

Racial Equity Working Group Report

Duke University's Fuqua School of Business; October 6, 2020

Executive Summary

Following the unrest and nation-wide soul-searching that occurred after the death of George Floyd, Fuqua School of Business Dean Bill Boulding committed Fuqua to address issues of racial inequity:

"We can collectively commit to leading the way in our industry, our community and in each of our lives in being anti-racist. We can make this the moment we begin dismantling systemic racism. Our community prides itself on decency. Now, more than ever, we need to let our decency shine through and fully hold ourselves accountable to living our values every day."

– Bill Boulding

Dean Boulding's June 15, 2020 message announced specific commitments that the Fuqua School of Business would enact to address racism and racial inequities faced by many, with a specific focus on the experiences of Black Americans.* One week later Dean Boulding formed the Racial Equity Working Group (REWG) to make recommendations on how to implement these stated commitments. The REWG focused on recommendations pertaining to the Black experience, though also considered Latinx and broader diversity issues when there were natural synergies and complementarities.

*<https://www.fuqua.duke.edu/duke-fuqua-insights/commitment-to-action>

Purpose: This report summarizes the recommendations made by the Racial Equity Working Group (REWG) to implement initiatives that address issues of race at Fuqua and in some cases in the broader community in which Fuqua operates.

Approach: At the initial meeting of the 18-member team, REWG formed four subgroups: alumni, staff, students, and faculty. The full REWG held weekly meetings, with subgroups holding separate weekly meetings. Each of the four subgroups generated recommendations for implementation that were commensurate with their function as a group at Fuqua (e.g., faculty task force members generated the first iteration of the Teaching & Curriculum section). The report was created through an iterative process in which all committee members were able to provide ideas and feedback in both full committee meetings and subgroup committee meetings.

Recommendations: A key mission of the Fuqua School of Business is to teach critical thinking skills to the next generation of business leaders. The recommendations described herein are meant to enhance Fuqua's ability to accomplish this mission. Moreover, the REWG believes that it will be difficult to achieve long-run success in addressing racial inequities if these initiatives are simply "extra" tasks and events; rather, success requires that these initiatives be woven into the fabric of Fuqua's core activities. Hence, the recommendations made here are comprehensive, integrative,

and reinforcing of each other, with the goal of increasing racial awareness and understanding at Fuqua.

Our first recommendation is that the REWG or a portion of the group remain intact through Fall 2020 as the initiatives described in this report commence. In late 2020, we recommend that a permanent, smaller racial equity committee be formed to work with the Dean's office to oversee various recommendations and related initiatives and to assess progress made toward the recommendations for, at a minimum, the next three to four years.

The REWG's other recommendations appear below in this report.

Report Format: The main body of the report focuses on recommendations to fulfill the commitments made by Dean Boulding. The main body also identifies who will be responsible for ensuring that a given recommendation is enacted. Other details appear in the Appendices, which include a summary of the commitments and recommendations, details about how to measure whether Fuqua is making progress on fulfilling the commitments, incremental resources required to implement some recommendations, a sampling of initiatives related to race that Fuqua currently pursues, and the membership of the Racial Equity Working Group. Note that the commitments described herein closely parallel those made by Dean Boulding, though we reworded some. A mapping of the Dean's original commitments to the recommendations of this report appears in Appendix 1.

The recommendations in this report are divided into four broad categories that align with those outlined in Dean Boulding's commitment statement: (A) Teaching & Curriculum, (B) Diverse Representation, (C) Inclusive Community, and (D) Partnerships.

The report is divided into corresponding sections:

- A. Teaching and Curriculum
- B. Diverse Representation
- C. Community and Inclusion
- D. Partnerships

We start the report with an overview of the recommendations for each of these sections, followed by details about each initiative.

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Overview

The following four charts summarize the REWG's recommendations. The numbers in the chart serve as an outline to help readers navigate the report. Stars indicate priority recommendations. Implementing items in the middle column would require new resources.

Section A: Teaching & Curriculum

	Recommend Immediate Implementation	Implementation Requires Additional Resources	Future Consideration
A1 & A2: Increase breadth and depth of race-based discussion in existing classes	<div>★ A1a: Increase racial coverage in existing classes; use faculty survey to assess baseline & measure progress</div> <div>A2: Increase number of URM guest speakers invited to speak at Fuqua</div>	<div>A1b: Identify/create teaching materials related to race; store in repository; each Area faculty liaison to oversee</div> <div>A1b: Seek student feedback and suggestions on coverage of race in classes</div> <div>A1c: Integrate diversity in Management Comms course in all degree programs</div> <div>★ C4a: Train faculty to discuss race in the classroom</div>	
A3: Add new courses with content on race	<div>★ A3a: Create a new elective: <i>Talent Management & Diversity</i> (working title)</div>	<div>A3a: Create at least one more new elective with content focused on race</div>	<div>A3b: Consider for-credit Diversity & Inclusion weekly seminar</div> <div>A3c: Consider adding Diversity & Inclusion Concentration</div>
A4: Create open-enrollment educational offering on racial equity	<div>A4a: Offer an Executive Ed Program: <i>What Leaders Need to Know about Race in the U.S.</i></div>		

Section B: Diverse Representation

	Recommend Immediate Implementation	Implementation Requires Additional Resources	Future Consideration
B1: Master's Students	<div>★ B1a: Host specialized recruitment events for URM applicants</div> <div>B1b: Increase engagement with MBA prep and professional organizations</div>	<div>★ B1c: Increase URM yield efforts by launching YES (Yield Enhancement Strategy)</div> <div>★ B1e: Clearly report student demographics (e.g., define URM in external materials)</div> <div>B1c: Create and award scholarship(s) for HBCU graduates</div> <div>★ B1d: Improve Fuqua's digital footprint to highlight D&I</div>	<div>B1e: Increase detail & breadth of diversity reporting internally; consider reporting externally</div>
B2: Doctoral Students	<div>B2a: Provide PhD coordinators with best practices to increase diversity of PhD candidates</div>	<div>B2c: Host students from other schools as visiting PhD students</div> <div>B2d: Develop pre-PhD research assistant training program for college graduates</div>	<div>B2b: consider expanding PhD cohort size</div>
B3: Faculty	<div>B3a: Broaden recruitment to identify well-trained applicants, including those from PhD programs ranked below Top 5</div>	<div>B3b: Engage in activities that support diverse academic associations</div> <div>B3c: Hire research associates (post-docs)</div>	
B4: Staff, especially senior admin	<div>★ B4a: Improve on and implement inclusive hiring practices for staff openings</div> <div>B4b: Provide development programs for all employees</div>		<div>B4c: Consider joining external programs geared toward URM's interested in higher education</div>
B5: Fuqua Boards	<div>B5: Assess expectations and recruiting processes for Fuqua Boards; confer with Board leadership to obtain insights and network knowledge</div> <div>B5a: Increase URM representation on Fuqua Boards</div>		

Section C: Community & Inclusion

	Recommend Immediate Implementation	Implementation Requires Additional Resources	Future Consideration
C1: Create school-wide opportunities to increase awareness and inclusivity	<div>★ C1a: Host school-wide event on origins of & systems that reinforce racial inequity</div> <div>C1a: Faculty liaison work closely with Director of CEI to plan training and related</div> <div>C1b: Expand ongoing formal and informal opportunities to discuss race</div> <div>C1d: Celebrate diversity of Fuqua community</div>	<div>★ C1c: Make available an avenue for students, staff of all ranks, and faculty to report workplace incidents, and provide support for corrective steps</div>	
C2: Increase awareness and inclusivity among students	<div>C2a: Offer training and conversations on racial equity and leadership</div> <div>C2c: Encourage clubs to incorporate D&I into programming</div>	<div>★ C2b: Create/solidify mentorship programs</div>	<div>C2d: Engage various affinity groups to share best practices</div>
C3: Increase awareness and inclusivity among staff	<div>★ C3a: Measure & monitor staff perceptions about Fuqua's culture of inclusivity</div>	<div>C3b: Offer training on how to talk about race and discrimination</div>	
C4: Increase awareness and inclusivity among faculty	<div>C4a: Offer training for faculty to understand systemic racism</div>	<div>★ C4a: Train faculty to discuss race in the classroom</div>	

