DIVERSITY INFORMATIONAL BREAKFAST PROGRAM

HOW THE PANDEMIC HAS MAGNIFIED THE CHALLENGES OF ACHIEVING RACIAL EQUITY IN A POST-ELECTION AMERICA

Thursday November 12, 2020 8:30 AM
AGENDA

8:20-8:30 AM  ZOOM Log-in

8:30 AM  Welcome: Kimberly Hewitt, JD
Vice President for Institutional Equity & Chief Diversity Officer, Office for Institutional Equity

8:35 AM  Introduction of Initiatives: Robert Crouch, PhD
Director of Diversity, Equity & Inclusion, Office for Institutional Equity

DIVERSITY INITIATIVE PRESENTATIONS & Q&A

8:38 AM  La’Shawnda Kendall, MBA
Assistant Director, Special Projects for Duke Alumni Association and DiversifyIT Co-Chair
DiversifyIT and a virtual “Living (IT) While Black” series

Francesqa Santos, MEd
Assistant Director for Arts & Media, Student Engagement, Involvement University Center Activities and Events
duARTS BIPOC Accountability Project

Erica Taylor, MD
Assistant Professor of Orthopaedic Surgery
Division Chief School Initiative

PANEL DISCUSSION AND Q&A
How the Pandemic has Magnified the Challenges of Achieving Racial Equity in a Post-Election America

9:00 AM  Moderator: Kimberly Hewitt, JD

Guy-Uriel E. Charles, JD
Edward and Ellen Schwarzman Professor of Law

Jayne Ifekwunigwe, PhD
Associate Director of Engagement, Center for Truth, Racial Healing & Transformation (Duke TRHT Center); Senior Research Scholar, Center on Genomics, Race, Identity, Difference (GRID); Social Science Research Institute (SSRI)

Viviana Martinez-Bianchi, MD, FAAFP
Family Doctor, Associate Professor, Director for Health Equity Duke Family Medicine and Community Health

10:28 AM  Closing Remarks: Kimberly Hewitt, JD

10:30 AM  Program Ends
PANELISTS

Guy-Uriel Charles, J.D.
EDWARD AND ELLEN SCHWARZMAN PROFESSOR OF LAW


Professor Charles received his JD from the University of Michigan Law School and clerked for The Honorable Damon J. Keith of the United States Court of Appeals for the Sixth Circuit. While at the University of Michigan, he was among a group of students who founded the Michigan Journal of Race & Law and he served as the Journal’s first editor-in-chief. From 1995-2000, he was a graduate student in political science at the University of Michigan. He is a past member of the National Research Commission on Elections and Voting and the Century Foundation Working Group on Election Reform.

Prior to Duke, Professor Charles taught at the University of Minnesota Law School from 2000-2009 where he also held the Russell M. and Elizabeth M. Bennett Professor of Law. From 2006-2008, he served as the interim co-dean at the University of Minnesota Law School. At Minnesota, he was named the Stanley V. Kinyon Teacher of the Year for 2002-2003.

Jayne Ifekwunigwe, Ph.D.
ASSOCIATE DIRECTOR OF ENGAGEMENT, CENTER FOR TRUTH, RACIAL HEALING & TRANSFORMATION (DUKE TRHT CENTER); SENIOR RESEARCH SCHOLAR, CENTER ON GENOMICS, RACE IDENTITY (GRID); SOCIAL SCIENCE RESEARCH INSTITUTE (SSRI)

Doctor Jayne O. Ifekwunigwe is Associate Director of Engagement for the Center for Truth, Racial Healing & Transformation and a Senior Research Scholar in the Center on Genomics, Race, Identity, Difference. She is a Critical and Global ‘Mixed Race’ Studies pioneer, a Global African Diaspora Studies scholar, and a seasoned racial healing practitioner. Her research and teaching practices, the curating and co-facilitating of Rx Racial Healing™ Circles (RxRHC), and other TRHT racial equity strategies are all influenced by her disciplinary moorings in Anthropology. She received a Joint PhD in Medical Anthropology from UC Berkeley/UC San Francisco, an MA in Anthropology from UC Berkeley, and both a BA in Anthropology and a BA in Biomedical Ethics from Brown University. She was a former Reader in Anthropology at the University of East London (UK), where she taught for over a decade.
Viviana Martinez-Bianchi, M.D., F.A.A.F.P.
FAMILY DOCTOR, ASSOCIATE PROFESSOR, DIRECTOR FOR HEALTH EQUITY, DUKE FAMILY MEDICINE AND COMMUNITY HEALTH

**Doctor Viviana Martinez-Bianchi** is a family doctor, fellow of the American Academy of Family Physicians, and the Director for Health Equity at Duke University’s Department of Family Medicine and Community Health. She is Executive Member-at-Large of the World Organization of Family Doctors (WONCA) and WONCA liaison to the World Health Organization.

