



## Vice Dean, Finance and Administration

Leadership Profile

Summer 2024



*WittKieffer*

## Executive Summary

[Duke University School of Nursing](#) seeks a collaborative, entrepreneurial, and solution-oriented executive to serve as the next Vice Dean, Finance and Administration. This is an exceptional opportunity for a strategic financial leader to join a community committed to advancing health equity and embracing social justice in their academic, clinical, and research programs through their bold and ambitious [2022-2027 Strategic Plan](#).

A diverse community of scholars, scientists, educators, and clinicians, [Duke University School of Nursing](#) (DUSON) is educating the next generation of transformational leaders in nursing. The school advances nursing science and education around the globe and fosters the scholarly practice of nursing across the U.S. *U.S. News and World Report* has ranked the DUSON [Master's program](#) third in the nation for its [2024 "Best Nursing Schools" rankings](#). The Doctor of Nursing Practice program ranked #3 (tie), while all participating specialty programs continued the trend of leading the country among graduate nursing program rankings at #1.

Reporting to the Dean of the School of Nursing, the Vice Dean, Finance and Administration (Vice Dean) serves as the Chief Financial and Administrative Officer within the school, providing oversight to the financial, budgeting, human resources, facility management, information technology, and space planning functions. The Vice Dean serves as a member of the Dean's senior leadership group and represents the school within the Duke University Health System, on campus, and to the outside community.

The Vice Dean will be a close partner to the Dean of the School of Nursing in advancing the school's strategic priorities and objectives, working in unison with other institutional officers, reflecting and extending the collaborative and supportive spirit of DUSON. The Vice Dean plays a critical role in developing, communicating about, and implementing the fiscal management and operational strategies that sustain the School of Nursing. In collaboration with the Dean and other school and university leaders, the Vice Dean will determine and advance institutional imperatives; strategically align resources to institutional priorities; devise long-term planning strategies to ensure financial sustainability; adapt to an ever-changing world and marketplace; identify and leverage new revenue generation opportunities; continuously assess structures, policies, and practices for maximum effectiveness; and affirm and advance an inclusive campus community that is rooted in equity.

The new leader should be a forward thinking, collaborative and highly ethical financial leader whose style builds trust within the campus community and across DUSON's myriad partners and constituent groups. The leader will be adept at change management with the ability to advocate for and bolster a suite of organizational services, motivate and inspire colleagues, and manage complex and intersecting priorities while maintaining forward momentum. Successful candidates will have a strong individual commitment to the School of Nursing's mission of health equity and social justice, as well as extensive leadership experience in healthcare or higher education finance and/or accounting and an earned bachelor's degree (an MBA preferred). In addition, at least eight years of significant fiscal management responsibility with direct oversight of areas of fiscal analysis, forecasting, borrowing, accounting, financial reporting, and general ledger accounting functions are required. The leader will bring a deep knowledge of financial modeling and analysis, budgeting, and capital and financial transactions, an understanding of current and future trends in higher education, a demonstrated ability to implement strategies to support the long-

term financial success of an institution, and a commitment to regularly communicate these strategies to constituents. Non-profit or fund accounting experience, as well as prior experience working in a School of Nursing or Public Health, is preferred.

To submit a nomination or express personal interest in this position, please see *Procedure for Candidacy* at the end of this document.

## **Role of the Vice Dean, Finance and Administration**

Reporting to the Dean of the School of Nursing, the Vice Dean, Finance and Administration (Vice Dean) serves as the Chief Financial and Administrative officer within the school, providing oversight to the financial, budgeting, human resources, facility management, information technology, and space planning functions. The Vice Dean is responsible for ensuring that the maximum amount of scholarships, grants, and loans available are provided to students through oversight of the financial aid functions. The Vice Dean represents the school within the Duke University Health System, Duke Medical Center, on campus, and to the outside community. The Vice Dean works closely with the school's senior executive and administrative leadership team to provide coordinated fiscal and operational leadership.

The Vice Dean oversees a budget of approximately \$55 million and a staff of approximately 25 dedicated professionals, including three direct reports as well as an executive assistant. The following roles are direct reports to the Vice Dean, Finance and Administration:

- Assistant Dean, Finance and Human Resources
- Assistant Dean, Information Technology & Facilities
- Sr. Director of Financial Aid and Institutional Research

## **Essential Duties and Responsibilities**

- Oversee all aspects of the school's finances, including annual operating budgets, capital needs, and contingency planning, and initiate/recommend actions as needed to ensure financial solvency.
- Oversee preparation of the annual budget, ensuring a coordinated process for department budget development and considering input from school leadership and community members. Preps Dean for the annual budget presentation to the Provost for approval. Prepares regular reports on the performance of the school against budget, updates leadership as to financial status, and highlights areas of concern as applicable. Identifies areas of short and long-term financial risk, develops and proposes recommendations to mitigate, and implements or assists with the implementation of the solution.
- Administers school scholarship award policies and manages scholarship funds to ensure equity in the spending of these finite resources so the benefit to the student population and the school as a whole is maximized.
- Responsible for student financial aid functions and programs, including oversight of the Office of Financial Aid Services; oversee the evaluation of student financial aid needs/eligibility and selection of

candidates, including determination of type and amount of financial assistance to be awarded; ensure high customer service level; support Sr. Director of Financial Aid and IR such they perform role as the final step in securing a student's acceptance of an offer of admissions; and administer rules and regulations set forth by the Federal Government concerning government funds and conditions established by donors of funds.