Section D: Partnerships

	Recommend Immediate Implementation	Implementation Requires Additional Resources	Future Consideration
D1: Support Black and Latinx-led organizations (with focus on Durham)	<div>★ D1a: Increase URM-led clients in experiential learning</div> <div>D1c: Identify opportunities to partner with Durham orgs tackling racial equity</div> <div>D1d: Increase sourcing of goods/services from Black-owned businesses</div>	<div>D1b: Launch Black Founders Pitch competition with NCCU</div>	
D2: Work with other higher ed institutions to create and share best practices	<div>★ D2a: Convene peer business schools to share and push best practices</div> <div>D2b: Talk with HBCUs to identify areas for collaboration (beyond D1b/D1c)</div>		
D3: Engage alumni network to increase racial equity in industry	<div>D3a: Create a Duke alumni-in-DEI community of practice</div> <div>D3b: Increase engagement of alumni that want to be engaged in racial equity work</div>		
D4: External communities advise Director of CEI	<div>D4a: Form advisory council of students, alums, faculty to advise Dir. of Community Engagmnt & Inclusion</div>	<div>D5: Recognize Fuquans who address issues of race outside Fuqua</div> <div>D5a: Recognize Fuquans working to address issues of race outside of Fuqua</div>	

A) Teaching and Curriculum

In business school curricula, representation of Blacks and issues of race have been limited. This section discusses how to change Fuqua's curricula to increase the portrayal of Blacks in classroom content, increase classroom dialogues of racial inequality, and increase discussions about the role of business in finding solutions to negative bias and systemic racism. Unless otherwise stated, each commitment applies to both core courses and electives across the various master's programs.

Commitment A.1: Expand class materials to increase the number of Black protagonists and to increase class discussions of racial inequality

Materials used in class should reflect the characteristics of the current and future workforce. Materials can include examples, illustrations, brief readings, and problem sets. Class materials can be about the Black experience, can highlight a Black protagonist, or can consider aspects of systemic racism that have created differential opportunities for Blacks and non-Blacks.

Recommendation A.1.a: We recommend encouraging faculty to increase breadth and depth of racial coverage in existing classes; and we recommend that Fuqua conduct an annual faculty survey to assess baseline and measure progress.

- In Fall 2020, a survey generated by REWG will be distributed to all faculty who taught courses across all degree programs during the 2019-2020 academic year. Following a two-week period to complete the survey, results will be compiled and sent to the Dean's office and Area Coordinators for review.
- For each class in each area, Area Coordinators will discuss with the faculty responsible for each course the optimal amount of racial coverage. Progress would be reflected in an improvement towards the desired proportion of coverage dedicated to race.
- To assess progress toward the desired goals, we recommend that this metric (reporting of racial content in the course curriculum) be added to and reported in the annual activity reports in 2022 and discussed in annual review with the Senior Associate Dean for Faculty or annual discussions with Area Coordinators.
- The goal is to achieve the desired racial content in the respective faculty member's course curriculum within 2-3 years. We recommend that the survey sent to faculty to assess the racial content in their courses occur in the fall of each year such that content can be aggregated and progress tracked toward the general goal to increase representation of racial content in the curriculum.

Responsible for implementation: Faculty member of REWG, faculty, Area Coordinators, Senior Associate Dean of Faculty

Recommendation A.1.b: We recommend the creation and identification of teaching materials on race, racial experience, and/or with a racially diverse protagonist; and that Fuqua build a repository to store materials.

- Faculty are responsible for finding or developing materials to use in their classes such that their course content moves toward achieving the stated racial content goals agreed upon between the faculty and the Area Coordinator.
- To assist in this endeavor, we recommend that appropriate class materials be placed in a repository that will be organized by Area. Given that the Fall 2020 term will commence soon, the REWG took the initiative to generate this repository. It can be found at this url: <https://duke.box.com/s/fivph5a5bvtrmgiwk8utqok87wsty18e>
 - Any existing materials pertaining to race that are already part of the curriculum should be placed in the repository.
- To facilitate development of repository materials, we encourage faculty to survey their students (formally or informally) at the end of each term (while the course content is fresh in memory and students are excited) to get advice for improving race content in future years as well as to solicit assistance in developing materials from students who have taken the course. We recommend that this survey process be supported by and coordinated by the school.

Responsible for implementation: Faculty member of REWG, Senior Associate Dean of Faculty, a faculty liaison for each area (who will coordinate with the Office of Community Engagement and Inclusion, to create the repository).

Recommendation A.1.c: Integrate coverage of diversity throughout the Management Communications course in all degree programs.

- Fuqua recently hired a Professor of the Practice (Daisy Lovelace) who has the requisite training to teach diversity and inclusion topics. We recommend that the recently hired PoP teach the appropriate number of sections of daytime Management Communication to become familiar with the curriculum. We recommend that she teach a diversity class session that can be taught in most or all Management Communications sections across programs in which Management Communications is offered.

Responsible for implementation: Senior Associate Dean of Faculty and Program Deans

Commitment A.2: Increase diversity of guest speakers invited to Fuqua

Recommendation A.2.a: We recommend that a diverse set of speakers be invited to Fuqua with centralized speaker tracking.

- We recommend that Fuqua professors and other Fuqua leaders (e.g., Center Directors) invite a diverse set of guest speakers reflective of the current and future workforce. For

faculty, information related to diversity of guest speakers will be collected via an annual survey of faculty (the same survey described in A.1.a).

- We recommend that Fuqua create a centralized database of guest speakers. Among other things, this database will serve as a place for faculty to identify guest speaker candidates. The database should include a listing of past speakers (e.g., seminar speakers, club speakers, distinguished speakers, center speakers) with relevant demographics to assess the extent of the diversity composition of previous guest speakers.

Responsible for implementation: Fuqua faculty, Center Directors, DAR, and the Office of Community Engagement and Inclusion.

Commitment A.3: Create additional elective courses that focus on race, racial inequality, diversity, justice, and/or fairness

Recommendation A.3.a: We recommend that Fuqua offer at least two new electives focusing on the aforementioned topics.

- There currently exists a course labeled Human Assets that is taught by the Management Area. We recommend that Fuqua change the name of this existing course (e.g., to “Diversity and Human Resources” or “Talent Management and Diversity”) to reflect a focus on managing and developing diverse talent in organizations. We recommend that this course be added to Fuqua’s offerings by the end of the 2020/2021 academic year. A potential adjunct faculty member has been identified to teach this course in the 2020/2021 academic year. It is possible that this course could be taught by full-time faculty at some point in the future.
- We recommend that at least one additional elective be developed and taught on the aforementioned topics. Given that most teaching of these topics currently occurs in the Management Area, we encourage the development of additional electives in Academic Areas outside of the Management Area. We recommend that these electives be added to Fuqua’s offerings by the end of the 2022/2023 academic year

Responsible for implementation: Area Coordinators and Senior Associate Deans

Recommendation A.3.b: We recommend that Fuqua explore the possibility of creating a for-credit “Diversity and Inclusion” (D&I) weekly seminar.

- The seminar would be modeled after the seminars offered in HSM and EDGE in which leading experts in business visit class to discuss current challenges and opportunities. It could be coordinated by a professor of the practice.
- The decision to introduce this seminar may be made jointly with the decision on whether to introduce a concentration in diversity and inclusion (see A.3.c).
- Presently, our advice is that this possibility should be evaluated in 2021/2022 and in light of other course offerings.

