas within a department. Although a long-term view of systemic change is critical, the initial plan might

focus on strategies for the first year. This document can be a valuable tool in constructing this initial plan.

You should also consider working with an internal consultant. The Office for Institutional Equity (OIE) can be an important resource. Experts at OIE can be invaluable in coaching the learning process and providing technical assistance in plan construction and committee functioning. Developing a plan that integrates diversity work practices into the core business of a department can be challenging...and incredibly rewarding!

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## Element: Committed Leadership

It is clear that systemic change requires the concentrated energy and ideas of many individuals in a workplace, but it is the leader (chair, department head, manager, etc.) who provides the direction and sustains the momentum necessary for change.

The leader must have a clear vision of the *desired state* of the department or unit. Without such a vision, change is often a meandering journey without a clear purpose or direction. You, as a leader, don't merely stimulate movement, but provide a focused vision that funnels the ongoing learning and growth of your department toward a set of specific goals. Although these goals may be modified as a result of new learning, they must remain consistent with your vision for the organization. In addition, in order to implement your vision, you must have a clear, detailed plan. It is this plan, in this case a diversity plan that provides the direction for systemic change.

Central to any organizational change, but certainly in the development and implementation of a diversity plan, is the *commitment* of the leader. It is the commitment of the leader that sustains the momentum of diversity planning through the many challenges and obstacles to changes in core business practices. Commitment in this context, entails acknowledgment and understanding of a set of values and work principles, a willingness and motivation to give those values and principles high priority in doing the work of the department, and a sustained engagement in a process of ongoing personal learning and growth.

The University is committed to the values of equity and fairness and has promulgated a set of Guiding Principles (see Appendix) designed to foster a shared understanding about how our work should proceed. But, one of the challenges for leaders is their willingness and motivation to keep these values and principles central to the work of a department, even under the pressures of increased workload, productivity demands and efficiency requirements. The capacity to create and sustain a learning environment where diversity of a workforce, equality of opportunity and fair and equitable treatment are central to the way business is conducted is the charge of committed leadership. Selected **work practices/strategies** of committed leadership are described below.

### Work Practices/Strategies

- In a planned and deliberate manner, issue frequent and detailed statements and documents related to your vision for diversity. These statements serve not only to make clear to staff the importance of diversity, but clarify how you see the link between their present work and your vision for the future. The frequency and detail of these statements and documents also point to the high priority that you give to diversity. Lastly, your presentations must regularly discuss the connection between diversity and business success.

- Model behavior that is consistent with your commitment to diversity. In hiring, promoting, managing conflict, etc. demonstrate the values and work principles that reflect your vision for the department. Ask yourself, “Does the make-up of my staff reflect the values that I talk about? Does my behavior reflect my words?” Be mindful of speaking up on a *broad range* of diversity issues. Don’t neglect, for example, sexual orientation or disability, because it may not seem to be a popular issue at present. You want to model attention to *all* differences and the potential for disparate treatment of any minority group.
- Provide appropriate resources for diversity efforts. Make sure that you provide the monetary and non-monetary resources for your staff to implement your vision. Non-monetary resources can include, time off for special projects, training opportunities, or access to University events that support the diversity vision of your department.
- Initiate meetings with internal and external colleagues to share best practices (diversity) and spur diversity learning. Not only do leaders have the responsibility of communicating innovative and successful diversity practices to others within and beyond the University walls, but also their own on-going learning is enhanced by collaboration.
- Ensure that the importance of diversity is clearly referenced in your strategic plan, mission statement and annual goals. The integration of diversity into all of the key documents within a department, not only sends a message to staff that diversity is part of the way everyone is to conduct business, but it is an important part of a meaningful accountability system. Committed leaders hold staff accountable for *specific* diversity outcomes, not general interest in equity.
- Adopt a long-term approach; be mindful of the fact that there are no “quick fixes.” It’s important to communicate that organizational change usually involves set backs and challenges. Being a leader in orienting staff to long-term work, and sustaining momentum, is critical to systemic change.