She is founder and co-director of LATIN-19, the Latinx Advocacy Team and Interdisciplinary Network for COVID-19, a multisector group addressing Hispanic health during the COVID-19 Pandemic and beyond. She currently serves in the NC DHHS Historically Marginalized Populations COVID-19 Response team, and in the Vulnerable Populations Subcommittee of the Durham’s Recovery & Renewal Task Force (RRTF).

Her work addresses clinical education, teamwork and interprofessional education, chronic disease management, women’s health, addressing social determinants of health and promoting an understanding of health equity both from local and international perspectives. She joined the Duke faculty in 2006 with broad clinical experience, gained by working as a family doctor in a rural/industrial health professional shortage area in Iowa followed by being a faculty at a community hospital-based residency program. Viviana was a Community Teaching Scholar at the University of Iowa in 2004. She completed a Fellowship in Faculty Development with Emphasis in Caring for Underserved Populations at the University of Cincinnati in 2005, a Family Medicine Faculty Development Fellowship with emphasis in Cultural Competency with the Cultural Medicine Training Center in 2015; and a Teaching for Equity Fellowship at Duke in 2018.

Her leadership activities have included serving as an elected member to several Boards of Directors, including the North Carolina Academy of Family Physicians. She is Member-at-Large of the World Organization of Family Doctors (WONCA) executive and WONCA liaison to the World Health Organization. She has been Chair of the Health Equity Team for Family Medicine for America’s Health, a member of the Faculty for the AAFP Foundation Emerging Leader Institute, and chaired the AAFP Commission on Membership and Member Services. Dr. Martinez-Bianchi has represented minority physicians to the Congress of Delegates of the American Academy of Family Physicians (AAFP), and has been a member of the Medicare Advisory Board to the North Carolina Office of Minority Health & Health Disparities. She has been an invited speaker to multiple organizations, especially on issues of population health, leadership, cultural competency/humility and health care for minority populations.
INITIATIVE PRESENTATIONS

DiversifyIT & Virtual “Living (IT) While Black” Series
CO-PRESENTED BY LA’SHAWNDA KENDALL, MBA
ASSISTANT DIRECTOR, SPECIAL PROJECTS FOR DUKE ALUMNI ASSOCIATION,
DIVERSIFYIT CO-CHAIR
CO-PRESENTED BY LAURA WEBB
IT PROJECT MANAGER FOR OFFICE OF INFORMATION TECHNOLOGY, DIVERSIFYIT CO-CHAIR

We all watched in horror for over 8 minutes as a man was publicly lynched. While this happened, we were also seeing other black people being chased down and beaten to death or shot and murdered in their own homes by police. Many people were hurting and traumatized, while others wanted to move on. DiversifyIT offered a space for staff and leaders to talk with each other about what was happening in the world and how the societal norms showed up specifically in our workplace. We hosted a virtual series, Living (IT) While Black after the Living While Black symposium hosted by the Provost’s Office to be more specific to Duke and IT staff in particular. This series became a much-needed outlet for many who were not free to discuss their personal experiences at Duke within their own teams. As a result of the conversations, an action plan and feedback report were submitted to leadership teams of IT staff. https://diversifyit.duke.edu/action/

duARTS BIPOC Accountability Project
PRESENTED BY FRANCESQA SANTOS, MED
ASSISTANT DIRECTOR FOR ARTS & MEDIA, STUDENT ENGAGEMENT, INVOLVEMENT, DUKE UNIVERSITY CENTER ACTIVITIES & EVENTS

duARTS, advised by Sarah Neff and Francesqa Santos, has created a series of programming and initiatives in conjunction with making a statement over the summer in relation to the political and social landscape within the United States. Our duARTS Exec+ Team made a statement over the summer and knew that the work couldn't stop there. We are working to better address not only BIPOC related issues within the art worlds but also hoping to tackle general issues of equity and justice.

The duARTS BIPOC Accountability Project includes four components: first, an accountability survey that addresses follow-up actions of student groups and organizations that made a BIPOC-related statement over the summer months. We are trying to gain a better understanding of how student organizations are fulfilling their commitment and creating space for equity and justice within their programs. In the survey's initial launch, we reached out to over 80 arts groups and organizations. We are hoping to expand in its next launch.