Responsible for implementation: Area Coordinators and Senior Associate Deans

Recommendation A.3.c: We recommend that Fuqua explore the possibility of creating a “Diversity and Inclusion” concentration.

- The viability of this offering is contingent on the extent to which previous Recommendations (A.3.a and A.3.b) are implemented and the interest of students.
- When the referenced Recommendations are successfully implemented, we recommend that the Management Area Coordinator discuss the concentration with the Management Area to determine the feasibility of this concentration and whether it is possible to fill out the concentration by drawing on existing courses in other parts of Duke (such as sociology, law, or public policy).
- We recommend that this feasibility assessment occur during the 2022/2023 academic year.

Responsible for implementation: Management Area Coordinator and Program Deans

Commitment A.4: Create an executive development course about Leadership and Race

Recommendation A.4.a: We recommend that Fuqua add an Executive Education course titled “What Leaders Need to Know about Race in the U.S.”

- This course would be based on the Summer 2020 LinkedIn Live sessions.
- The length of this course should be commensurate with the medium by which the offering will be delivered (e.g., Zoom or face-to-face) and be based on the expertise of Fuqua faculty in the area of diversity.
- We recommend that development of the program commence in Fall 2020 with the goal of adding the course in 2021 to those offered by Executive Education.

Responsible for implementation: Executive Education Director, faculty with the needed expertise in the area of diversity and leadership, Senior Associate Dean of Non-Degree Programs.

B) Diverse Representation

The students and employees of Fuqua should reflect the diversity of American society. This section describes goals, plans, and challenges for diverse representation among students, staff, faculty, and boards. By having a diverse community, Fuqua creates an environment that enables our faculty, staff, students, and alumni to learn from people who are different from themselves.

Commitment B.1: Increase diversity of master’s students

Master’s Students: The URM representation in the entering (in Fall 2020) class of the Daytime MBA program is 23% of the domestic student body and 17% of the total class. This is our largest URM representation to date. Admissions believes the strong outcome is due to partnerships with diverse organizations, and early and consistent engagement with staff, students, and alumni – this

engagement enabled Fuqua to convey our genuine commitment to diversity. We recommend that Fuqua maintain this level of communication throughout the application process for applicants in all Fuqua's programs. As we explain below, we also recommend that Fuqua engage in new opportunities to identify, recruit and enroll more URM students in all of our master's programs. Fuqua should also increase our brand recognition in the diversity and inclusion space to support our recruitment and yield efforts.

Recommendation B.1.a: We recommend that Fuqua create new, specialized recruitment events targeting underrepresented racial minority groups.

- We recommend that at least one new recruiting event be added for each of our Daytime, EMBA, MMS, and MQM programs, with the goal of increasing URM applicants. Similar efforts should be made in the online programs. The purpose of these specialized events is to help URM prospective students better understand Fuqua's programs and how to best prepare and navigate the admissions process.
- We recommend that one new event for each respective program be offered in the 2020/2021 academic year. We recommend that these events be evaluated for their effectiveness, adjusted accordingly and successful events be repeated in subsequent academic years.

Responsible for implementation: Office of Admissions

Recommendation B.1.b: We recommend that Fuqua explore opportunities to leverage existing diversity partnerships for new engagement opportunities and also identify new partnership alliances.

- Many of Fuqua's partnering organizations offer programs or opportunities beyond those we are currently utilizing. By tapping into these additional programs, Fuqua can source additional business school applications from URM students. There are also new opportunities to create customized marketing campaigns for URM prospective students from partnership organizations. We recommend that the Office of Admissions explore at least one new partnership in each academic cycle.

Responsible for implementation: Office of Admissions and Marketing

Recommendation B.1.c: We recommend that Fuqua increase its outreach to admitted students from time of admission to enrollment to increase URM yield.

- The competition for URM admitted students is fierce. Most URM students in Fuqua's applicant pool have multiple options for business school. Throughout the admissions cycle Fuqua provides many connections for prospective students with staff, alumni, and current students.

- We recommend that the Office of Admissions collaborate with the Minority Alumni Advisory Board to re-establish our alumni-led YES (Yield Enhancement Strategy) program.
- We recommend that Fuqua work with Development and Alumni Relations (DAR) to establish additional scholarship opportunities for students from Historically Black Colleges and Universities.
- We recommend considering the addition of the YES program for EMBA, MMS, & MQM in 2021/2022.

Responsible for implementation: Office of Admissions, Marketing, and Development and Alumni Relations (DAR)

Recommendation B.1.d: [We recommend that Fuqua create a D&I webpage that conveys Fuqua's efforts in this space.](#)

- While diverse representation is embedded throughout Fuqua's digital content, we recognize the need to have a dedicated space on our website to highlight the depth of the diversity programs we offer and to provide prospective students with a snapshot of Fuqua's strong commitment to diversity.
- We recommend that a dedicated webpage be created that contains information on Fuqua's diversity efforts. This webpage will provide information for prospective students and also serve as an up-to-date repository for information about Fuqua's diversity and inclusion (D&I) events and opportunities, so that interested Fuquans can easily find upcoming events. We recommend that the development for the page commence in 2020/2021.

Responsible for implementation: Marketing, Office of Admissions, Office of Community Engagement and Inclusion.

Recommendation B.1.e: [We recommend that Fuqua increase the detail of diversity \(URM\) reporting.](#)

- Currently, underrepresented minority metrics are reported in aggregate for each racial category. For internal purposes, we believe there is value in having more fine-grained data. The school should also decide when and how to communicate this externally. We recommend that Fuqua communicate the composition of URM students more clearly to prospective students while gathering and presenting information externally in a way consistent with peer institutions.
- We recommend that starting in 2020/2021 Fuqua clearly report student demographics (e.g., define what is meant by URM in external documents).
- In the longer term, we recommend that Fuqua prepare an annual diversity report that presents metrics across a variety of dimensions and relative to peers – the makeup of faculty, students, cases, speakers, etc. We recommend that Fuqua's Dean work with deans of other top business schools (see D.2.a) to establish a standard for reporting this information externally. Fuqua should be a leader in clearly reporting this diversity

information externally (e.g., on the public diversity webpage referenced in B.1.d) while at the same time be cognizant of how peer institutions report this information.

Responsible for implementation: Senior Associate Deans, Fuqua Dean, and Admissions

Commitment B.2: Increase diversity of doctoral students

Admission to Fuqua's doctoral program is very competitive. The admitted students have outstanding undergraduate and often master's education, very high test scores, and often have unique work or research experience. The pool of URM Ph.D. applicants is small and competition among top universities is high.

This commitment is about increasing URM representation among Fuqua Ph.D. students. A main focus is on proactively increasing the base of strong URM applicants. Commitment D.5 discusses the related topic of Fuqua professors being involved in mentorship and training of students that attend other universities.

Recommendation B.2.a: We recommend that the Fuqua Ph.D. Program Office generate a list of best practices to increase diversity among doctoral candidates.

- We recommend that starting in 2020/2021 the Fuqua Ph.D. Program Office, in conjunction with each area's Ph.D. coordinator, generate a list of best practices to increase the pipeline of URM students who apply to our doctoral programs. Examples of best practices could include:
 - Reaching out to key Duke undergrad departments (math, econ, psych, etc.) to find good candidates.
 - Reaching out to undergrad Black Business clubs and other URM clubs.
 - Hosting a Fuqua Friday gathering of URM undergrads to introduce them to Fuqua and its Ph.D. program.
 - Expanding the selection criteria to include valuable experiences, including professional experience.
 - Being open to non-traditional backgrounds and preparation.
 - These practices must be supported by a set of faculty who make clear, personal commitments to supporting the training and research of candidates coming from non-traditional backgrounds and preparation
- While the recommended list of best practices may change from time to time, the practice of following best practices to attract URM students should occur every year.