- Responsible for information technology functions, including all aspects of IT support, IT infrastructure maintenance and proactive planning servers, other hardware, peripherals, workstations, laptops, etc.), support of employee and student technology, support of classroom AV and lecture recording, production, retention and playback for distance based and web-enhanced courses and building LMS courses and the related technical support of educational technology. Develops long-term IT strategies for the school. Oversees coordination with DHTS IT leadership and OIT IT leaders to ensure the school's central IT needs are met.
- Manages human resources, payroll, and related processes (including the adherence to Duke policies). Final school approval for staff salary, hiring, termination, and related decisions.
- Oversees management of facilities, including all related facility support functions and amenities. Responsible for short and long-range space planning and creating proposals to meet space needs.
- Oversees processes related to the review/approval of reimbursement requests, travel requests, invoice payments, purchase requisitions, and other administrative and accounting processes.
- Responsible for the school's business development initiatives and office, including oversight of strategy and execution of plans to increase non-traditional, surplus-generating revenue to help reduce the school's reliance upon tuition as a funding source.
- Review and analyze departmental organizational and operational responsibilities and needs; make recommendations to enhance the efficiency and effectiveness of administrative support activities.
- Direct various personnel actions including, but not limited to, hiring, promotions, and performance appraisals; make work assignments and review work of subordinate employees.

## Opportunities and Expectations for Leadership

The Vice Dean will be a close partner to the Dean and other Vice Deans of the School of Nursing in advancing the school's strategic priorities and objectives, working in unison with other institutional officers, reflecting and extending the collaborative and supportive spirit of DUSON. The Dean and senior staff will look to the Vice Dean to provide the leadership, vision, and entrepreneurial financial thinking for prudent resource management and allocation in support of institutional planning and resource growth.

In addition, the Vice Dean, Finance and Administration will be expected to:

### **Provide entrepreneurial leadership and enhance operations, service, effectiveness, and efficiency.**

The ideal candidate is an innovator who has demonstrated the ability to make high-impact improvements while building consensus for change. This leader will leverage strong business management and leadership skills and must demonstrate the ability to develop and transparently lead finance and administrative services for DUSON. The Vice Dean must be a strategic thinker who will maximize the school's core business operations while also implementing new and creative ideas and initiatives to grow the organization. The Vice Dean will join a team of dedicated finance and administration professionals who share a commitment to responsive service and open communication. The Vice Dean will be called upon to provide the best possible financial and budgetary support services to the school community and will assess and review the structure of the division and its policies to evaluate strengths and identify opportunities for efficiencies and improvements.

The school seeks a leader who will set high standards for performance and accountability, who will bring a solution-oriented mindset, and proactively promote a culture of continuous improvement, transparency, and service excellence. The ultimate goal is to further advance an energized, supportive, and collaborative environment across the division that encourages communication and initiative to maximize the potential and performance among talented staff. The Vice Dean will also actively advocate for the division and the school and strive to educate the campus community regarding best practices that will mitigate risk and improve efficiency.

### **Advance DUSON's Strategic Plan 2022 – 2027.**

DUSON has embarked on an energetic and ambitious strategic plan that lays the foundation for a successful future as a dynamic, nimble, innovative school dedicated to the mission of advancing health equity and social justice. The next Vice Dean will be expected to build upon the work of the finance and administration team underway to allow the school to pursue opportunities and initiatives that will lead to long-term, sustainable success. The Vice Dean will embrace an approach that will support best practices of aligning resources with strategy, setting goals, and measuring results and impact. This will require units and people to think and operate strategically, develop business models and data-based rationales for investment, accept responsibility and accountability for results, and collaborate across units to ensure the strategic plan is successful for the whole university.

**Develop a vision and strategy for long-term financial sustainability.**

The next Vice Dean will support the Dean in articulating a vision for the school's long-term financial health and success. As the enrollment landscape continues to shift across higher education, the Vice Dean will play a lead role in decreasing the school's reliance upon tuition, diversifying DUSON's revenue streams to meet the escalating cost of education. The Vice Dean will readily, clearly, and regularly facilitate conversation with key campus constituents around these long-term imperatives, listening carefully and integrating the ideas of others into a financial vision that can be articulated and embraced by constituents across the school, ideally in a way that is energizing and empowering.

The DUSON community is deeply interested in promoting and broadening revenue growth to more comprehensively meet the needs of both the school and its students. The new Vice Dean will bring leadership, energy, creative thinking, and negotiating skills to the conversation around revenue enhancement, support of a developing capital campaign, and strategic ideas to continue to increase the endowment. Finally, the new Vice Dean will collaborate with institutional leadership and campus community members who are interested in cultivating external partnerships and other new sources of revenue. During these conversations, the Vice Dean will be committed to providing data and insights to the Dean and other leaders and community members that are frank and unchoreographed in order to advise and support the team as it considers and advances these initiatives, which will be essential to DUSON's financial future.

