

From materials in the Duke University Archives  
Academic Council Resolution on the Strategic Plan for Black Faculty Development  
at  
Duke University

WHEREAS, Duke University has established a tradition of leadership in providing educational opportunity to all based on merit, not privilege, as evidenced in its decision to admit Black students in 1962, and,

WHEREAS, Duke University's acknowledgement that its graduates emerge into a rapidly changing society is consistent with Duke's vision to provide the best academic preparation for the 21st century, and

WHEREAS, to achieve and maintain greatness as a University, Duke must create an academic environment in which the talents of Blacks and other minorities are maximally developed and valued, and where the dignity and individual worth of every member of the University community is treasured and respected, and

WHEREAS, the achievement of this goal will require programmatic changes at all levels of University life, including the composition of the faculty and administration, and

WHEREAS, the 1988 Black Faculty Initiative sought to address the need to increase the number of Black Faculty on the campus in each department but fell short of achieving this goal within the 5 year time period allotted,

BE IT RESOLVED, that:

A) Duke University, its Board of Trustees, Administration, and Faculty, reaffirms the goal of creating a critical mass of Black faculty at Duke. Duke's goal should be to at least double the current number of Black faculty over the next decade. Recognizing that the ability to successfully recruit Black scholars to Duke's campus is complex and involves multiple factors, inclusive of but not limited to, the size of the pool, the existing departmental/School budgetary resources, the departmental academic resources necessary to support and nurture new faculty, the aforementioned goal of doubling shall be accomplished through the implementation of one or more of the following strategies by faculty hiring units:

- 1) Intensifying efforts in the Graduate schools to identify, recruit and retain minority graduate students:
  - a) Continuation and intensification of current efforts to recruit Black graduate students with emphasis on those departments that currently have no Black graduate students
  - b) Increase in graduate school training support for Black graduate students
  - c) Creation of a University-wide Post-doctoral Fellowship program
  - d) Development of a mentorship program for all Black graduate students
  - e) Increased funding for joint programming with HBCUs for early identification and recruitment of talented Black undergraduates for graduate school study
- 2) Development of University programs to create a potential minority graduate school pool
  - a) Creation of programs that encourage Black students in the sciences to continue to graduate school
  - b) Funding for undergraduate summer research opportunities at Duke in fields where the pool size is small

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- c) Coordination of existing programs at Duke to strengthen the identification and tracking of Black students at Duke University in high attrition disciplines
  - 3) Development of interdisciplinary and inter-University hires of Black professors through joint appointments with historically Black colleges and Universities and industry
  - 4) Specific incentive funding for opportunity hires in those departments where recruitment strategies have been successful in identifying potential candidates for hire
  - 5) Incentive funding for departments/Schools for appointments of distinguished Black faculty
  - 6 Re-evaluation of the current disinclination to hire our own PhDs
- B) The Administration and Faculty will address the problems of retention of Black faculty in the following ways:
- 1) Assignment of a senior faculty member as a mentor for each junior Black faculty person to monitor academic progress, assist in the development of time lines toward academic promotion and acquisition of tenure, evaluate scholarly work in progress, provide opportunities for departmental review in a collegial atmosphere and, where necessary, serve as a departmental ombudsperson for the designated mentee.
  - 2) Protection of junior Black faculty from disproportionate responsibility to perform departmental and institutional tasks which are time-consuming and impede progress toward academic promotion and tenure
  - 3) Development of clear and working policies with the Provost office for phasing in of new faculty into departmental budgets over a five year period.
- C) The Administration will significantly strengthen existing mechanisms for monitoring the progress towards successful implementation of the Strategic Plan for Black Faculty Development in the following ways:
- 1) Designation of a Vice-Provost with reporting responsibilities to the Provost and President to oversee the implementation of this Strategic Plan with responsibilities as outlined under Recommendation 3 of the 1994 Strategic Plan for Black Faculty Development.
  - 2) Annual departmental reporting of efforts to comply with the Strategic Plan to the Provost's and President's office.
  - 3) Broadening the normal process of external review of departments and Schools to include an assessment of progress made by each department/School toward meeting the goals of this Strategic Plan.
  - 4) Strengthening of the procedures for review of departmental requests for new hires or field of hire to include an assessment of progress toward meeting the goals of this Strategic Plan. Invoking of specific disincentives, e.g. potential delays in authorization for new appointments or new fields of hire should be expected where departments have failed to show good faith efforts.
  - 5) Annual reporting by the Administration to the Academic Council on the progress toward achievement of the goals of this Strategic Plan.