## **Element: Management Practices**

Many diversity plans fall short because they prescribe short-term “diversity programs.” These efforts are often rolled out with great enthusiasm and fanfare. The hope is that they will have some lasting effect on basic business processes within a department or work area. Unfortunately, the “program” doesn’t usually impact *basic business process*, but exists, for a limited time, as an adjunct to these processes. For example, a lack of cultural diversity top executives of a department may be due, in part, to the usual source of applicants. They may be recruited from the same schools or organizations year after year. One year the department develops a “program” that reaches out to other sources, sources more likely to produce a diverse applicant

pool. After the “program” has contributed to a few new hires, it is dissolved or allowed to fade away. The department returns to its usual source of pools for top executives.

There has not been a change in the basic process for developing pools of candidates or executive positions; instead, a time limited “program” was developed to increase the chances of hiring a few diverse candidates. Not only has there not been systemic change, but also everyone views the “program” as this month’s or this year’s “pet program.” The message is not that we are changing the way we develop employment pools, but instead business continues as usual, while we implement this particular project.

This discussion is not meant to negate the value of experimentation, risk taking or trial and error approaches. Change in basic management processes sometimes results from knowledge gained from trying several different approaches or programs. But, hopefully these programs are not viewed as ends in themselves, but are seen as part of a learning process on the way to developing change in a basic management process . . . a process that will contribute to greater diversity in the service of business goals. Although virtually *all* practices within an organization can be viewed as management practices, what follows is a sampling of processes that can contribute to greater diversity of staff and increased utilization of a skills and talents of all employees.

### **Work Practices/Strategies**

- Monitor recruitment and retention data systematically:
  - Compile lists of sources (professional organizations, churches, schools, etc.) for the creation of diverse employment pools.
  - Review pools and hiring patterns of your direct reports. Hold them accountable for missed opportunities to increase staff diversity.
  - Request information from OIE regarding the representation of various groups that can reasonably be expected in applicant pools for jobs within your department. Compare this data with your hiring patterns. Make appropriate changes in your outreach efforts to enhance the diversity of your hiring pools. Periodically review your progress and the progress of your direct reports.
  - Analyze promotion rates by gender, race, disability and age. Seek assistance from OIE in computing possible disparate impact.
  - Secure the cooperation of an independent group (internal or external to Duke) to conduct exit interviews and analyze any emerging trends that may impede diversity.
  - Insure that interviewing teams represent a wide range of perspectives and *styles* of analyzing skills.
- Partner with local schools having a diverse student body to recruit applicants for positions typically filled from the local labor market.
- Increase the use of mentoring and internship programs that bring in diverse students and interns, e.g., Inroads. Commit to hiring interns where appropriate and feasible

- Conduct regular climate surveys of your department, soliciting feedback regarding insensitive behavior at work, satisfaction with career development, job opportunities, complaint resolution processes, etc. Collect demographic data so that results can be sorted by race, gender, work area, position, etc. Climate survey results can be one source of data when contemplating changes in key management practices.
- Require your direct reports to develop annual diversity plans with *specific* goals regarding staff education, training, recognition and reward, etc. Meet with them quarterly (or as appropriate) to obtain reports on achievements related to these goals. If you have several supervisors/managers who report to you, have them all report during an annual “diversity sharing session.” This is not only an accountability strategy, but can contribute to collaboration and modeling of best practices.
- Organize periodic departmental meetings to report to *all staff* on progress with respect to diversity goals.
- Evaluate current voice mechanisms that enable you to hear issues and concerns from staff at all levels of your department. Be particularly sensitive to subtle issues of class, gender, disability, sexual orientation, and culture. You might need to develop specific strategies to “hear” concerns from these groups. If there are currently limited avenues for staff-management communication in your department, create additional forums.

## **Element: Measurement and Awards**

Measuring change is a critical part of the diversity planning and implementation process. But, at the same time, putting a “number” next to every intervention, regardless of how small or brief, can be self-defeating. Measurement should assess a process or broad set of activities over a significant period of time.

For example, you might measure the change in the composition of employment pools in your department after a year of several broad targeted strategies, including advertisements in newspapers with large Latino readerships and making direct contact with local Latino community organizations. Conversely, examining the composition of hiring pools after advertising job openings in a single Latino newspaper for a month or two would probably not result in any reliable change. Although “small interventions” can sometimes make a difference, it usually takes a broad, sustained effort to yield significant and reliable results.