Second, we have created an initiative in tandem with Duke University Union (DUU) and Duke Partnership for Service (dPS) titled, Arts and Social Justice, seeking to build connections for students
and artists on campus to ethically engage with notions of society, equity, art, ability, intersectionality, and justice.

Moving into our third practices, we take an introspective look and examine our complicity with inequity. To begin, we are re-evaluating recruitment practices, election procedures, marketing and advertising, and access to both our programs and our organization itself. We are working to identify barriers to engaging with student arts at Duke and actively working to create equity for student groups, including reforming Theatre Council, partnering intentionally with cultural and identity-based groups, and creating lasting partnerships in the Durham community for Duke and local artists.

Finally, we are growing our collective knowledge within our weekly duARTS meetings by hosting weekly discussions surrounding topics of arts and inequity by identifying and addressing issues of privilege within various art worlds. Each week a team member shares articles and leads the group in a discussion surrounding a prevailing inequity in the art world.

**Division Chief School Initiative**

**PRESENTED BY ERICA TAYLOR, MD**

ORTHOPAEDIC SURGEON, ASSISTANT PROFESSOR, DUKE DEPARTMENT OF ORTHOPAEDICS

In academic environments, diversity, equity, and inclusion strategy is enhanced exponentially through the education and shared accountability of key decision makers. Our Department of Orthopedics has created a novel longitudinal program geared towards building community through the influence of Division Chief Leadership. Our Vice Chair of Faculty, Dr. Alison Toth, developed “Division Chief School” as an eight-month, eight session academy that provides training in several key areas around communication, diversity, and general leadership principles (professionalism, financial stewardship, and organizational issues), supplemented by essential accountability metrics.

In conjunction with our Vice Chair of Diversity and Inclusion, Dr. Erica Taylor, an effective curriculum for the first session, Tackling Racism, was designed, taking into account experiential data from department members and trainees and incorporating the sensitivity, empathy, and confidentiality required for thoughtful execution. To reinforce key principles, pre- and post-course exercises were administered to the division chief participants, who were able to reflect on their own perceptions and understanding of bias and racism. The session was facilitated by three expert faculty, including a former trainee. Topics included systemic racism in America and anonymously reported experiences from diverse departmental faculty and trainees. In addition, there was an interactive segment on discovering solutions for moving forward. At the conclusion of the session, assessments of diversity, equity, and inclusion were presented as trackable measures for the division leaders to support sustainable change.

Eleven of the twelve division chief participants responded to a post-session survey to give their feedback. One hundred percent of the respondents reported that they found the Talking Racism session beneficial, that they were interested in learning more about racism, and that they preferred this interactive style of session to other implicit bias training formats. The majority felt as if this session should be rolled out to the larger faculty group.
The innovation of the “Division Chief School” program highlights two critical features that lend toward advancement of diversity efforts: 1) the integration of principles of inclusion into existing structure and leadership and 2) creation of progress assessments of diversity and equity that confer shared accountability to our department leaders and key decision makers. Specifically, the assessments include a) Improvement in Environment, b) Recruitment, Retention, and Salary Equity, and c) Increased Opportunities and Visibility for Minority Faculty. There are detailed, measurable targets within each of these assessment levels that division leaders will evaluate and report on a regular accountability schedule.

It is our vision that this initiative will be shared broadly for possible implementation within other department, at Duke and beyond, emphasizing a modern, interactive method of incorporating principles of diversity, equity, and inclusion into leadership development.
Center for Multicultural Affairs Trainings for Undergraduate and Graduate/Professional Students

SUBMITTED BY J’NAI ADAMS, MED
ASSOCIATE DIRECTOR, DUKE CENTER FOR MULTICULTURAL AFFAIRS, STUDENT AFFAIRS

Race 101
Participants will be able to define and deconstruct race and racism, understand how race and racism inform our daily lives. Participants will also learn theoretical frameworks which will aid in their understanding of the permanence of racism from an individual, institutional, and systemic lens. Lastly, participants will interrogate the ways in which race and racism have shaped and impacted their personal experiences, choices, and perspectives.

Understanding and Addressing Implicit Bias
This training will introduce participants to the concept of implicit bias. Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Participants will consider their own biases and their consequences. Additionally, participants will learn strategies to address and minimize bias to create a more inclusive environment.