Responsible for implementation: Ph.D. Program Office and Area Ph.D. Coordinators.

Recommendation B.2.b: We recommend that Fuqua consider implementing a policy of expanding Ph.D. class size.

- We recommend that Fuqua consider implementing a policy that admits larger classes of Ph.D. students, which should allow more URM students to enter Fuqua's Ph.D. program.

- We recommend this begin with admissions in the 2020/2021 academic year, budget permitting.

Responsible for implementation: Ph.D. Program Office and Area Ph.D. Coordinators.

Recommendation B.2.c: We recommend that Fuqua create a system in which Ph.D. students visit from other schools.

- These students would typically spend one or two years at Fuqua collaborating with Fuqua faculty identified in advance to serve as committed mentors.
- This program would be targeted at but not exclusive to URM students.
- We recommend that these invitations commence in the 2020/2021 academic year.

Responsible for implementation: Fuqua faculty, Ph.D. Program Office, Area Ph.D. Coordinators.

Recommendation B.2.d: We recommend that Fuqua explore the feasibility of developing a pre-Ph.D. research assistant (RA) training program for college graduates.

- We recommend that Fuqua explore the feasibility of hiring individuals interested in a doctoral program to work at Fuqua for two years, learning the skills required to conduct academic research and perhaps attend appropriate classes.
- Advertising for this program would be targeted at graduates from HBCU schools.
- We propose that each academic area would have one first year and one second year RA in this program (two-year program). The RAs would be full-time employees of Duke. We would encourage a cluster hire such that the RAs would have a cohort.
- For the program to work, each RA would need at least one committed faculty mentor who would ensure that the RA is gaining relevant research skills to be competitive when applying for a doctoral degree.
- We recommend that exploration of this idea occur during the 2021/2022 academic year.

Responsible for implementation: Ph.D. Program Office, Area Ph.D. Coordinators, Senior Associate Dean for Faculty.

Commitment B.3: Increase the diversity of Fuqua's faculty

Recruiting URM professors is a challenge for most top business schools. The common challenge is that there are only a few URM Ph.D. students graduating from top Ph.D. programs each year and, accordingly, competition for the select few can be aggressive. However, we note that there are numerous faculty members around the nation who did not attend top-ranked business Ph.D. programs, yet they are considered as leaders in their fields. Perhaps more candidates can be identified by expanding the faculty hiring search to include a broad set of schools, in addition to top-ranked schools, to identify candidates with strong training and potential.

Recommendation B.3.a: We recommend that Fuqua focus on the training of the faculty candidate and the candidate's potential in addition to the rank of the program from which the candidate receives a degree.

- We recommend that, when recruiting for new faculty members, Fuqua faculty be proactive every year in generating lists of advanced URM doctoral students who are on the market (or will be on the market) that graduate from a variety of institutions.
- We recommend that, when recruiting, Fuqua faculty should actively search for URM junior faculty who are under-placed. Again, here the focus should be on the candidate's record not the institution at which he or she currently resides nor the candidate's degree institution.
- We recommend that this effort begin in 2020/2021. Duke University has a general hiring freeze in 2020/2021, though it is permitting targeted URM hiring.

Responsible for implementation: Area Coordinators, Senior Associate Dean for Faculty.

Recommendation B.3.b: We recommend that Fuqua engage in philanthropic activities that support diverse academic associations.

- We recommend that Fuqua partner with professional URM associations like the Ph.D. Project, the Association of Black Psychologists, the Management Faculty of Color Association, the Association of Black Sociologists, etc. The goal is to build and maintain Fuqua's presence in these communities and to build associations through strategic sponsorship of events, to provide support for these groups, and also to connect Fuqua to potential hires.
- We recommend that Fuqua faculty find ways to actively engage in and be represented at the respective association's conferences and that this effort continue every year. This will help Fuqua to cast a broader net and increase mutual awareness between Fuqua faculty and potential URM candidates.
- We recommend that these activities begin in 2020/2021, though budgetary commitments may be delayed until 2021/2022.

Responsible for implementation: Fuqua faculty, Ph.D. Program Office, Area Ph.D. Coordinators, Senior Associate Dean for Faculty.

Recommendation B.3.c: We recommend that Fuqua expand hiring of research associates either as post-docs or in other positions defined within the Duke system.

- These professors would have their Ph.D.s but would not be tenure track. We recommend that this initiative advertise to HBCU's and organizations that work with URM Ph.D. students.
- In this position, research associates could use their time to gain research skills, including working on research, collaborating with Fuqua faculty, and attending seminars.
- While at Fuqua, they could teach a class or two.

- We recommend that Fuqua hire as many post docs as budgetary constraints allow with a goal of at least one per academic area.
- We recommend that this program commence as soon as funds are available to allocate to it.

Responsible for implementation: Fuqua faculty, Ph.D. Program Office, Area Ph.D. Coordinators, Senior Associate Dean for Faculty.

Commitment B.4: Increase staff diversity, particularly among senior administrators

There are approximately 253 Duke-employed staff members at Fuqua. The number of Black, Latinx, and Native American staff at Fuqua is approximately 37. Out of 61 director-level employees or higher rank, 6 are URM. To increase representation of Black and Latinx administrators at Fuqua, especially in senior roles, Fuqua should pursue a combination of promoting internal candidates, promoting from within the Duke community, building a pipeline of future leaders, and hiring externally. The bullet points below contain potential ideas to be considered by Fuqua HR and others responsible for implementation.

Recommendation B.4.a: We recommend that Fuqua work with Duke HR to improve upon and implement inclusive hiring and promotion practices for staff positions, particularly senior positions.

- We recommend that Fuqua follow inclusive hiring and promotion practices such as (but not limited to) having diverse search committees and having search committees use a rubric to evaluate key skills.
- We recommend that all hiring managers be encouraged to attend Duke training on “Employment Best Practices” to ensure candidates are evaluated legally and fairly.
- We recommend that Fuqua provide information to job candidates and current employees about opportunities available at Fuqua such as professional development opportunities, compensation, and promotions.
- We recommend that hiring efforts begin as soon as the hiring freeze is lifted.
- We recommend that promotion efforts begin in 2020/2021

Responsible for implementation: Fuqua HR, Dean’s Office.

Recommendation B.4.b: We recommend that Fuqua promote mentorship and development programs for all employees.

- We recommend that Fuqua encourage participation by Fuqua employees in professional development opportunities available at Duke, such as the Duke Leadership Academy.

- In addition, we recommend that Fuqua increase awareness of the Tuition Assistance Program, which provides full-time Fuqua employees partial payment of tuition for a Fuqua Executive MBA Program. The purpose of the program is to attract, retain and support high-performing employees with the opportunity to earn a Fuqua MBA. We recommend that Fuqua actively identify strong candidates rather than waiting for employees to self-nominate.
- We recommend some combination of mentoring and career path development program be developed and made available to all staff to prepare employees for promotion to senior roles. While such programs would be available to all employees, we believe this will help URM employees progress to senior roles.
- We make these recommendations with a clear understanding that senior openings at Fuqua are rare. Thus, Fuqua pursues two goals when it supports its employees: One is to strengthen personal skills generally, such that it equips an employee to be competitive in many future opportunities; the other is to enhance the fit between current employees and Fuqua's managerial needs at the time an internal candidate is considered for promotion.

We recommend that these recommendations be evaluated in 2020/2021.

Responsible for implementation: Fuqua HR, Dean's Office.

Recommendation B.4.c: We recommend that Fuqua consider joining external programs geared toward underrepresented populations interested in working in higher education.