You also want to be mindful of *interpretations* based on small amounts of data from brief interventions. These results can be misleading. Therefore, measurement should provide the type and amount of information that can reliably contribute to the replication of useful strategies. You want to commit resources to those strategies that have shown to be effective as a result of reliable analysis.

Similarly, you want to create awards that reinforce and highlight sustained approaches and strategies that advance the diversity goals of your department. As with the measurement of change, you don't want to reward every small incremental change, but instead focus awards on individuals or teams that demonstrate a *pattern of behavior* consistent with departmental goals. Where appropriate, rewarding desirable *behaviors* instead of *individuals* can send the message that the organization values certain behaviors...regardless of who exhibits them. It's not that committed individuals aren't important, because they are, but you want to impact the basic culture of the organization. Increasing the frequency of desirable behaviors, on the part of as many individuals as possible, contributes to cultural change. Some useful work practices/strategies are outlined below.

### **Work Practices/Strategies**

- It's not enough to simply include "diversity" in an annual performance appraisal. Diversity interventions and results must be described in *specific* terms that directly relate to the business challenges of that department. For example, as a result of a sharp increase in the number of Hispanic patients appearing for service in a department, the chief administrator's performance appraisal might include an assessment of what educational programs she or he has developed to assist front office staff in conveying patient rights' information to non-English speaking patients. The administrator might randomly select patients to contact to measure their comprehension of patients' rights information and ask what organizational practices, if any, contributed to increased comprehension. The administrator's behavior would be assessed in terms of the development of this educational intervention and its *effectiveness over time*. Although I might add that while the *effectiveness* of a strategy is obviously important, it is also important to reinforce *significant efforts*. Some strategies might not turn out to be the most effective intervention, but might reflect substantial efforts by a manager. The next creative approach by that same manager might be the one that has long-term utility.
- Develop systems *within the department* to track the composition (race, gender, etc.) of staff at all levels. Require managers to document hiring opportunities and strategies to enhance the diversity of hiring pools. Change in the composition of a manager's staff in relation to hiring opportunities, should be reflected in that manager's performance appraisal.
- Develop non-monetary awards for the development of strategies that hold promise for positively impacting the diversity of department staff and/or key work processes. Awards must hold meaning for your particular staff. Awards might be coupons for dinner at local restaurants, discount coupons or services, certificates for local stores, or public notice in University publications. It is important that awards be given for "significant efforts," as well as for outcomes. You want to reinforce commitment, creativity and risk taking, as well as successful interventions.

- Nominate staff members for University wide recognition, when they have made significant contributions to diversity efforts in a department. The University presently offers awards for Teamwork, Diversity and Random Acts of Kindness.

## **Element: Employee Involvement**

As important as committed leadership is to diversity initiatives, broad involvement of staff is a critical co-requisite. Systemic change, which is the hallmark of successful diversity initiatives, not only entails changes in basic work processes, but requires contributions from staff at all levels.

Managers, and other leaders of diversity initiatives, need to develop mechanisms to ensure appropriate participation of employees in assessment and decision-making processes within a department. Sometimes the tendency is to neglect, or provide inadequate systems for the input of employees at certain levels of a department. Although top management has ultimate responsibility for the functioning of an area or department, all employees can and should play a role. Their involvement should not only be based upon principles of equity and fairness, but also rest on the notion that significant business improvements often come from departments that can stimulate and nurture the broadest range of perspectives and viewpoints. Diversity of perspectives is an important dimension of on-going learning and growth in a workplace. The following work practices/strategies can be useful in increasing employee involvement.

### **Work Practices/Strategies**

- Where appropriate, solicit cross-functional and vertical representation on all committees and task forces to encourage diverse viewpoints. These groups, working together over long periods of time, have the opportunity to maximize the learning from individuals with differing job responsibilities, personal backgrounds and experiences.
- Involve cross-functional groups in reviewing data collected from climate surveys and designing and recommending initiatives to address problematic issues and to enhance the work environment.
- Conduct focus groups with various constituencies (e.g., African-American males, Caucasian females, Latinos, persons with disabilities, etc.) to obtain varying perspectives regarding mechanisms to enhance the work environment. Utilize these perspectives in the development of diversity initiatives.
- Provide opportunities for staff at all levels to attend educational and social events that occur across the institution. Encourage staff to attend events that may not be related to their “primary identity.” Such involvement often provides an important opportunity to increase understanding of issues from another perspective.