**Build trust and engagement.**

The next Vice Dean will be a proactive partner and transparent operator who will engage - formally and informally - with multiple constituent groups and units across the school and the university, in addition to maintaining continuous communication with the institution's senior leadership. The new leader will generate an environment of fiscal clarity in which DUSON's budget is aligned with and undergirds the schools' strategic priorities and plans and will translate and communicate complex financial data and processes, building a clear understanding of institutional finances and the budget-planning process that incorporates the collective input of school constituents on a variety of DUSON priorities, and fostering an environment of trust, respect, and open dialog.

Skilled in data modeling and analysis, the new Vice Dean will share and leverage data as it relates to broader financial and school planning. To bring additional visibility to and understanding of DUSON's financial position, the Vice Dean will develop reporting mechanisms and tools for the Dean and other senior leaders for use both internally and externally. The Vice Dean will set high standards for performance and accountability, encouraging and rewarding teamwork and collaboration across the institution and ultimately affording the divisions and units greater autonomy - with the accompanying accountability - in their financial management. Through this ongoing collaboration, the Vice Dean will identify ways in which the DUSON community can achieve a greater shared understanding of fiscal priorities and realities, leading to a deep and sustainable environment of collaboration across the full range of constituents.

## Professional Qualifications and Personal Qualities

The successful candidate must have extensive leadership experience in healthcare or higher education finance and/or accounting, as well as an earned bachelor's degree (an MBA preferred). In addition, at least eight years of significant fiscal management responsibility with direct oversight of areas of fiscal analysis, forecasting, borrowing, accounting, financial reporting, and general ledger accounting functions are required.

The leader will bring a deep understanding of financial modeling and analysis, budgeting, and capital and financial transactions, an understanding of current and future trends in higher education, a demonstrated ability to implement strategies to support the long-term financial success of an institution, and a commitment to regularly communicate these strategies to constituents. Non-profit or fund accounting experience, as well as prior experience working in a School of Nursing or Public Health, is preferred.

Additionally, this individual must demonstrate the following qualities and qualifications:

- **Vision and Leadership:** Fluency with current issues, financial challenges, and societal trends facing higher education institutions, including state, federal, and international dynamics, and the ability to anticipate and capitalize on rapid changes in the global and domestic higher education space; the ability to think entrepreneurially and to galvanize others around a shared, strategic fiscal vision, engaging others in its creation and implementation; the ability to develop and direct strategic initiatives that are simultaneously forward thinking and make the school nimble; and a willingness to be creative to explore new opportunities and meet emerging challenges without losing sight of mission.
- **Commitment to mission:** A deep commitment to advance the School of Nursing's commitment to health equity and social justice and a demonstrated record of advancing these principles in prior roles.
- **Proven effectiveness and expertise in fiscal management and administrative and operational strategies:** Comprehensive knowledge of and successful record of enacting the principles and practices of comprehensive, multi-year operating budget development and implementation; significant professional experience managing the complex interplay of strategic goals, academic mission, tuition revenue, and budget models; skillful use of a wide variety of financing techniques, financial forecasting and ratio analysis, business intelligence, policy analysis, data analysis, program evaluation, and cost-benefit analysis; theoretical and practical knowledge and experience with investments, cash/treasury management, and capital markets; understanding of and experience with capital planning, construction, real estate development and facilities maintenance and renovation; and demonstrated skill providing sound, ethical financial guidance to institutional leaders.
- **Management skills:** A record of effective leadership of a team, including organizational assessment and support for the professional success, satisfaction, and development of staff; demonstrated success in managing strategically, decisively, and empathetically across complex environments, groups, programs, and operations; experience in business process re-engineering with the ability to review and realign systems, policies, people and culture to improve service delivery, communications, and productivity; a strong track record of leading change; the ability to inspire and effectively

supervise others, plan and organize work, partner with colleagues across the school and the university and make decisions aligned with DUSON's strategic priorities.