- Currently, Fuqua works with Duke HR and its relationships to external groups to increase candidates in several targeted areas including: URM, women, veterans and disability alliances.
- Fuqua should work to increase its pool of diverse candidates by advertising vacancies in places likely to attract minority audiences.
- Fuqua should consider working with universities (HBCUs and HSIs), associations, etc. to recruit Black and Latinx populations interested in higher education.
- We should consider creating/joining formal mentoring/fellowship programs aimed at underrepresented populations interested in working in higher education. (<https://hr.harvard.edu/administrative-fellows-program>, <https://www.naspa.org/division/naspa-undergraduate-fellows-program-nufp>)
- Although these recommendations focus on external processes for increasing the numbers of Black and Latinx staff in senior roles, a longer run objective should be to build a pipeline of internal URM employees who are currently below senior level (but who can rise to senior level in time).
- We recommend that this begin as soon as the hiring freeze is lifted.

Responsible for implementation: Fuqua HR, Dean's Office

Commitment B.5: Increase diversity on Fuqua Boards

Fuqua oversees eight boards. Currently, the Fuqua alumni base is made up of Caucasian (59.5%), Asian (21.9%), Undisclosed (7.1%), Hispanic (5.7%), Black (5.4%), Native American (0.3%), and Native Hawaiian/Other Pacific Islander (0.1%) people. The following table shows the Black and Latinx percentage for each current board.

Board	Composition	Responsible	Black	Latinx	Total Board Size
Board of Visitors	Alumni and others	Dean's Office	5.1%	3.3%	58
Alumni Council	Alumni	Development and Alumni Relations (DAR)	13.5%	5.8%	51
Health Care Alumni Advisory Board			3.6%	7.1%	27
Minority Alumni Advisory Board			76.0%	24.0%	25
CASE/CASE i3 Boards	Industry leaders, including some alumni	CASE	10.3%	5.1%	39
CEI Board		CEI	5.0%	0.0%	20
EDGE Board		EDGE	6.3%	12.5%	16
COLE Board		COLE	8.3%	8.3%	12

- Members of the Board of Visitors have 12-year terms, so change will take time. We therefore recommend a 5-year goal. Recommendations specific to various boards appear below.

Recommendation B.5a: Establish goals for increased URM representation on boards and establish work plans to achieve these goals.

- We recommend that the Dean's Office, DAR, and Center Directors consider two cross-cutting principles when forming diverse boards.
 - First, when evaluating candidates for boards, Fuqua should consider various forms of contribution that board members can make – financial, time, insights, demographic representation and perspectives, industry, access to jobs for students, etc. – and also consider the financial means of alumni from varying backgrounds.
 - Second, when identifying candidates for boards, and when establishing board governance, Fuqua should consult with current board leadership and other alumni to obtain their insights and network knowledge.
- For the Board of Visitors, we recommend that the Dean's Office
 - Determine an appropriate five-year goal to increase URM representation.
 - Review the processes used for identifying candidates.
 - Review current board expectations to determine potential adjustments to allow for increased URM candidates/representation.
 - Review Dean's expectations of board members (C-level or other top position, financial support, previous engagement) and purpose to determine if adjustments are needed.
 - Develop a board-ready initiative that will help create a pipeline of strong candidates.
 - Consider having the Chair of the Minority Alumni Advisory Board serve on BOV (as is currently done with the Chair from the Alumni Council).

Responsible for implementation: Dean's Office

- For the Alumni Council, Minority Alumni Advisory Board, Health Care Alumni Advisory Board, we recommend that DAR and the Dean's Office
 - Determine appropriate five-year goals to increase URM representation.
 - Review the processes used for identifying candidates.
 - Balance need for growth with desires to remain inclusive of programs, class years, careers, etc.

Responsible for implementation: DAR, Dean's Office

- For the CASE, CEI, COLE, EDGE Advisory Boards, we recommend that Center Directors work with the Dean's Office to
 - Determine an appropriate five-year goal to increase URM representation.
 - Review the processes used for identifying candidates.

Responsible for implementation: Center Directors, Dean's Office

C) Community and Inclusion at Fuqua

This section discusses how to use formal training and informal interactions to increase awareness of and change behavior with respect to racial issues and how to build an inclusive community. In some cases, the school should focus on school-wide opportunities that span students, staff, and faculty. In other cases, the opportunities should be tailored to specific groups. The first commitment in this section describes events designed for two or more groups jointly. The remaining commitments each focus on a specific group.

It is worth noting with respect to the recommendations described in this section that while the training and events described in this section are diversity-related, having other team-building activities, not necessarily oriented towards racial issues, helps to build community and trust; this in turn strengthens the community to tackle challenging issues like those related to race.

Commitment C.1: Offer school-wide training and other opportunities to increase awareness about issues of race and to create inclusiveness across the school

Recommendation C.1.a: We recommend that Fuqua offer school-wide training that teaches the historic origins of, and present-day systems that reinforce, racial inequity.

- We recommend that Fuqua host a school-wide educational event focused on issues of race. This event would facilitate students, staff, and faculty learning together. A school-wide event will improve overall inclusivity at Fuqua at the same time as teaching a shared, foundational understanding of the issues.
- We recommend that the training use a mix of outside expertise, which benefits from detachment from relationships at Fuqua (and can lead to open and challenging conversations), and inside expertise, so people at Fuqua will see fellow community members who serve both as advocates and as experts who can be sought out in the future.
- We recommend that Fuqua appoint a faculty liaison to work closely with the Director of Community Engagement and Inclusion to design this training and advise on other related initiatives.
- Following a foundational school-wide event, we recommend (in C.2, C.3, and C.4) separate, tailored training for each stakeholder group (e.g., related to specific challenges of teaching about race in the classroom for faculty).
- We recommend that this foundational training begin in Fall 2020.

Responsible for implementation: Office of Community Engagement and Inclusion, Faculty Liaison, Dean's Office

Recommendation C.1.b: **We recommend that Fuqua continue and expand opportunities to discuss issues of race**

- Ongoing discussions are important to help people continue to learn from each other's experiences and to sustain a supportive environment. These are intended to include faculty, staff, and students in inclusive discussions, but does not restrict a group from hosting events that could be more relevant to the respective group.
 - We will continue to grow our "Thought Leader Lunches" conversations focusing on learning more about topics related to diversity and inclusion.
 - We will develop a new monthly "Book Club" which will focus on topics related to racism, including the history of racism in the US and how to actively be an ally.
- We recommend that these ongoing activities resume and continue after the foundational training described in C.1.a, starting in Fall 2020.

Responsible for implementation: Office of Community Engagement and Inclusion, Dean's Office.

Recommendation C.1.c: **We recommend that Fuqua make available clear procedures for Fuquans to report racial incidents and to receive support for corrective steps.**

- We recommend that Fuqua create and disseminate a clear description of how staff, faculty, and students can confidentially report racial experiences (and other workplace incidents). Reporting should be confidential unless the concerned individual would like his or her identity known.
- This recommendation should lead to their being more identifiable people who can listen to and provide support for a concerned individual. Support includes sharing knowledge of school and university resources and sharing knowledge of available actions that can be taken to address the individual's concerns if the individual desires.

Responsible for implementation: Dean's Office, Office of Community Engagement and Inclusion

Recommendation C.1.d: **We recommend that Fuqua create new events in which members of the community celebrate the diversity of the community.**

- These events are focused on getting to know Fuqua community members and individuals (and are not directly about racism, allyship, etc.).
- We recommend that Fuqua host activities and events to facilitate community celebration of diversity. These events might include but not be limited to
 - Spotlights that are less about our jobs and more about who we are. This would include videos about current employees (like those used for new employees) describing themselves and their background. They could be featured on the Fuqua website and on the new D&I webpage.
 - Peer-nominated staff recognition awards for contributions to building a strong and inclusive Fuqua community.
- We recommend that these events begin in Fall 2020

Responsible for implementation: Office of Community Engagement and Inclusion, Dean's Office.