## **Element: Education and Development**

Although most employees have some knowledge of broad diversity concepts, a much smaller number have skill and competency in the application of these concepts to issues in the workplace. Increasing staff skill and competency, as well as increasing knowledge of diversity, should be a part of any diversity plan.

Shifting U.S. immigration patterns, as well as population changes within our State, are contributing to a change in the composition of the surrounding community and the Duke workforce. Most notably, the Latino/Hispanic population is growing within North Carolina at a rate comparable to almost any state in the nation. Knowledge of Latino/Hispanic cultural norms, particularly those norms that relate to the workplace, is an area of needed growth for most Duke employees.

More significant than basic cultural information, is exposure to opportunities for skill development in the areas related to working more effectively with different populations and individuals. Some of the necessary training is in increasing personal awareness of potential biases that can result in unintended discriminatory behavior or stereotyping. But, as discussed in the Introduction, education and training should also focus on skills and strategies for effective conflict management in diverse work environments and enhancing effective communication within diverse teams. Most employees know the concepts; fewer can effectively practice the strategies. Diversity plans should describe in some detail, how the diversity knowledge and skills of a workforce will be improved. Some possible work practices/strategies are outlined below.

### **Work Practices/Strategies**

- Integrate diversity into all aspects of your departmental orientation. All new employees should understand the **Duke University Work Culture Guiding Principles** and how they apply to the work expectations of the department or work area. The orientation should also provide information about what “diversity” means in terms of work behaviors and processes in the particular department. The **elements** described in this document are one approach to describing what “diversity” means. Employees should not only be oriented to “diversity” as a concept, but realize its meaning in the context of the day to day work of the department.
- Periodically sponsor brown bag diversity lunches/educational programs. Invite local speakers to address some aspect of diversity that relates to the work of your department. You might want to collaborate with other departments in bringing a speaker to campus. There are also experts all across the campus that write and speak about various aspects of diversity. Many of them would welcome the opportunity to present their work to your department. Use other sessions to show diversity videos. The Lilly Library and our office (OIE) have videos for loan. Department task forces/committees might want to take responsibility for planning a yearlong speaker or video series.

- Send individuals to diversity conferences/seminars with the expectation that they share information with the department. This can occur during regular staff meetings or during special brown bag lunch discussions.
- Publish URL addresses of diversity web sites that staff can access (see Appendix).
- Incorporate diversity training into development plans for staff at all levels.
- Contact OIE to discuss a diversity training needs assessment and implementation process for your department.

## RESOURCES

### Duke Resources

#### International House (684-3585)

The mission of the International House is:

- to assist internationals and their families with orientation and acclimation;
- to enhance cross-cultural interaction through programming and community outreach; and
- to provide advocacy and support for the Duke international community.

It provides Cross-Cultural Awareness Workshops for campus departments upon request. The purpose of the workshop is to increase understanding, awareness and communication between people of different cultural backgrounds.

For more information, contact Carlisle Harvard, Director, at 684-5480 or [harvard@duke.edu](mailto:harvard@duke.edu).

#### International Office (681-8472)

The mission of this office is fourfold:

- to ensure that Duke maintains legal authority to issue visa documents and file visa petitions on behalf of our faculty, staff and students so that Duke can offer teaching, research, learning, and work opportunities in accordance with U.S. immigration laws;
- to give faculty and staff the greatest possible flexibility in recruiting and hiring international scholars and admitting and teaching international students;
- to give international scholars and students the greatest possible flexibility in pursuing their academic and personal goals; and
- to provide continuing service, in so far as possible, to alumni, former employees and the Durham community.

#### International Patient Services (416-2120)

The International Patient Services' mission is to provide Limited-English Proficiency patients equal access to quality health care in a culturally friendly environment, by culturally competent staff.