- **Organizational capacity building:** Experience with relationship-building with key constituencies both internal and externally to an organization; the ability to build sense of community that will foster a sense of belonging within DUSON to be a very natural one; evidence of serving as a team player who is comfortable with ongoing ambiguity; ability to inspire trust and build collaborative relationships across constituent groups using partnership, transparency, and persuasion to guide decision-making and critical operations; a collaborative, team-oriented approach to identifying solutions and strategies with senior leadership colleagues and partners across campus; demonstrated ability to motivate internal constituencies by cultivating an empowered, collegial culture; a record of building an organizational culture that engages internal and external stakeholders to work toward a common purpose and achieve shared goals; respect, support for and eagerness to engage with and cultivate an accomplished faculty, staff, student and alumni community; success attracting and retaining exceptional talent; and the capacity to serve as a trusted, adaptive and additive contributor to institutional leadership.
- **Strong record of advancing diversity, equity, inclusion, and belonging (DEIB):** A record of accomplishment in acting on the core values of inclusive excellence, equity, and belonging; a proven record of success in promoting DEIB in organizational settings; the sensitivity to engage successfully with diverse populations; and a record of achievement in coordinating with advocates and allies across campus to design and deliver recruitment, retention, professional development and community-building strategies that advance the mission and vision of DUSON and further the school's organizational DEIB objectives.
- **Analytical skills:** The data savvy and direct experience necessary to utilize appropriate technology and tools to model sophisticated short- and long-term financial scenarios to inform strategic decisions and the assessment of opportunities and challenges; ability to produce forward-looking, transparent budgets and plans, linking expenditures to outcomes; analytical capacity to assess the effectiveness of how funds are employed to achieve organizational goals; sophistication understanding of the value of technological innovations and investments that can be leveraged for more efficient and effective organizational processes and services; and deft skill synthesizing complex financial information for nonfinancial stakeholders.
- **Communication skills:** Exceptional communication skills rooted in transparency and honesty, including engaged listening and working collaboratively with senior leadership, partners across the school and the university, alumni, donors, and community and industry partners; the ability to present a vision and other information effectively, synthesizing complex financial information for non-financial constituents; the ability to respond to questions from internal and external audiences with grace and finesse, both orally and in writing; the capacity to formulate, articulate and galvanize a wide range of audiences around a shared vision, guiding decision making and critical operations; and a style of engagement that builds mutual trust and respect.
- **Personal qualities:** The highest degree of standards, unquestionable integrity, evidence of being able to make difficult decisions and act with a sense of urgency. Ethics must be beyond reproach; a history of making fair and wise decisions in the pursuit of excellence; curiosity, flexibility, and



resilience; ability to handle scale and complexity; empathy, humility, compassion, diplomacy, and strong interpersonal skills; a balance of realism and optimism; and a sense of humor.

## About Duke University

### Overview

In 1924, North Carolina tobacco and electric magnate James Buchanan Duke established the Duke Endowment with a gift of \$40 million to build on the philanthropic foundation of his father, Washington Duke, and brother, Ben Duke. The Endowment was intended to help people and strengthen communities in North and South Carolina by nurturing children, promoting health, educating minds, and enriching spirits.

James Buchanan Duke directed that part of his gift be used to transform Trinity College into Duke University. Trinity College initially came to Durham as a result of funding from Washington Duke, which was contingent upon the college admitting women "on equal footing with men." With philanthropic support and a relatively young, ambitious faculty recruited from top graduate schools at Johns Hopkins, Columbia and other northern universities, Trinity College by World War I was one of the leading liberal arts colleges in the South.

Over time, that small college grew into a complex university. Duke's home campus encompasses three contiguous campuses in Durham as well as a Marine Lab in Beaufort, North Carolina. Duke is also active internationally through the Duke-NUS Graduate Medical School in Singapore, Duke Kunshan University in China, and over 300 research and education programs across the globe.

Duke University today is a member of the Association of American Universities and one of the most prestigious higher education institutions in the country, with ten nationally prominent schools, including the Fuqua School of Business, the Sanford School of Public Policy, the Pratt School of Engineering, the Nicholas School of the Environment, the Law School, the Divinity School, the Graduate School, and the Schools of Medicine and Nursing.

When the Schools of Medicine, Nursing, and Duke University Hospital were established in 1925, the Duke Health System was born. Though it is the youngest of the nation's leading medical enterprises, the component entities of Duke Health have grown into one of the country's largest clinical and biomedical research institutions. Duke Health encompasses a health system that spans 32 counties in North Carolina and includes areas in neighboring states. Duke Health conceptually integrates the Duke University School of Medicine, Duke-NUS Medical School, the Duke University School of Nursing, Duke University Health System, Private Diagnostic Clinic (Duke physicians practice) and incorporates the health and health research programs within the Duke Global Health Institute as well as those in schools and centers across Duke University, including the Duke Robert J. Margolis Center for Health Policy.

More information about Duke University can be found at <https://duke.edu/>. Information on the Duke Health System is available at <https://corporate.dukehealth.org/>.

## About Duke University School of Nursing

### Overview

A [diverse community of scholars, scientists, educators, and clinicians](#), [Duke University School of Nursing \(DUSON\)](#) is educating the next generation of transformational leaders in nursing. The school advances nursing science around the globe and fosters the scholarly practice of nursing across the U.S. *U.S. News and World Report* has ranked the DUSON [Master's program](#) third in the nation for its [2024 "Best Nursing Schools" rankings](#). The Doctor of Nursing Practice program ranked #3 (tie), while all participating specialty programs continued the trend of leading the country among graduate nursing program rankings at #1. The school offers Master's, PhD, and Doctor of Nursing Practice degrees and will transition its Accelerated Bachelor of Science in Nursing degree to a Master's Entry to Professional Nursing (anticipated fall 2025) to students who have previously graduated from college.