Inclusive Leadership
In this training, participants will examine their own social identities and to what extent these identities determine their access to various forms of power. We will also discuss how power, privilege and marginalization inform how we engage with others. Finally, we will discuss concrete ways to practice inclusive leadership among peers. This workshop is designed for student leaders.

Diversity Team – Duke Raleigh Hospital

SUBMITTED BY AMY CANOSA, MDIV, CPE CERTIFIED EDUCATOR
CLINICAL PASTORAL EDUCATOR, LEADER OF DUKE RALEIGH DIVERSITY TEAM, DUKE RALEIGH HOSPITAL

Duke Raleigh partnered with the Raleigh Police Department to identify ways to partner around supporting our community through the COVID 19 pandemic. These conversations resulted in the development of a mass COVID 19 Care Package Giveaway. In preparation for this giveaway, Duke Raleigh and the RPD came together to prepare 1,333 care packages that contained information about COVID-19, masks, and hand sanitizer. Our Diversity Leadership Team took initiative in putting together these care packages along with our colleagues, as well as distributing them in the community. On Sept 12th, we set up a location at a local Community Center and passed out bags, as well as donating more bags to the Center for future use and to the RPD for our Raleigh Homeless.
UndocuAlly Training

SUBMITTED BY LI-CHEN CHIN, PHD
ASSISTANT VICE PRESIDENT FOR DUKE INTERCULTURAL PROGRAMS, STUDENT AFFAIRS/CAMPUS LIFE, STUDENT AFFAIRS

UndocuAlly Training: Working with Undocumented Students is an one hour training that helps participants (1) develop a basic understanding of U.S. immigration system, (2) increase awareness of the needs of undocumented students, and (3) develop effective strategies to work with undocumented students.

Duke Student Mural Project

SUBMITTED BY CHARLOTTE CLARK, PHD
ASSISTANT PROFESSOR OF THE PRACTICE, DUKE NICHOLAS SCHOOL OF THE ENVIRONMENT

Students in ENV201, in association with three affiliated CLAC classes, and Duke Campus Farm staff and "family" created an outdoor mural last week (masked, outdoors, socially distanced) to welcome the Duke Farm to its new future location on Central Campus. We worked with a wonderful professional mural artist, and the mural celebrates many diverse and inclusive aspects of the farm. I can send pictures, and it can be seen right now on the outside of 1517 Hull Ave. (Temporary location)

Anti-Racism Commitment Group

SUBMITTED BY LEIGH ANN GARSTECKI, MS
DIRECTOR OF FITNESS AND WELLNESS, DUKE RECREATION AND PHYSICAL EDUCATION

Duke Rec and PE formed the Anti-Racism Commitment Group in response to ongoing racial injustice and police brutality. The group’s mission is to build awareness and leadership around anti-racism by generating transformative conversations, tangible changes, and experiences by assessment, intentional actions, and holding our community accountable. Currently, we are in the process of evaluating our department’s staff culture, policies, and practices. We plan to utilize our findings to identify areas of growth and positive change for our staff and the communities we serve.

Anti-Racism and Social Equity Programming at the Mary Lou Williams Center for Black Culture

SUBMITTED BY CHANDRA GUINN, MA
DIRECTOR OF THE MARY LOU WILLIAMS CENTER FOR BLACK CULTURE, STUDENT AFFAIRS

Campus Life - First Year Facilitated Conversations - Fall 2020
Since the spring, most in our country have been reeling over the impact that the coronavirus has had on the lives and livelihoods of people around the world. Simultaneously, we have also seen an uprising
over racial injustice beginning here in America, igniting the largest wave of civil unrest we’ve ever seen to span the globe. The sparks that began this uprising were a series of killings of Black people by police officers and citizens, and the cries for justice that followed. In response to these incidents, Vice Provost Gary Bennett and Vice President/Vice Provost Mary Pat McMahon committed to offering specific anti-racist and anti-bias orientation programming for all new students. Surprised by this announcement but always ready to be of assistance, the Campus Life Identity and Cultural Centers (ICCs) began to contemplate how to best be of service. Once we were made aware that an outside vendor would be contracted to actually offer a mandatory training, we turned our attention to what would come next and an idea was born.