Commitment C.2: Increase awareness and inclusiveness among students

The goals of this Commitment are to a) raise awareness among students about the history of discrimination and racial inequities in the United States and b) change behaviors to create a culture of inclusion, so all students feel like they belong at Fuqua.

Desired outcomes include stating core values to students early and often (e.g. "Racism and hatred will not be tolerated at Fuqua"); calling out racism when you see it and hear it (as the late Congressman John Lewis said, "When you see something wrong, say something"); and, doing the "right" thing, not necessarily the "easy" thing. We believe this builds a stronger community while students are at Fuqua, and, as importantly, prepares our students to be leaders with critical skills and insights as they make a difference in their future workplaces.

Recommendation C.2.a: We recommend that Fuqua expand current student programming on racial equity and leadership in all programs, offering new kinds of events.

- We recommend that student education on racial equity be embedded throughout the Fuqua experience, including the classroom (see Section A) and in co-curricular events. There is currently a strong base of co-curricular programming in the Daytime MBA program. We make two new recommendations below. First, we recommend that appropriately-tailored forms of co-curricular events, symposia, and training be extended to GEMBA, WEMBA, MQM, and MMS. Second, we recommend new forms of events designed to reach a broader audience that includes both URM and non-URM students.
- Many current daytime MBA events are tailored to specific MBA clubs, such as a black speaker visiting to speak to BLMBAO. These are important experiences. We also recommend that other types of speaker events be developed that aim to reach broader audiences – audiences that include URM and non-URM students and that span programs. Examples include:
 - inviting Chief Diversity Officers to speak to a broad audience in a school-wide event. A marquee event, such as a one day symposium, could attract a broader audience and have more impact.
 - inviting Black speakers from Corporate America, including Black Fuqua alumni, to discuss their racial experiences in Corporate America to a mix of URM and non-URM audiences across programs.
 - hosting "lunch & learns" that bring together URM students from multiple programs to interact with members of the BOV and Alumni Council to discuss personal experiences and career development.

Responsible for implementation: Office of Community Engagement and Inclusion, Dean's Office.

Recommendation C.2.b: We recommend that Fuqua create or solidify mentorship programs for students.

- We recommend that incoming students have the opportunity to be assigned a mentor, who would provide advice about how to navigate Fuqua and how to navigate the workplace.
- Mentors might be alumni or second-year students in some programs. For URM students, these mentors might be the incoming students' YES mentors (B.1.c) or they might be different mentors.
- This may require bilateral training of both mentors and mentees.
- We recommend that mentorship programs be a focus for 2021/2022

Responsible for implementation: Student Life, CMC, Dean's Office

Recommendation C.2.c: We recommend that Fuqua encourage clubs to incorporate D&I in their programming.

- We recommend that non-racial-focused clubs be encouraged to incorporate diversity and inclusion (D&I) components within their core work (e.g., the marketing club could have a session on URM issues in marketing).
- We recommend that this begin in 2020/2021

Responsible for implementation: Program Deans, MBAA

Recommendation C.2.d: We recommend that Fuqua create processes for affinity groups to share insights and coordinate their initiatives.

- Formal: We recommend that leaders of Fuqua affinity groups (e.g. BLMBAO, LGBTQ, etc.) meet once or twice a year to share experiences and best practices and to identify shared opportunities and partnerships (e.g., for events, speakers, school engagement, etc.).
- Informal: We encourage Fuqua affinity groups to interact with affinity groups (e.g., BLMBAO) at neighboring schools and institutions, as well as with the undergraduate institutions of Fuqua students.
- This recommendation is longer term, starting in calendar year 2022.

Responsible for implementation: Program Deans, Student Life, MBAA

Commitment C.3: Reinforce a culture of inclusivity among staff.

The goals of this Commitment are a) to monitor how inclusive staff feel that Fuqua is and b) to empower staff members to discuss racism. These efforts, and similar activities described in C.1, will build and reinforce a culture of inclusivity at Fuqua.

Recommendation C.3.a: **We recommend that Fuqua measure and monitor staff perceptions about Fuqua's current culture of inclusivity.**

- We recommend that Fuqua add questions to the annual staff survey to measure staff perceptions about the current level of inclusivity.
- We recommend that Fuqua execute a listening tour where the Office of Community Engagement and Inclusion listens to staff members across all functions.
- We recommend that these listening events begin in 2021 and continue annually.

Responsible for implementation: Office of Community Engagement and Inclusion, HR, Dean's Office.

Recommendation C.3.b: **We recommend that Fuqua provide staff training opportunities that focus on how to talk about race and discrimination.**

- We recommend that Fuqua train staff members on how to have conversations with each other about race and racism. An example program could be Courageous Conversations training.
- We recommend that Fuqua train staff members in different intervention strategies and how to react when they observe racial discrimination. An example program is Active Bystander training.
- Some of these programs can be "tailored" components that follow school-wide events described in C.1.a.

Responsible for implementation: Office of Community Engagement and Inclusion, Dean's Office.

Commitment C.4: **Increase awareness and inclusiveness among faculty**

Goals of Commitment C include a) raising awareness among Fuquans about the history of discrimination and racial inequities in the United States, b) and changing behaviors to create a culture of inclusion so that all Fuquans feel like they belong at Fuqua. This section focuses on activities with academic content or other activities aimed at faculty.

Recommendation C.4.a: **We recommend that Fuqua offer two kinds of training to faculty. The first should focus on understanding systemic racism, the history of race in America, and systemic racism today. The second should focus on equipping faculty to facilitate discussions about race in the classroom.**

- One aspect of training, which we call *Systemic Racism*, will focus on issues such as the accumulation of historical disadvantage, evidence for the contemporary role of implicit racial bias, and insight about concrete steps that businesses can take to mitigate these problems. This training could be in conjunction with the comprehensive school-wide training and education effort described Section C.1.a or it could be tailored.

- The second aspect of training, which we call *Discussing Race*, will focus on equipping faculty to discuss race and race-related issues in the classroom. This will likely have several elements, including helping faculty feel confident when they present ideas in their teaching and when they facilitate discussions among students in which different perspectives will be voiced. This could follow a “kick off” based on the events described in Section C.1.a but must necessarily be tailored to faculty.
- Both kinds of training should be beta-tested or properly vetted by a small group of faculty who are willing to do so before the training is offered. The Office for Faculty Advancement office requests proposals for seed grants which could be used should this training be conducted by an outside consultant or non-Fuqua professor.
- We recommend that this training begin in Fall 2020, possibly rolling into Spring 2021, possibly via several LinkedIn Live training sessions. We recommend that versions of the training be offered on a recurring basis thereafter depending on the preferences of the faculty.

Responsible for implementation: Dean’s Office.

D) Partnerships

This section explores partnerships and collaborations that Fuqua can be part of to increase and strengthen Fuqua’s reach in addressing racial inequities.

Fuqua has an opportunity and a responsibility to use its people, resources, and knowledge to strengthen the communities of which we are a part. These communities begin with our home here in Durham, and extend to the business school community at large, and to our alumni working in industry all around the globe. We believe that business can be a powerful ally and an advocate for racial equity.

Although we have offered concrete recommendations here, we believe that they need to be further informed by additional conversations and exploration. In addition, to achieve the commitments stated here, Fuqua will need to be a committed partner over time. We believe this means starting with a small number of initiatives and implementing them well to build trust with our partners.

Commitment D.1: Support Black- and Latinx-led organizations, especially in Durham

As we reach out to Black- and Latinx-led organizations, we believe that we need to first listen to outside leaders, such as the leaders of the Durham Community, to understand the intersection of what they need with what Fuqua can provide. In the same spirit, we think it is important to recognize that in many cases Fuqua will not play the lead role in a collaboration, but instead will focus on listening, learning from, and supporting our partners.