At Duke, students will find a learning climate that thrives on creativity, a genuine respect for others, and an opportunity to realize their potential contributions to healthcare. Students receive strong advising and mentoring, and with many of DUSON's programs distance-based and online, faculty use creative approaches to deliver top-quality education so students can learn without leaving their jobs and lives. In addition, DUSON hosts continuing education opportunities throughout the year.

DUSON is committed to providing the best educational environment for the development of nursing leaders. DUSON is an academic center of excellence, heavily involved in the advancement of nursing science, promotion of clinical scholars and the education of clinical leaders, advanced practitioners, and researchers. DUSON is also home to many niche centers and institutes that work to improve the future of health care. From global health to simulation education to educational excellence, DUSON never fails to continue our legacy of providing excellence in education.

### History

January 2, 1931, the school opened its doors to its first class of 24 undergraduate students under the direction of Dean Bessie Baker and instructor Ann Henshaw Gardiner.

The school has offered many different degrees over the years. The first students, high school graduates, received a diploma after a three-year program that cost just \$100 per year. In 1938, the school began offering baccalaureate degrees to students who had completed two years of college along with the nursing curricula. In 1944, the school began a Bachelor of Science in Nursing Education degree program. In 1953, it added a Bachelor of Science in Nursing (BSN) degree program. Five years later, under the leadership of Thelma Ingles, the Duke School of Nursing was one of the first schools in the nation to offer a graduate nursing program.

In 1984, as a part of Duke University's retrenchment plan, the last class of BSN students graduated. In 1985, the graduate program introduced a new curriculum that focused on research. In response to the increasing nursing shortage, in 2002, the school once again began offering a BSN degree – this time as an accelerated, 16-month degree offered to students already holding an undergraduate degree. In 2006, the school accepted the first students into the new PhD program. In 2008, the school launched the first Doctor of Nursing Practice (DNP) degree program in North Carolina to prepare nurses for leadership

positions in clinical care. In fall 2025 (anticipated), the Accelerated BSN degree will transition to a Master's Entry to Professional Nursing program.

Fundamental to all of these programs has been the role of the nurse in delivering and improving patient care.

## **Mission**

We, at the Duke University School of Nursing, advance health equity and social justice by preparing nurse leaders and innovators with a commitment to improving health outcomes through transformative excellence in education, clinical practice, and nursing science.

## **Vision Statement**

Together transforming the future of nursing, to advance health with individuals, families, and communities.

## **Core Values**

- Excellence
- Integrity
- Collaboration
- Respect
- Innovative
- Diversity and Inclusiveness

## **Philosophy**

The Duke University School of Nursing is committed to achieving distinction in research, education and patient care predicated on our beliefs regarding human beings, society and the environment, health and health care delivery, nursing, and teaching and learning.

### **Human Beings**

We believe that the dignity of each human being is to be respected and nurtured, and that embracing our [diversity](#) affirms, respects, and celebrates the uniqueness of each person. We believe that each human being is a unique expression of attributes, behaviors, and values which are influenced by his or her environment, social norms, cultural values, physical characteristics, experiences, religious beliefs, and practices. We also believe that human beings exist in relation to one another, including families, communities, and populations.

## **Society/Environment**

As socio-cultural beings, humans are affected by and, in turn, influence the environments in which they exist—environments that are both internal (i.e., physiological, psychological, ethical) and external (i.e., cultural, political, social, economic, professional, global). Such environments influence the health of individuals and groups and also influence health care delivery systems, access to care, and health disparities. We believe that society has a responsibility for providing environments that are conducive to maximizing the potential of its individual members and of society as a whole, for eliminating long-term inequities that contribute to health disparities, and for creating systems and roles that protect its members.

## **Health**

We believe that optimal health does not preclude the existence of illness; health and illness exist on parallel continuums such that even people with chronic or debilitating illness may experience optimal levels of health through adaptation. We believe that all humans, from infants to the oldest of age, have a capacity to adapt to health and illness challenges whether they arise from environmental or genetic origins. Nursing's role is to assess, support adaptation, or intervene when the appropriate ability does not exist within the individual or group. Because health is an innate characteristic of humans, we believe that high-quality health care is a human right.

## **Health Care Delivery**

Maintaining optimal health and preventing disease for individuals, families, communities, and populations depend on collaborative partnerships between patients/families/communities, and teams of interprofessional providers of care. We believe that health care must be patient-centered and that mutual trust between patients and providers is created by relationships that reflect respect for dignity, diversity, integrity, self-determination, empathy, and a capacity for grace and empowerment.

Patients/Families/Communities must be supported and encouraged in making care decisions and in engaging in the adaptive work needed for responding to health or illness challenges as they transition through all levels of the care system.

## **Nursing**

Nursing exists as a function of society for the protection of its members through legally sanctioned roles, responsibilities, and scopes of practice. We believe that nursing is a scholarly discipline centered on assisting people to protect, promote, and optimize their health and abilities: prevent illness and injury; and alleviate suffering. Nursing achieves this through the diagnosis and treatment of human responses to health-threatening conditions, advocacy in the care of individuals and groups, and the generation and translation of research findings for nursing practice. Nursing is committed to a holistic and evidence-based approach to human caring and compassion, respecting the dignity, self-determination, and worth of all human beings. It is our belief that nursing focuses on the uniqueness of each human being, guided by the systematic process of assessment, planning, implementation, and evaluation, the goal of which is to optimize the quality of adaptation in human beings.

