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Executive Summary of Policy Implementation
Faculty Diversity Task Force Report and
Women's Faculty Development Task Force Report
Remarks to the Academic Council, September 25, 2003

The conclusion of last year's report on the Black Faculty Strategic Initiative is a good starting point for us on this occasion. In concluding that report, I noted that the time has come to devise a new diversity plan appropriate for Duke University in the early 21st century. That intention, combined with the efforts of the Women's Initiative, led directly to the establishment of the two task forces on whose work I am following up today. With the steps I am announcing here, we will take the next steps toward fulfilling that intention and realizing that goal.

Significant changes have occurred in the racial and ethnic demographics in the United States and in our own region, and we are substantially more engaged with the world, both in terms of research and teaching, and in terms of the composition of our students and faculty. These changes themselves suggest both challenges and opportunities for recruitment, retention, and curricular initiatives, so that we are well positioned to take advantage of the opportunities that a broadly diverse community offers. Ultimately we wish to achieve three interlocking goals: to draw the best faculty to Duke, along with the best students; to create an environment that engages, and hence retains, these talented teachers and researchers; and to ensure that our education prepares our students for life in a diverse society and a complex, interdependent world.

It was only 41 years ago that Duke admitted its first Black students (1962). Our first Black faculty member, Samuel Dubois Cook, was hired even more recently, 36 years ago (1967). The 1994 Strategic Plan for Black Faculty Development, which led to the BFSI, emphasized the growing diversity of the American population and called for "making the University responsive to the pluralistic society in which we live and work and to do so with the same excellence and distinction that has characterized this grand institution from inception." It concluded with a statement that can serve us well today: "Much more needs to be done to create the kind of academic environment which prepares our students to assume positions of visionary leadership for the new Century in a rapidly changing world. The achievement of the goals of this initiative is central to the achievement of the mission of the University as it confronts the 21st century." *A Strategic Plan for Black Faculty Development*, p. 15.

The 21st century is now here. The mission of the University embraces diversity as an intellectual, educational, and social good as well as a cultural reality. As the current strategic plan, *Building on Excellence* puts it, "a community built around diversity in all its dimensions is critical to the quality and success of the contemporary university. . . . Diversity leads to fresh thinking, innovation in problem solving, aesthetic creativity, and

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renewed wonder about the manifold aspects of our world.” *Building on Excellence*, pp. 54-55.

To formulate a broad faculty diversity plan for the next decade, I instituted task forces on faculty diversity and on women’s faculty development. The Chairs of those task forces reported to the Council on the results of their work in the spring and I offered some initial reactions. I want today, as I promised earlier, to outline specifically the steps that will be taken in response to those reports. In introducing those measures, I wish to affirm here that, as we undertake this new initiative, we intend to see the progress we have made to date with the BFSI continue and be extended, creating the conditions for the future that will allow us to build on the successes we have achieved over the past decade and more.

- 1. The Provost, with the approval of the Executive Committee of the Academic Council, will form and charge a standing committee composed of faculty and administrators to advise the Provost on issues of faculty diversity, and to review unit efforts to recruit and retain women and minorities. This committee of 8-10 members will meet at least twice a year, and a subgroup of the committee will meet more frequently with administrators (Provost, Vice Provost for Academic and Administrative Services, selected Deans). In the first year, this committee will evaluate every unit by using pool data that have already been collected, as well as collecting any additional needed data (e.g., by interviews with department chairs).**

The membership will include faculty from the Schools of Medicine and/or Nursing. It will assist in developing general policy guidelines and annual objectives, including areas on which to focus annual efforts (we cannot do everything at once). It will also help us to evaluate the annual results of our policy efforts. The smaller faculty/administration operational group will regularly identify effective administrative interventions and their results and work with the administration on assuring that we are appropriately targeting our efforts.

- 2. The Office of Institutional Research will repeat the data collection process outlined in the Women’s Faculty Development Task Force Report every other year, and combine with data traditionally presented in the yearly Black Faculty Strategic Initiative Report (final report to be delivered to the AC in Oct or Nov). A report will be issued in alternate years with the salary equity study.**

I learned a great deal from this process this year and have the Institutional Research capabilities in my office to carry on this work.

- 3. Deans of the Schools, or their academic dean designees, will conduct exit interviews on all departing faculty (tenure track and POPs), with the exception of retirees. The interview protocol from Johns Hopkins will be**

used for this purpose. Results will be submitted to the Office of the Provost by June 30th.

These interviews can be most useful in learning what we are doing right...and wrong...with regard to our faculty and where there may be departmental, school or university issues to be addressed. At the same time, we also recognize that not all departures can or should be prevented. In the case of the SoM, with its very large annual turnover, especially on the clinical side, a more targeted policy may be in order.