First Year Facilitated Conversations were offered as a supplemental initiative to the New Student Programs’ (NSP) Foundations of Equity Training provided by the Durham-based Equity Paradigm during Orientation 2020. This was a collaborative project of Duke’s Identity and Cultural Centers (ICCs). The 1400 plus members of the Class of 2024 were invited to continue to consider the foundational concepts related to equity as well as take a closer look at anti-Black racism with the support of the staff of the seven identity and cultural centers. Six cross-center staff teams with three members each, offered eighteen ninety-minute sessions designed for small group conversation with an expectation of no more than 24 participants each. Preparation efforts included the development of a script and slide deck related to anti-Black racism, logistical management in terms of working with NSP colleagues to access the DukeGroups platform in order to facilitate the registration of interested students, set-up Zoom sessions including registration questions both as a security feature as well as a data gathering tool and securing promotional assistance from pertinent colleagues around campus including college advisors, faculty in residence, UCAE student involvement, DuArts, Civic Engagement in addition to efforts by the ICCs themselves. There were a lot of lessons learn through the development of this effort. They certainly present an exciting opportunity to take all that we have learned about collaborating across centers to begin preparing now for next year’s orientation.

Introducing The bLOUprint 2020 - Fall 2020
The bLOUprint is the framework for orientation programs of Mary Lou Williams Center for Black Culture intentionally developed for students of African descent. Early summer, we were uncertain about the fall schedule, we knew the pandemic likely meant we would be required to utilize technology to engage new students. Also motivating us was the continuing unrest, which led us to increase the amount of interaction with incoming Black Students to further ensure they felt supported and welcomed at Duke. Naturally, we wanted to introduce “The Mary Lou” in grand fashion, thus we added two new elements to our traditional orientation experience. Students were invited to participate in The bLOUprint - either a single session or the entire experience. There were three complementary dimensions developed for on-boarding our new community members: Planning to Succeed, Capitalizing on Cultural Wealth, and Laying the Cornerstone. The opening and closing sessions for this Black affinity engagement were open to all students of African descent. Space was limited for Capitalizing on Cultural Wealth as this was intended to be an in-depth exploration with ample time for discussion and connection across three evenings.

Planning to Succeed (Day 1 - Monday, July 27 6-8p)
This opening night engagement laid the foundation for a successful first year at Duke. Participants learned about the distinct history and community of Black students, became familiar with Duke’s Mary Lou Williams Center for Black Culture and its resources, and were introduced to Durham. During this
first night, students acclimated to their new environment, while meeting members of the college community with whom they would share their Duke experience. They also had the opportunity to meet recent alumni who shared Duke stories, Durham fun facts, and answered questions.

**Capitalizing on Cultural Wealth (Days 2, 3, 4 - Tuesday-Thursday, July 28-30 6-8p)**
Capitalizing on Cultural Wealth was a 3-day, small group workshop aimed to engage students in a strengths-based approach to exploring the concept of Community Cultural Wealth. During this program, Black students were challenged to explore elements of their identity and upbringing that might help to increase their sense of belonging, mattering, and well-being at Duke. We shared with students how Blackness can be a unique source of strength.

**Laying the Cornerstone - A Welcome Launch (Day 5 - Sunday, August 16 3:30-5p)**
This concluding session featured a celebration of the start of the school year. It continued one of Black students’ annual tradition occurring on the day before the first day of class and involved the tradition of sharing the Sankofa story and claiming their space, meeting returning students including some leaders of Black Affinity Groups and sharing the voice and vision they uniquely bring to this community.

Due to the Coronavirus, all sessions were delivered via Zoom. The ultimate goals were to give students a chance to meet classmates, returning students, alumni, and staff. In the interest of helping them to be intentional about planning to succeed and utilizing information and strategies to facilitate that success - The bLOUprint.

**Anti-Racism and Social Equity Programming from the Office of New Student Programs**
**SUBMITTED BY JORDAN HALE, MED**
ASSOCIATE DEAN OF HOUSING AND RESIDENCE LIFE/DIRECTOR OF NEW STUDENT PROGRAMS, STUDENT AFFAIRS

The Office of New Student Programs led several initiatives for incoming students on promoting a more equitable and anti-racist campus climate. This work included incoming students viewing clips from the "LWB" program and the YOU at Duke session during Orientation that focused on empathy, active listening and Duke history. However, the highlight of these efforts was the "Foundations of Equity" seminar delivered by The Equity Paradigm. This session centered on the history of oppression and systemic racism faced by Black people in the United States. Our team hopes this content laid the groundwork for incoming students to better understand the active role we all must play in dismantling systemic racism.