We believe that nursing has a moral responsibility to the common good and an obligation to social justice and equitable access to culturally sensitive, high-quality care for all human beings. Nurses also are

responsible for helping to reduce health disparities and reaching out to those, locally or abroad, who are vulnerable.

We believe that nurses begin as novices and progress to experts, with increasing complexities of knowledge, skills, and values needed to promote, maintain, restore, support, and maximize adaptation of humans as they fluctuate along the wellness and illness continuums. We affirm our commitment to scientific inquiry, the advancement of knowledge and understanding, and the transfer of that knowledge to others for the good of society through innovation and the novel application of technology. We believe that all nurses must practice to the full scope of their education and training in environments where laws, standards of practice, and reimbursement regulations are commensurate with education and experience.

### **Teaching/Learning**

We believe that our purpose is to develop nurse leaders in practice, education, administration, and research by focusing on students' intellectual growth and development as adults committed to high ethical standards and full participation in their communities. We recognize that it is the responsibility of all individuals to assume ownership of and responsibility for ongoing learning and to continually refine the skills that facilitate critical inquiry for lifelong learning.

Duke University School of Nursing promotes an intellectual environment that is built on a commitment to free and open inquiry and is a center of excellence for the promotion of scholarship and advancement of nursing science, practice, and education. We affirm that it is the responsibility of faculty to create and nurture academic initiatives that strengthen our engagement of real-world issues by anticipating new models of knowledge formation and applying knowledge to societal issues. This, we believe, equips students with the necessary cognitive skills, clinical reasoning, clinical imagination, professional identity, and commitment to the values of the profession that are necessary to function as effective and ethical nurse leaders in situations that are under-determined, contingent, and changing over time.

### **Diversity, Equity, Inclusion, and Belonging**

At Duke University School of Nursing, diversity and inclusiveness are core values that have been the center of a concerted effort to create an environment that allows everyone to thrive, no matter who they are. DUSON encourages diversity in many forms: diversity of lifestyles and beliefs, thoughts and ideas, educational innovation, personal and cultural backgrounds, professional experiences, and global perspectives.

For the last nine years, the Duke University School of Nursing has been recognized as a Best Nursing School for Men in Nursing by the American Assembly for Men in Nursing. In 2021, the Duke University School of Nursing earned its second Health Professions Higher Education Excellence in Diversity (HEED) Award presented by INSIGHT Into Diversity magazine. This award is considered a national honor that is awarded to colleges and universities that exhibit an outstanding dedication to diversity and inclusion.

Duke University School of Nursing's goal is that all dimensions of diversity and inclusiveness are essential components of excellence at DUSON. Our aspiration is to create an environment, embracing whoever enters our doors and ensuring that every one person who is a member of the DUSON community feels that they belong. We respect all community members, nurture them, build bridges, and create

relationships that will individually and collectively enhance our milieu. As we engage in the work that is necessary to achieve these goals, we respectfully and honestly engage in difficult dialogue, increase our awareness through critically examining ourselves for biases and assumptions. Our model for diversity and inclusion intently focuses on inclusivity; an environment where people from all backgrounds thrive and work together for a common good where all may be transformed by the positive energy which supports growth and development of all.

## Strategic Plan

The Duke University School of Nursing is taking bold steps in new directions. We are recommitting to advancing health equity and embracing social justice in our academic, clinical, and research programs. Through the implementation of our new [2022-2027 Strategic Plan](#), we are reflecting our new mission through the priorities and initiatives of our five focus areas:

- Nursing Practice
- Nursing Science
- Nursing Education
- Expanding Resources & Reach, and
- Community Diversity, Equity, Inclusion & Belonging

## Academics

Duke educates the next generation of transformational leaders in nursing. DUSON advances nursing science in issues of global importance and fosters the scholarly practice of nursing. DUSON is an academic center of excellence that advances nursing science and the education of clinical leaders, advanced practitioners, and researchers.

DUSON offers a diverse array of degree programs tailored to meet the needs of students at various stages of their nursing careers. These programs are designed to provide a comprehensive education in nursing practice, leadership, research, and innovation. Below is an overview of the degree programs available at DUSON:

- [Accelerated Bachelor of Science in Nursing](#)
- [Master of Science in Nursing](#)
- [Doctor of Nursing Practice](#)
- [Doctor of Philosophy](#)
- [Post Graduate Certificate Programs](#)

## Clinical Practice

At the Duke University School of Nursing, we provide and promote unparalleled clinical expertise. Through partnerships with Duke Health, our students and faculty are actively engaged in clinical settings

across the lifespan of care. As part of the Duke University Health System, students have the ability to learn from providers in the #1 ranked hospital in North Carolina and the #1 ranked hospital in the Raleigh-Durham region for the 17th consecutive year, according to U.S. News & World Report.