4. The Provost's Office and the Standing Committee will review the annual documentation provided by the Deans on the number of women and minorities in the applicant and finalist pools of faculty searches.

We will make this a formal part of the annual search plan requests that we receive from the Deans. We do not intend to set any specific metrics but instead to assure that strong, good faith efforts are being made. We will also provide assistance to Deans and search committees regarding how best to assure that the pool is diverse in ways appropriate to the field for which the search is being conducted.

5. Each Dean will establish a well thought out and clearly articulated mentoring process for faculty and for graduate, professional, and postdoctoral students with interests in entering the professoriate.

This issue initially arose in the report of the Task Force on Black Faculty Development that led to the Black Faculty Strategic Initiative a decade ago. In fulfilling the BFSI successfully, more attention was given to the numerical goals, although mentoring was also addressed in some units and was discussed several times in the Deans Cabinet in the last couple of years.

It is now time to give this matter even greater and more focused attention. The need for systematic mentoring came up frequently in the focus groups and other interviews that were part of the women's initiative and the work of the Diversity Task Force. It is also an integral part of our efforts to foster the development of our entire faculty. In fact, we have generally found that where mentoring in units is effective, it is effective for all faculty, and where it is not effective, that too is true for all faculty. This goal represents a further focusing and intensification of our efforts, combined with a strong sensitivity to the fact that the specific nature of effective mentoring practices is likely to vary substantially across fields. Again, the SoM may offer specific challenges with regard to this goal and specific guidelines may be needed.

6. The Deans will develop mechanisms to improve recognition of faculty women and minorities as distinguished chairs, and as recipients of awards and honors from professional societies.

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We had substantial success in this regard last year simply by raising the issue to a higher level of consciousness among administrators and faculty leaders. That effort will be continued.

7. Through group meetings and one-on-one sessions, the Provost will provide ongoing leadership and encouragement to Deans and Department Chairs regarding diversity goals.

Many have recognized that our institutional commitment to diversity, as embodied in the University's mission statement and in *Building on Excellence*, is best underlined by the publicly expressed commitment to the value of diversity by the senior leadership of the University and by the steps we take to follow up on that commitment.

8. The Provost's Office and the Standing Committee will collect and publicize examples of successful Duke programs for building pipelines for minorities.

The research of the 2 task forces has revealed that pipeline issues are more salient for minorities, on the whole, than for women but are relevant for both at different stages of the faculty member's development. We should devote attention to building these pipelines along the age spectrum, and thus ensuring a stream of minority faculty in underrepresented fields, when possible; we should also seek to assure that women too are comfortable entering academic fields in which they have traditionally had lower representation. Indeed, we are already doing so in several areas around the institution, and promulgating information about these programs can be instructive and inspirational. In some fields, programs for postdocs, as one example, will prove to be especially fruitful targets for our resources.

9. Through the provision of funds to support grassroots networking activity of women faculty, the Provost's Office will facilitate the development of their personal and professional connections that cross-departmental boundaries.

The grassroots nature of these activities is crucial, and they extend to minority faculty as well. We can provide facilitative resources, but the communities must build themselves if they are to be effective sources of support for faculty.

10. The Provost's Office will provide central financial support for the new faculty diversity initiative, with up to \$1 Million of funds per year to enhance the strategic hiring of women and minority faculty.

The basic mechanisms are an extension, with increased funding, of the efforts we have undertaken for the BFSI. The Schools of Medicine and Nursing will not be covered under the Provost's incentive funds but I am in discussion with the Deans and the Chancellor regarding whether and how financial incentives might be made available and structured in those schools and more generally, how minority and

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women's hiring will be promoted. We intend strongly to continue our efforts to hire Black faculty and to increase the intensity of our efforts to encourage the hiring of women and faculty of other minorities, thereby further promoting the goal of building an outstanding faculty. As the reports of the Diversity and Women's Faculty Development Task Forces made clear, our new efforts must continue the example set by the BFSI, but must use a more varied set of means to achieve our goals, ones that are tailored to the specific character of the field and unit. Financial incentives will be appropriate in some cases, but so too will administrative encouragement without such incentives in other situations. As the commitment to a diverse faculty becomes an even more integral part of our institutional culture and of our recognition of how best to attain excellence in teaching and research, fewer of these central initiatives should become needed.

Diversity of our faculty is a critical asset to our capacity to develop excellence in teaching and research. Our commitment to it assures that we seek out talent wherever it is to be found and hence build the best faculty we can. Our achievement of it assures that we best prepare our students for the kind of world in which they will need to live and work. The plan for the new Faculty Diversity Initiative that I have announced today allows us to pursue these goals in a manner consistent with our core values and mission. It will contribute to the continued improvement in the quality of Duke University as a place where research and teaching thrive in an intellectually vibrant and challenging climate. I look forward to working with you to achieve these goals.