Recommendation D.1.a: We recommend that Fuqua increase Black- and Latinx-led clients in existing experiential learning programs.

- Through a variety of programs (Fuqua Client Consulting Practicum (FCCP); CASE Initiative on Impact Investing Consulting Practicum (CASE i3CP); Fuqua on Board; and many others), Fuqua students have the chance to consult with and learn from external client organizations, nonprofit and for-profit, in Durham and around the world.
- Within these programs, we recommend that Fuqua increase the number of Black and Latinx-led client organizations. By increasing the diversity of the client portfolio, Fuqua students will gain valuable exposure to diverse leaders while simultaneously providing value to Black and Latinx-led organizations.
- We recommend that relationships be developed with local, national and international partners that can help market to/source Black- and Latinx-led clients. This process has already commenced with examples such as CASE's sourcing partnerships with networks such as Camelback Ventures and Echoing Green, and initial conversations with NCCU's Dean about creating joint Fuqua/NCCU teams working with the City of Durham as client.
- We recommend 2020/2021 be used for planning and to convene a task force to set new processes in place. We recommend that this initiative be rolled out in 2021/2022.

Responsible for implementation: Experiential Learning office, CASE, Student Life (depending on specific program)

Recommendation D.1.b: We recommend that Fuqua launch a Black Student Founders pitch competition in partnership with NCCU.

- We recommend that Fuqua's Center for Entrepreneurship and Innovation (CEI) and the NCCU School of Business, in partnership with the Duke Innovation & Entrepreneurship Initiative (Duke I&E) and the Black Founders Exchange hosted by American Underground and Google for Start-Ups, co-create and launch a pitch competition for Black Student-Founders in the 2020-21 academic year.
 - The competition will convene Black student-founders from across the U.S., judges who can provide feedback on their ventures, and funders who can provide the capital to accelerate venture growth.
 - The CEI and NCCU teams are currently co-creating the application process, eligibility requirements, and building the support networks needed to support and accelerate Black-founded ventures.
- We recommend that competition be formally announced in September 2020 and the inaugural competition held in April 2021.

Responsible for implementation: Fuqua's Center for Entrepreneurship and Innovation (CEI) and NCCU School of Business

Recommendation D.1.c: We recommend that Fuqua partner with Durham-based organizations to co-create programming that supports local organizations tackling racial equity issues

- While Fuqua already partners with the Durham community in a variety of ways (e.g., supporting Durham nonprofits through Fuqua on Board; co-hosting events; contributing financially and through volunteer efforts, and much more), we see an additional opportunity to co-create programming with local organizations that are tackling the underlying racial equity issues present in our community.
- We recommend that a group from Fuqua, led by the Center for the Advancement of Social Entrepreneurship (CASE), begin to have conversations with Durham community partners about their ideas for partnership.
- We recommend that these conversations occur 2020-21 to explore joint opportunities. We recommend that an initial joint project be launched in 2021-22.

Responsible for implementation: CASE and relevant faculty volunteers

Recommendation D.1.d: We recommend that Fuqua provide information to those making purchasing decisions that will allow them to increase sourcing of Fuqua goods and services from minority-owned businesses.

- Fuqua has the opportunity to support Black and Latinx businesses through our procurement of goods and services for school operations. One challenge to increasing this support is that purchasing at Fuqua is decentralized, with vendors chosen by many different units and even by individual professors.
- We recommend that Fuqua create and publicize a list of locally-owned URM businesses, to enable those making purchasing decisions to purchase from local vendors. We recommend that Fuqua coordinate with Duke University leadership on the creation of this list.
- We recommend that a baseline assessment and Durham-based resource guide be created in 2020-21. We recommend that Fuqua consider in its next budgetary planning cycle when and how to implement this initiative.

Responsible for implementation: Dean's Office

Commitment D.2: Work with other higher education institutions to create and share best practices regarding issues of race

Recommendation D.2.a: We recommend that Fuqua establish and convene a network of peer business schools that commit to share best practices and push collective practice.

- We recommend that Fuqua take a leadership role by establishing a network of peer business

schools that commit to share best practices and push collective practice. This group will be committed to furthering racial equity in business schools and will be used to share best practices, identify our own gaps, and avoid complacency by supporting and holding each other accountable for equity work being done.

- We recommend that the senior leaders of this network meet annually; between annual meetings, schools should continue conversations at the departmental level.
- We recommend that in Fall 2020 Fuqua conduct online benchmarking to identify the appropriate peer schools (and leaders within) to invite, and to create an MOU or application process regarding the expectations and commitments of member schools.
- We recommend that in Spring 2021 Fuqua host an inaugural summit of business schools leaders focused on best practices in increasing racial equity and inclusion in business schools and the business world.

Responsible for implementation: Dean's Office, Office of Community Engagement and Inclusion.

Recommendation D.2.b: [We recommend that Fuqua partner with Historically Black Colleges and Universities \(HBCUs\) to identify areas for collaboration and co-learning.](#)

- Throughout this report, the Racial Equity Working Group has made recommendations that might be done in partnership with HBCUs, especially those local to Fuqua (e.g., Recommendations D.1.a, D.1.b, D.1.c).
- We recommend that Fuqua meet with HBCU partners to understand their current strengths and needs to find ways in which Fuqua can be a complementary partner.
- As one example, conversations have already begun with multiple touchpoints at North Carolina Central University (NCCU). Based on these conversations, we recommend that Fuqua explore with NCCU the possibility of holding an educational session for Durham high-school students. NCCU had held such an event in the past and has expressed interest in exploring whether it is desirable to revive this effort jointly with Fuqua.
- We recommend that conversations with HBCU schools occur during 2020-2021.

Responsible for implementation: Dean's Office, Office of Community Engagement and Inclusion

Commitment D.3: [Engage Fuqua's alumni network to increase racial equity in industry](#)

Recommendation D.3.a: [We recommend that Fuqua create a Duke alumni community of practice for DEI professionals to support each other and to learn from each other.](#)

- We recommend that Fuqua continue to develop a Duke alumni community of practice for DEI professionals to support each other and share best practices, and from which Fuqua can receive guidance on how best to train inclusive business leaders.

- Fuqua hosted a small, virtual roundtable in the summer of 2020 with approximately 12 Fuqua and Duke alumni whose jobs are focused around DEI. We recommend growing this network and hosting a larger, hopefully in-person conference in Fall 2021.

Responsible for implementation: Office of Community Engagement and Inclusion, Dean's Office with support from DAR and CMC

Recommendation D.3.b: We recommend that Fuqua increase outreach and engagement of alumni that want to be engaged in racial equity

- We recommend that in 2021 Fuqua poll alumni to determine whether they would like to be involved in addressing issues of racial equity. We recommend that this effort include but reach beyond current Fuqua board members.
- Based on this information, we recommend that Fuqua connect some alumni with efforts occurring at Fuqua with current students, and provide other alumni with resources to implement change outside of Fuqua.
- One example of a possible activity would be an alumni-led webinar series on racial equity.

Responsible for implementation: DAR in partnership with Office of Community Engagement and Inclusion, Dean's Office, Minority Alumni Advisory Board

Commitment D.4: Bring together internal and external communities in an on-going way to advise the Director of Community Engagement and Inclusion

Recommendation D.4.a: We recommend that Fuqua form an advisory council that can help support Community Engagement and Inclusion efforts

- We recommend that the council have broad representation, including students, alumni, faculty, and community members
- We recommend that the process of forming council be undertaken during the 2020-2021 academic year with a goal of completing by the end of Spring 2021.

Responsible for implementation: Office of Community Engagement and Inclusion, Dean's Office,

Commitment D.5: Publicly recognize the efforts of faculty, staff and students who work through other organizations to address issues of race.