The Office strives to achieve this mission and to improve the outcome of care by eliminating linguistic, cultural and systemic barriers to communication between patients and providers. It provides medical interpretation and translation services, as well as cross-cultural training to increase staff's awareness of how to work with a medical interpreter and of the basics for providing culturally and linguistically appropriate health care services.

Trained and qualified bilingual and bicultural medical interpreters support providers and front-line staff in meeting the needs of our increasingly diverse patient population. They also

understand the ethics of medical interpretation and our obligations under federal and state laws, and requirements for accreditation.

#### Office of Intercultural Affairs (684-6756)

The purpose of the Office of Intercultural Affairs is to identify needs and assist with changes in the Duke University community, which promote growth and development for African American, Asian American, Latino American, and Native American undergraduate and post-baccalaureate students. The office conducts such activities as public forums on student life, mentoring projects with University alumni, seminars on current issues facing students of color, institutional research on students of color, and development. It also serves as a resource for issues involving students of color and diversity for the University community.

#### Office for Institutional Equity (684-8222)

The mission of the Office for Institutional Equity is to advance and sustain an environment of internal equity, diversity and inclusiveness for all members of the Duke University community by insuring equal access to employment and educational opportunities. The Office for Institutional Equity supports Duke's mission of scholarship, research, patient care and tolerance by providing vision and leadership in the development, implementation and evaluation of institutional policies, practices and educational initiatives involving issues of diversity, harassment or discrimination.

### **OTHER RESOURCES**

#### Books

##### Practical

Blank, Renee and Sandra Slipp. *Voices of Diversity: Real People Talk About Problems and Solutions in a Workplace Where Everyone Is Not Alike*. Amacom, New York: 1994.

Carr-Ruffino, Norma. *Managing Diversity, People Skills for a Multicultural Workplace*. Thomson Executive Press, \_\_\_\_\_, 1996.

Cohen, Judy. *Disability Etiquette: Tips on Interacting with People with Disabilities*. Eastern Paralyzed Veterans Association, Jackson Heights.

Gardenswartz, Lee and Anita Rowe. *Managing Diversity: A Complete Desk Reference and Planning Guide*. Business One Irwin/Pfeiffer and Company, Homewood/San Diego, 1993.

Harris, Philip R. and Robert T. Moran. *Managing Cultural Differences*. Gulf Publishing Co., Houston, 1991.

Lebo, Fern. *Mastering the Diversity Challenge: Easy On-the-Job Applications for Measurable Results*. St. Lucie Press, Delray Beach, 1996.

Lepsinger, Richard and Antoinette D. Lucia. *The Art and Science of 360° Feedback*. Josey-Bass/Pfeiffer, San Francisco, 1997.

Ryan, Kathleen D. and Daniel K. Oestreich. *Driving Fear Out of the Workplace: How to Overcome the Invisible Barriers to Quality, Productivity and Innovation*. Jose-Bass, Inc., San Francisco, 1991.

Trompenaars, Fons and Charles Hampden-Turner. *Riding the Waves of Culture: Understanding Diversity in Global Business*. McGraw Hill, New York, 1998.

### **Theoretical**

Chemers, Martin, Stuart Oskamp and Mark Costanzo (eds.). *Diversity in Organizations: New Perspectives for a Changing Workplace*. SAGE Publications, Inc., London/New Delhi, 1995.

Cook, Samuel DuBois (ed.). *Black-Jewish Relations*. Providence House Publishing, Franklin, 1999.

Cropanzano, Russell (ed.). *Justice in the Workplace: Approaching Fairness in HR Management*. Lawrence Erlbaum Associates, Hilldale/Hove/London, 1993.

Cross, Elsie Y., et.al. (eds.). *The Promise of Diversity: Over 40 Voices Discuss Strategies for Eliminating Discrimination in Organizations*. Irwin Professional Publishing, Burr Ridge/New York, 1994.

Gleason, Sandra R. (ed.). *Workplace Dispute Resolution: Directions for the 21<sup>st</sup> Century*. Michigan State University Press, East Lansing, 1997.

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Jackson, Susan E. and Associates (eds.). *Diversity in the Workplace: Human Resource Initiatives*. Guilford Press, New York, 1992.

Lynch, Frederick R. *Invisible Victims: White Males and the Crisis of Affirmative Action*. Praeger, New York/Westport/London, 1991.