**Duke Doctor of Physical Therapy Summer Discovery Program (SDP)**
**SUBMITTED BY STEPHANIE HALPIN, MED**
ASSISTANT DIRECTOR OF ADMISSIONS, DUKE UNIVERSITY SCHOOL OF MEDICINE, DOCTOR OF PHYSICAL THERAPY
This upcoming summer, the Duke Doctor of Physical Therapy division will host the 5th annual Summer Discovery Program (SDP). This program is designed to expose undergraduate students from various colleges and universities to the profession and to the Duke DPT experience, especially those from demographic communities that are currently underrepresented among licensed physical therapists, including racial and ethnic minorities. SDP immerses participants in the profession of physical therapy. At the end of the program, participants have gained exposure to multiple areas in the profession and have the information needed to be more competitive and to more effectively matriculate into doctor of physical therapy programs. Participants have access to some of the top faculty in the profession of physical therapy and to interdisciplinary opportunities (PTs, OTs, nurses, exercise physiologists, etc.). They receive on-going mentorship from current Duke DPT students, faculty, admission specialists and local and Duke DPT alumni clinicians.

Background of Summer Discovery Program:
In the summer of 2017, our faculty and staff met a charge to improve diversity initiatives in our program.

Two goals were developed:
1. Expose underrepresented minorities to the profession of physical therapy to improve representation within the profession
2. Create an environment where students of different backgrounds could come together and develop networks and relationships for mentoring and support.

As a result of these two goals, The Summer Discovery Program was created. For the first three years of the program, each cohort consisted of 20 participants. The 2020 program was delivered virtually to 122 participants.

Impact of Covid 19:
The COVID-19 pandemic created a tremendous amount of uncertainty, and when the University stopped all face-to-face classes, SDP 2020 was facing cancellation. Because this program successfully supports DPT’s strategic plan and the Theme of Diversity and Inclusion-Creating Educational Conduit Programs to Engage Traditionally Underserved Students within the Profession of Physical Therapy, other options were explored.

After several meetings and reaching out to the various stakeholders of the program, the SDP committee created an abbreviated, high-quality virtual option. Previously committed faculty and presenters unanimously offered support to transfer their already created materials to livestream or pre-recorded options.

The Future of SDP:
The virtual delivery of SDP was an overwhelming success, as a result, for this upcoming cohort, SDP will remain virtual and a hybrid on-site version is planned for when the Covid 19 pandemic subsides. Additionally, an SDP club has been created and facilitated by student leadership. This club focuses on the planning and organization of the Duke DPT Summer Discovery Program, as well as an opportunity to create ongoing relationships and mentoring to prospective and current students.
Duke PT and OT Diversity, Equity, and Inclusion (DEI) Committee

SUBMITTED BY KAREN JOHNSON, MOT
OCCUPATIONAL THERAPIST, PHYSICAL THERAPY AND OCCUPATIONAL THERAPY DEPARTMENT, DUKE HEALTH

The Duke Physical Therapy and Occupational Therapy (PT and OT) Department has created the Duke PT and OT Diversity, Equity, and Inclusion (DEI) Committee. The committee consists of 20 members with 10 core members and 10 task force members.

The mission of the Duke PT and OT DEI Committee is to support an increase in the diversity of the PT and OT Department. We strive to increase awareness and accountability to address issues of inequity experienced by practitioners, their clients, and the larger community; and, to facilitate a climate of true inclusiveness and collegiality for all Duke Physical Therapy and Occupational Therapy practitioners and support staff.

DEI Committee members have committed to educating ourselves by engaging in conversations and facilitating awareness to move forward with actions improving our DEI within our department and within our overall professions. We have engaged in difficult conversations producing positive solutions to continue moving forward. Our inaugural Duke PT and OT DEI Grand Rounds, held October 7, 2020, began with a presentation from Pam Bivens, Assistant Director for Diversity and Inclusion, entitled “Racial Injustice & Supporting Communities of Color: How It Impacts Our Interactions & Decisions.” This effort began our journey to education, accountability, and engagement in difficult conversations. We have collaborated closely with Pam as curriculum development will continue over the next two years to better address and engage in DEI issues and self-reflection. The department will establish monthly DEI Grand Rounds with a focus on continued understanding of cultural awareness, competence, and humility to further better serve our patients, their loved ones, and each other.

The committee will engage closely in the conversation by highlighting the many opportunities within Duke to share and discuss articles, videos, books, etc., that will help in understanding many different perspectives.