Students are trained in our world-class Center for Nursing Discovery, home to the state-of-the-art simulation center that provides an interactive, safe, and supportive environment for students to learn. The Center for Nursing Discovery provides an environment that prepares students with hands-on experiences and promotes problem-solving, critical thinking, and clinical reasoning/judgment. As a student, you'll work alongside students enrolled in all of our academic programs, and you'll be able to confidently deliver compassionate care in a diverse and complex health care setting. The School is actively engaged in multiple research communities that promote connectivity and partnership at DUSON, Duke Health, and other schools and centers at Duke and beyond. These collaborative relationships are essential to address the most pressing health care questions from multiple perspectives.

DUSON's partnerships leverage experience and knowledge to provide infrastructure to promote the professional development of nurses throughout the career continuum. Current partnerships across campus include:

**Duke Inter-Professional Education Clinic:** The Duke Health Inter-Professional Education (IPE) Clinic offers a unique learning and patient care experience. Staffed by nursing, medical, physician assistant, and physical therapy program faculty members and students, the clinic provides urgent care services to patients from the emergency room who present with less acute systems. The interdisciplinary clinic offers long-term, robust, hands-on experience in a real-world setting for students.

**Duke Health Innovation Lab:** Across the world, patients and health care providers are enjoying technological advances that are transforming health care. However, before these items make it to the marketplace, they have to be developed and tested. Duke University School of Nursing (DUSON) is home to a place for this – the new Duke Health Innovation Lab, an interdisciplinary center for developing and testing pioneering innovations in clinical practice, technology, and patient care delivery.

**Duke Advancement of Nursing, Center of Excellence (DANCE):** The Duke Advancement of Nursing, Center of Excellence is a unique collaboration between nurses in the Duke University School of Nursing (DUSON) and Duke University Health System (DUHS). Our collaboration provides an infrastructure to match the clinical expertise and needs of DUHS with the research expertise and theoretical insight of DUSON. Through DANCE, our nurses are dedicated to personal and professional advancement and lifelong learning for all in order to advance the health of our communities and demonstrate our commitment to excellence in patient-centered care.

## Research

At the Duke University School of Nursing (DUSON), we are leaders in advancing nursing science through the development and testing of nurse-led models of care that integrate the social determinants of health to address global health inequities experienced by individuals, families, and communities. With the integration of research expertise across foci, including historically marginalized and underserved populations, climate change and health, biobehavioral and omics, data science and digital health, and health ecosystems serving urban, rural, and global populations. In fiscal year 2023, DUSON received

more than \$7.4 million in annual funds from NIH, positioning the school 12th in the rankings of schools of nursing. Immersive student research experiences are designed to encourage critical thinking and transdisciplinary problem solving. Our active research environment provides the catalyst for exchange and interaction and ultimately helps to shape the next generation of nurse-scientists. In 2023, we ranked 4th in the level of NIH research individual training fellowships awarded to our PhD students. Through the engagement of diverse faculty, staff, and student populations with the communities we serve, innovative ideas and perspectives allow us to continue to take on the grand challenges that shape our world.

Our faculty are scientists, scholars, educators, and clinicians who are developing innovations in care delivery based on evidence of what works best for patients and communities. These innovations promote health, facilitate treatment effectiveness, improve the quality of care, and improve cost-effectiveness. We advance clinical approaches using ideas, processes, products, procedures, or interventions and health system changes to benefit the health of individuals, groups, and populations. For instance, type 2 diabetes is a serious problem in the United States, and self-management is critical to control the disease. An interdisciplinary team of faculty are integrating mobile technologies to identify strategies that help patients and health care professionals use patient-generated data to better self-manage and overcome challenges with diabetes.

Increasing health outcomes of a group of individuals, including families or communities, and reducing health inequities within the group are the goals of our scientific advances.

## Community Health

We are committed to care for the health and lives of thousands of people today through the work of our alumni, faculty, and students, also influencing the future of health care and how we serve those around us.

The [DUSON Community Health Improvement Partnership Program](#) (D-CHIPP) creates and manages partnerships throughout the Durham community and improves the health of underserved populations. D-CHIPP's special focus is to work directly with community organizations, and through their strategic plans determine how to best help them reach their goals and assist with community-based health initiatives. Learn more about [D-CHIPP](#).

Our partnership with [TROSА](#), a multi-year residential substance abuse treatment program located in Durham, N.C., allows DUSON to provide primary health care to its more than 500 residents. The crucial relationship provides health care access to people who are medically underserved, as well as allows TROSА to continue its mission of a holistic recovery process.

Our faculty are also committed in time and service to providing health care to persons from historically marginalized and underserved communities through community grants for individuals and families experiencing housing insecurities to research that focuses on providing resources to improve the health and well-being of young adult Latino immigrants, persons with sickle cell disease, and women with HIV who experience stigma.

The [Communities of Practice](#) is an innovative approach to creating academic practice partnerships with health care providers in our communities. Partnerships are developed to address the need for advancing



the education of advanced practice nursing students while enhancing preceptor knowledge which is necessary to improve health outcomes for patients with multiple chronic conditions in rural and underserved health care settings.