- May, Larry and Shari Collins Sharratt (eds.). *Applied Ethics: A Multicultural Approach*. Prentice Hall, Englewood, 1994.
- Skerry, Peter. *Mexican Americans: The Ambivalent Minority*. Harvard University Press, Cambridge/London, 1993.
- Smith, Daryl G. and Associates. *Diversity Works: The Emerging Picture of How Students Benefit*. Association of American Colleges and Universities, Washington, D.C. 1997.
- Tannen, Deborah. *Gender Discourse*. Oxford University Press, New York/Oxford, 1994.
- . *You Just Don't Understand: Women and Men in Conversation*. William Morrow and Co., Inc., New York, 1990.
- Winfeld, Liz and Susan Spielman. *Straight talk about Gays in the Workplace: Creating an Inclusive, Productive Environment for Everyone in Your Organization*. Amacom, New York, 1995.
- Wishik, Heather and Carol Pierce. *Sexual Orientation and Identity: Heterosexual, Lesbian, Gay and Bisexual Journeys*. New Dynamics Publications, Laconia. 1991.
- Wlodkowski, Raymond J. and Margery B. Ginsberg. *Diversity and Motivation: Culturally Responsive Teaching*. Josey-Bass Inc., San Francisco, 1995.

### **Periodicals**

*Career Magazine* ([www.careermag.com](http://www.careermag.com))

An interactive employment resource center offering resume submissions, recruiter directories, job openings, articles, legal briefs, interactive advice columns, relocation resources, the new sector of focus on diversity.

*Cultural Diversity at Work* ([www.DiversityOnline.com](http://www.DiversityOnline.com) or 800-650-4747)

A tool for managers and supervisors facing diversity on many fronts: workforce, suppliers and customers. Learn about the business case for diversity, the costs of racism and sexual harassment, cross-cultural customer service and recruiting diverse employees.

*Gender Journal* ([www.primenet.com/~gender/](http://www.primenet.com/~gender/))

A quarterly professional/educational publication for businesses and individuals concerned with improving communication, understanding and employee productivity.

*HR Focus* (212-903-8375)

A monthly newsletter designed to keep human resources professionals aware of human resources practices and developments. Each issue covers strategic topics and trends affecting all aspects of HR management

*Human Resource Executive* (215-784-0910, ext. 409)

Edited for vice presidents and directors of human resources at corporations, non-profit institutions and government. This publication provides in-depth journalism about the function of human resources and the people who have an impact on the profession.

*Managing Diversity* (800-542-7869)

A newsletter designed to educate managers and employees about the need to value diversity in the workplace.

*Next Step* ([www.nextstepmag.com](http://www.nextstepmag.com))

A quarterly publication which addresses the diversity discussion in all areas of society including business, politics, education, sports, entertainment, etc.

*WD-Workforce Diversity* (516-421-9438)

A career guidance magazine written for engineering and technical professionals. The articles educate readers about the diversified work force and advise them on how to relate successfully to co-workers with different racial, ethnic, cultural religious, gender, age and sexual preference experiences.

*What's Ahead in Human Resources* (312-464-0500)

A publication which presents the latest news including legal issues, innovative programs, labor statistics and more.

*Workforce* ([www.workforceonline.com](http://www.workforceonline.com))

A magazine designed for human resources executives with current information regarding trends and developments in HR management.

*Workforce Diversity* (312-464-0300)

A publication to help manage the changing demographics in the workforce. It includes reports on innovative diversity programs, surveys and other resources for use in developing or enhancing abilities in meeting the challenges of a global marketplace.