Additionally, the committee has committed to assisting with strategies and engagement to improve accountability through the clinical ladder, hiring more Black, Indigenous, and People of Color (BIPOC) in clinical roles. Serving as an integral partner within Duke to improve DEI in the DPT and OTD schools enhances community outreach efforts to impact more of the BIPOC population. We recognize that diversity is a lifelong journey with many human dimensions. With that, we are committed to the process to effect positive cultural change within the department and our surrounding community.

Just Space and Resident Assistant (RA) Diversity, Equity and Inclusion Training

SUBMITTED BY JEFFREY NELSON, MDIV
HOUSING AND RESIDENCE LIFE COMMUNICATIONS LIAISON, STUDENT AFFAIRS

Just Space examines the intersections of spaces, places, and social justice at Duke and in Durham. This year, our planning team of 20 professionals across five university units is focusing on the possibilities of creating more antiracist space on campus. Our approach is educational (a podcast series, online learning sessions, and a virtual conference) and applied (a consulting group focused on the implementation of spatial justice and antiracist principles). Website: https://sites.duke.edu/justspace/

Resident Assistant (RA) Diversity, Equity and Inclusion training this year has two parts: in the fall, training concentrated on connecting RAs with key identity center partners in order to (1) familiarize themselves with the centers and the resources available on campus in order to connect their residents to them for support or continued learning. In the spring, we are hoping to continue working with Student Affairs Campus Life leadership to incorporate a deeper anti-racism/DEI training for RAs.

The Racial Equity Working Group (REWG) at the Fuqua School of Business
SUBMITTED BY STEPHANIE ROBERTSON, JD
DIRECTOR OF COMMUNITY ENGAGEMENT AND INCLUSION, DUKE FUQUA SCHOOL OF BUSINESS

In June of 2020, the Fuqua School of Business announced specific commitments that the School would enact to address racism and racial inequities faced by many students, staff and faculty as well as those outside of Duke’s walls, with a specific focus on the experiences of Black Americans. The Racial Equity Working Group (REWG) was created to make recommendations on how to implement these commitments. The REWG focused on recommendations pertaining to the Black experience, though also included Latinx and broader diversity issues (i.e., gender equity) when there were natural interactions and overlap. I would like to share in depth with the greater Duke Community the report itself and the steps that have been and are being taken as well as hear from others of best practices to ensure we fulfill each commitment.

Koru Facilitators
SUBMITTED BY TOM SZIGETHY, MA
ASSOCIATE DEAN OF STUDENTS AND DIRECTOR, DUWELL, STUDENT AFFAIRS

We recruited a cohort of 12 employees who identify from marginalized communities of color to be trained as Koru Facilitators. Koru is the research-based method designed at Duke to teach the college-aged population meditative techniques to advance self-wellness. Facilitators matching the identities of the students being taught adds to a trusting atmosphere of discussion and developing practical actions to manage wellness.

In addition to recruiting 12 facilitators who identify as people of color in marginalized communities to teach our students of color about meditation as a wellness resource, we have also provided opportunity for the white facilitators to explore how being white has shaped their world view. This 4-
week training is giving the white facilitators an opportunity to discover the impact of color on their worldview to assist in improving the way they can be present for students as they teach meditative practice.

**Active Bystander Training**

**SUBMITTED BY HEATHER TALLEY, MSN**  
NURSE MANAGER OF OPERATIONS FOR LABOR AND DELIVERY, DUKE REGIONAL HOSPITAL

The Duke Regional Hospital Diversity leadership team decided to develop Active Bystander Training in response to the request from our staff members for more tools to address the stereotyping and microaggressions that arise at the unit level.

Goals of this training are:

- Understand what it means to be an active bystander,
- gain an understanding of the importance of “Courageous Conversations,”
- learn skills that will help you assess the situation and determine if and how you can intervene and the support available at Duke, and practice these skills with your teams.

Participants are given a handout at the end of the session and a list of scenarios that can be used for practice within their teams. We have an advantage in that we work together with large diverse groups of people. We are not alone. There are opportunities for support, change, and conversation. By taking the step of becoming an active bystander you can begin to change the way that we interact as an organization - taking your moment to support our movement. Three sessions were offered via zoom for ease of participation and social distancing.