## Global Impact

We live in a diverse and global community, and at Duke, we believe it is vitally important to cultivate nurse leaders who are culturally sensitive, aware of current and emerging health needs, and poised to address health disparities locally, nationally, and globally.

Ranked 14th in the world by QS World University Rankings by Subject 2024: Nursing, the Duke University School of Nursing (DUSON) continues to build upon our legacy as a global leader in nursing education, research, and clinical practice. Whether it is a student who is looking to gain a global perspective on health care or a scholar who would like to come and further their research at Duke, we have tailor-made experiences to ensure students, researchers, clinicians, and faculty gain global perspectives on health care.

At Duke, our global activities not only amplify the school's mission but also positively impact nursing and health care delivery worldwide.

## Alumni

Duke University School of Nursing alumni are part of an exclusive group of nearly 7,000 healthcare leaders. DUSON alumni hail from all 50 states and from more than 19 countries around the world. DUSON is proud that their alumni are changing healthcare, introducing new methods of patient care, and incorporating cutting-edge technology into their careers.

Duke-educated nurses are changing the face of healthcare all over the world. DUSON alumni are:

- creating new medical devices to keep intravenous lines organized, shielded, and protected.
- founding and operating a non-profit primary care clinic in St. John, treating patients in vulnerable populations.
- presiding over the American Organization for Nurse Executives.
- saving and transforming lives in Guatemala as a medical director, treating more than 2,000 at-risk patients per year.
- volunteering across the country in disaster relief situations.

## Leadership

### **Michael Relf, Interim Dean, Duke University School of Nursing**



Michael Relf, PhD, RN, AACRN, CNE, FAAN, has been interim dean of Duke School of Nursing since September 2023. Dr. Relf has been a faculty member at DUSON since 2008 and most recently was associate dean for global and community health initiatives and was the assistant dean for undergraduate nursing from 2008-2014. He is the Mary T. Champagne Distinguished Professor of Nursing and a Research Professor in the Duke Global Health Institute. Dr. Relf is an Advanced HIV/AIDS Certified Registered Nurse (AACRN), certified nurse educator (CNE), and Fellow of the American Academy of Nursing and the Academy of Nursing Education. He earned his BS with a major in nursing from South Dakota University, his MS in nursing administration in healthcare services from Georgetown University, and his PhD in nursing from Johns Hopkins University.



## Durham, North Carolina

Established in 1869, Durham prides itself on being a place brimming with opportunity and where diverse cultures and populations come together. Around the turn of the century, Durham became known as the home of the original "Black Wall Street." Parrish Street in downtown Durham was the home of North Carolina Mutual Life, the first black-owned insurance company in the U.S., and Mechanics and Farmers Bank, a pioneering black-owned bank. Some of the earliest civil rights sit-ins occurred in Durham, and it was the backdrop against which an unlikely relationship formed between an outspoken civil rights activist and a local Ku Klux Klan leader around school desegregation, which was featured in a major motion picture released in 2019. Indeed, with no majority ethnic population, Durham's diversity is at the core of the city's identity.

An early hub for innovation, the area is now home to the Research Triangle Park, which is made up of three anchor cities: Chapel Hill, Raleigh, and Durham. With more than 170 companies, RTP is the world's largest research park, and a prominent high-tech research and development center that serves as an economic driver for the state.

The people living in this area are friendly, diverse, and educated. Cited by *U.S. News and Report* as one of the best places to live in the country and by *Forbes* as one of the best cities in the U.S. for business and careers, the region is luring new residents every day with strong job growth and a high quality of life. *Southern Living* named Durham "The South's tastiest town," and *Bon Appétit* gave it the #1 ranking for the "foodiest town" due to its offering of culinary delights of every taste. This region boasts award-winning inns, hotels, and spas, as well as cultural experiences, including university gardens and art and history museums. Although the area has four distinct seasons, temperatures are mild year-round. The area also enjoys sunshine for about 210 days a year.

To learn more visit: <https://www.discoverdurham.com/>.

## Procedure for Candidacy

All applications, nominations, and inquiries are invited. Applications should include, as separate documents, a CV or resume and a letter of interest addressing the themes in this profile.

WittKieffer is assisting Duke University in this search, which will remain open until an appointment is made.

Application materials should be submitted using WittKieffer's [candidate portal](#).

Nominations and inquiries can be directed to:

Greg Duyck, Sarah Palmer, and Kim Migoya  
[DUSON-ViceDean@wittkieffer.com](mailto:DUSON-ViceDean@wittkieffer.com)

*Duke University is committed to the principles of excellence, fairness, and respect for all people. As part of this commitment, Duke actively values diversity in the workplace, and sees to take advantage of the rich backgrounds and abilities of everyone.*

*Duke University is an Affirmative Action/Equal Opportunity Employer committed to providing employment opportunity without regard to an individual's age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. Duke also makes good faith efforts to recruit, hire, and promote qualified women, minorities, individuals with disabilities, and veterans.*