## **Websites**

Closing the Gap: [www.closingthegap.com/](http://www.closingthegap.com/)

Diversity Database: [www.inform.umd.edu/Diversity](http://www.inform.umd.edu/Diversity)

Diversity Links: [www-lib.usc.edu/~retter/ethnic.html](http://www-lib.usc.edu/~retter/ethnic.html)

Diversity Web: [www.inform.umd.edu/EdRes/Topic/Diversity/Response/Web/](http://www.inform.umd.edu/EdRes/Topic/Diversity/Response/Web/)

Diversity, Inc.: [www.diversityinc.com/](http://www.diversityinc.com/)

Equal Employment Opportunity Commission: [www.eeoc.gov/](http://www.eeoc.gov/)

Institutional Diversity Initiatives: [www.inform.umd.edu/edres/topic/diversity/response/](http://www.inform.umd.edu/edres/topic/diversity/response/)

Latin American People in the Triangle: [www.metalab.unc.edu/latinet](http://www.metalab.unc.edu/latinet)

Office for Institutional Equity: [www.duke.edu/web/equity/](http://www.duke.edu/web/equity/)

Society for Human Resource Management Workplace Diversity Initiative:  
[www.shrm.org/diversity/](http://www.shrm.org/diversity/)

Training Supersite: [www.trainingsupersite.com](http://www.trainingsupersite.com)

## **Videotapes**

Resolution Incorporated/Carolina Newsreel, San Francisco, CA

- Blue Eyed
  - This film captures a diversity training session for a group of public employees from the Midwest. Blue eyed members are subjected to pseudo-scientific explanations of their inferiority and blatant disrespect by trainer Jane Elliott. In a few hours, these grown professionals become demoralized and distracted. (93 minutes)
- I Shall Not Be Removed: The Life of Marlon Riggs
  - This video is a memorial to a gay, black filmmaker who died of AIDS in 1994. It traces his development from childhood, through his political awakening, to his final years as an advocate for stigmatized people everywhere. (58 minutes)
- Shattering the Silences: The Case for Minority Faculty
  - This film offers an opportunity to see America's campuses through the eyes of minority faculty. It relates the story of eight scholars who are shown teaching, mentoring, and conducting research. The film demonstrates in concrete terms how a diverse faculty enriches scholarship and contributes to a more inclusive campus environment. (86 minutes)
- Skin Deep
  - This videotape depicts a multi-cultural group of college students as they reveal prejudices and try to understand each other during a weekend sensitivity session. The camera then follows the students home to uncover the roots of their beliefs. (56 minutes)

Stir Fry Seminars and Consulting, Oakland, CA

- The Color of Fear
  - This film reveals the state of race relations in America as seen from the perspective of eight men of various ethnicities. It examines the effects of racism on each of them. (90 minutes)

## **Annual Conferences**

- American Association for Affirmative Action Annual Conference: 800-252-8952
- Association of American Colleges and Universities Annual Conference: 202-387-3760
- Diversity Summit (Sponsored by the International Quality and Productivity Center): 800-882-8684
- EEO Conference (Sponsored by the Institute of Human Resources & Industrial Relations, Loyola University, Chicago and the Center for Employment Dispute Resolution)
- NCORE [National Conference on Race and Ethnicity in American Higher Education (Sponsored by the Southwest Center for Human Relations Studies, Public and Community Services Division, College of continuing Education, University of Oklahoma): 405-325-2248
- Society for Human Resource Management (SHRM): 703-548-3440

## **DUKE UNIVERSITY WORK CULTURE** **GUIDING PRINCIPLES**

Duke has an international reputation for its excellence in education, research, patient care and service. These accomplishments are dependent on the dedication and expertise of all who work to support Duke's mission. The following principles are intended as guides for the collective efforts of all staff members:

- **Trustworthiness**: Demonstrate high integrity, truthfulness and ethics. Words and behaviors are consistent and reflect the highest ethical standards. Listen and speak with honesty, openness and respectfulness. Keep promises and follow through on commitments.
- **Respect**: Regard, value and recognize the needs and perspectives of others. Actions, decisions and policies should promote equity. Regard and value contributions and recognize accomplishments. Display interest in and contribute to others' well being.
- **Diversity**: Take full advantage of the rich backgrounds and abilities of all. Recognize and value differences. Seek inclusiveness. Consider and honor differing points of view.
- **Learning**: Work, learn and strive for excellence together, sharing successes and mistakes. Expect and encourage continuous learning. Create opportunities for individual and group learning that crosses organizational boundaries. Recognize that no one has all the answers.
- **Teamwork**: Foster positive work relationships through an inclusive, team approach. Create an environment for stretching beyond what was thought possible. Seek input and involvement of those affected by decisions. Accept responsibility and accountability. Place team goals above personal goals.