**Diversity and Equity Programming at the Duke Career Center**

**SUBMITTED BY GREG VICTORY, MS**  
ASSISTANT VICE PRESIDENT, STUDENT AFFAIRS AND FANNIE MITCHELL EXECUTIVE DIRECTOR, DUKE CAREER CENTER

**Duke Women’s Launch**

Each fall the Duke Career Center and Duke LIFE (Low-Income, First-Generation Engagement) Office partner to create a series of career development workshops to empower 1G/LI undergraduate sophomore women in exploring strengths and interests, developing job search skills, and connecting to a community of women across campus. In the past 5 years, this program has facilitated discussions related to pressures faced by students, especially women, with high financial need in a high profile, highly competitive institution like Duke. The sessions are designed to:

1. Identify interests and possible careers
2. Discuss strengths in a professional setting
3. Create a compelling resume and cover letter
4. Develop networking and interviewing skills
5. Learn about the career trajectories of a network of Duke women

This year we sent students the Clifton Strengths Finder book and offered professional LinkedIn headshots. In addition, we directed students to connect with alumni through the new Duke Alumni Association affinity group for FGLI (first generation, low-income) called Duke First. Duke Women’s Launch reinforces the Career Center’s commitment to inclusion and we are thrilled to be a part of this program year after year!

One recent participant shared: "I came into sophomore year feeling the full weight of what it meant to be a low-income student and financially independent. Duke Launch was able to give me a place where I felt heard for the first time as a low-income student. The practice interviews, resume editing, and workshops always gave me more insight into how to present myself and look for resources. To me, the highlight of the program was the community. I could look around the room and see other students in my year who could relate to my problems. I could always rely on you all to be there ready to guide us in the right direction while giving us encouragement. You all were able to show me that being low-income did not stand as a testament to my inadequacy but to my resilience."

Duke Virtual Recruiter Academy: Hiring & Retaining Diverse Talent
In the midst of the pandemic the Duke Career Center pivoted to support our employer partners to do our part to help them transition to this new virtual environment. This series of programs was dubbed the Virtual Recruiter Academy.

The Virtual Recruiter Academy provides a range of connections and perspectives from peer employers, Duke students, and Career Center staff regarding your virtual recruiting strategy. Attend and leave with ideas, inspiration and recommendations on how to create or refresh your virtual recruiting strategy.

Sessions in Summer 2020 included: An employer panel on: Impactful Virtual Recruiting; A panel with Duke Career Center Advisers and Employer Relations Team: Advice on Virtual Recruiting Strategies; and a Duke student panel: Student Perspectives on Effective Virtual Recruiting Strategies

We had excellent turn out and feedback and many employers requested additional sessions throughout the year to help support and educate our employer partners. We were getting a lot of questions about best practices related to Inclusion and Equity and thought it would make sense to convene some experts to share their thoughts on this important work. So our 4th session was Virtual Recruiter Academy: Hiring & Retaining Diverse Talent: Through the recruitment of diverse populations, organizations strengthen their competitive edge. A diverse workforce delivers an increase in innovation, customer relations, productivity, and employee retention. The Duke Career Center believes that it is our role to facilitate meaningful connections between our employer partners and our talented student body. Join us for this panel of professionals (all of them Duke Alumni) serving in Inclusion & Equity roles who will share their insight, expertise and thoughts to help your organization effectively engage with diverse talent. We had over 120+ employers registered for the session.

The panel was moderated by: Kimberly D. Hewitt, J.D., Vice President for Institutional Equity/Chief Diversity Officer, Duke University.
Panelists: Lauren Hood T’89, Senior Vice President, Diversity & Inclusion Executive, Bank of America; Sheldon Maye T’03, North America ERG Program Manager, Accenture; Jason Williams T’95, Senior Vice President, Global Inclusion Strategy at ViacomCBS

The panel tackled questions that included:

- What are those barriers that your company has faced with respect to its diversity and inclusion efforts in a virtual world?
- What are some creative approaches that you have seen in order to balance the barriers and challenges of operating in a virtual world?
- What are prospective employees looking for when they are trying to assess the climate of a potential employer/organization?

How is your organization managing the national conversation about race and social justice in America? Do you have a strategy for balancing your goals for creating a racially equitable environment and the President’s recent Executive Order on diversity training?

The ultimate goal of this session was to help employers who hire Duke students and alumni be better prepared to create inclusive spaces and organizations where all staff are valued. This is part of the Career Center’s commitment to equity and inclusion.

THANKS

Special thanks to Selden Smith, Jr., Manager at Duke University Technical Services, who helped us from start to finish with all of the technical functions needed for this event. We also want to thank Kristen Brown, Associate Vice President for University Communications, for her advice and ideas and for also helping to advertise the event through the Duke Communicators Network. Finally, we want to thank all of you who registered and attended the event.