This report makes a number of recommendations that involve specific actions led by Fuqua as an institution. There are in addition many issues and initiatives that Fuqua employees and students

may initiate or conduct that address issues of racial equity -- but for which Fuqua does not play a direct role in organizing or conducting.

Recommendation D.5.a: We recommend that Fuqua recognize the efforts of faculty, staff, and students that address issues of racial equity outside of Fuqua.

- The following are examples of efforts involving Fuquans:
 - Fuqua professors have worked with national organizations to found and participate in programs that provide mentorship for URM Ph.D. students and URM business school professors. One example:
 - <https://www.fma.org/diversity-emerging-scholars-initiative>
 - Fuquans volunteer in various ways in the Durham Public Schools. We recommend that these efforts first involve asking DPS leadership what they most need.
 - Fuquans participate in efforts to encourage voter participation within the US, focusing on the local communities and volunteering with such organizations as [You Can Vote](#).
- The webpage described in B.1.d can be used both to celebrate these contributions as well as to broadcast current events and opportunities that Fuquans can choose to participate in.

Responsible for implementation: Fuquans doing such work (who inform the Dean's Office or their supervisor); Dean's Office.

Appendix 1: Summary and mapping to original June 15 commitments

In these appendices only, CEI stands for “Community Engagement and Inclusion”. Elsewhere in the report, CEI stands for “Center for Entrepreneurship and Innovation”.

A. Teaching and Curriculum

	Recommendation	Primary Leader	Secondary Leader	Earliest Timing	Measurement	Key Resource	June 15 Initial #
Class content	A1a - survey faculty to determine baseline, set goals to increase coverage of race	Area Coordinator, Area faculty	REWG Faculty Member	2020 Fall	Administered (Y/N) & Reported (Y/N); Goals set, met (Y/N)	Faculty time	7, 8, 9, 11, 13
	A1b - create teaching materials on race and build repository	Faculty Dean; one faculty liaison per area	REWG Faculty Member, CEI Director	2020 Fall	# of items created and uploaded	Student volunteers, faculty time, TA hours	7, 8, 9, 11
	A1c - increase diversity content in ManComm	Faculty Dean and Program Deans		2020 Fall	Diversity expansion occurred (Y/N)	Faculty time	10
Speakers	A2a - increase diversity of Fuqua guest speakers	Center Directors	DAR, Fuqua Faculty	2020 Fall	Administered (Y/N) & Reported (Y/N)	Faculty time	18
Class offerings	A3a - create new Fuqua electives	Area Coordinators	Senior Associate Deans	2021 Spring	Class offered (Y/N)	Adjunct faculty salary, existing TT faculty	12
	A3b - consider creating for credit D&I seminar	Area Coordinators	Senior Associate Deans	2021 Fall	Seminar offered (Y/N)	Existing PoP	12
	A3c - consider creating D&I concentration	Management Area Coord.	Program Deans	2022 Fall	Approved by Curriculum Committee (Y/N)	Faculty time	12
Executive education	A4a - create open enrollment executive education on race	Executive Education Director & Fuqua Faculty	Senior Associate Dean for Non-Degree Programs	2020 Fall	Class offered (Y/N)	Faculty time & possible incremental profit for Fuqua	15

B. Diverse Representation

	Recommendation	Primary Leader	Secondary Leader	Earliest Timing	Measurement	Key Resource	June 15 Initial #
Master's students	B1a - increase URM applications via new recruiting events	Admissions		2021 Spring	# of URM events added	Existing admissions budget	16, 17
	B1b - increase URM applications via existing and new diversity partnerships	Admissions	Marketing	2021 Spring	# new partnership strategies tried	Existing admissions budget	16, 17
	B1c - increase yield of admitted URM students via outreach	Admissions	Marketing & DAR	2021 Spring	# alumni engaged with initiatives	Existing admissions budget	16, 17
	B1d - D&I webpage as a repository for information about diversity events and opportunities	Marketing	Admissions, CEI Director	2020 Fall	Website launched (Y/N) number of clicks	Admission and IT personnel time	16, 17
	B1e - Increase the transparency of diversity (URM) reporting	Senior Associate Deans, Fuqua Dean	Admissions	2021 Summer	Report completed (Y/N)	Admissions personnel time	17
Doctoral students	B2a - formalize best practices to increase doctoral candidate diversity	PhD Program Office	Area PhD Coordinators	2020 Year- end	# unique outreaches	Faculty time	16
	B2b – Create Fuqua policy of expanding PhD cohort size	PhD Program Office	Area PhD Coordinators	2020 Year- end	% of URM applications given offers relative to all URM applications	Faculty time	16
	B2c - invite visiting Ph.D. students	Fuqua Faculty, Area PhD Coordinators	PhD Program Office	2021 Fall	% of URM visitors relative to all PhD students plus PhD student visitors	Office space, faculty time	16
	B2d - hire pre-Ph.D. college graduates as research assistants	PhD Program Office, Area PhD Coordinators	Faculty Dean	2022 Fall	# pre-PhD RAs	Full time Duke Employee RA salary, office space, faculty time	16
Faculty	B3a - consider faculty training and potential in addition to candidate degree institution	Area Coordinators	Faculty Dean	2020 Fall	# targeted outreaches	Faculty time, allocation from existing area recruiting budget	16
	B3b - Engage in philanthropic activities that support	Fuqua Faculty, PhD Program	Faculty Dean	2020 Fall	# targeted engagements	Faculty time, existing recruiting	16

	diverse academic associations	Office, PhD Coordinators				budget, incremental cost for sponsoring events	
	B3c - hire research associates (post-docs)	Fuqua Faculty, PhD Program Office, PhD Coordinators	Faculty Dean	When funding available	# URM post docs	Faculty time, could be cost decremental relative to regular hire to meet teaching needs	16
Staff	B4a - improve inclusive hiring and promotion practices, especially in senior positions	Fuqua HR	Dean's Office	2020 Fall	# applicants, #interviewees, # hires	HR personnel time	16
	B4b - create mentorship and development programs for all employees	Fuqua HR	Dean's Office	2020 Fall	# internal URM promotions	HR personnel time	16
	B4c - join external programs geared toward URM interested in higher education	Fuqua HR	Dean's Office	When hiring freeze lifted	# programs partnered with	HR personnel time	16
Fuqua boards	B5a - increase URM representation on boards	Dean's Office	DAR, Center Directors	2025 Fall	# URM appointed	Dean time	16

C. Community and Inclusion

	Recommendation	Primary Leader	Secondary Leader	Earliest Timing	Measurement	Key Resource	June 15 Initial #
Awareness school wide	C1a - provide school wide racial inequity training (origins and present day reinforcement systems)	CEI Director	Dean's Office	2020 Fall	Events held (Y/N), attendance	Instructor fee, CEI Director Time	16
	C1b - foster ongoing conversations on race	CEI Director	Dean's Office	2020 Fall	Events held (Y/N), attendance	Fuqua committee member time	2
	C1c - Facilitate reporting of racial incidents and support taking remedial action	Dean's Office	CEI Director	2021 Summer	Dissemination of how to report and how to get support Y/N	Dean's Office & CEI Director time	2
	C1d - Host events celebrating community diversity	CEI Director	Dean's Office	2021 Spring	Events held (Y/N), attendance	CEI Director time, cost of events	2
Awareness among students	C2a - Conduct training and foster ongoing conversations among students on racial equity	CEI Director	Dean's Office	2020 Fall	Events held (Y/N), attendance	Instructor fee, Fuqua community member time	2,3
	C2b - create or solidify existing mentorship programs	CMC	Student Life, Dean's Office	2021 Fall	where the student is hired, # mock interviews done, continuity of engagement beyond first consultation,	CMC personnel time	2,3
	C2c - encourage clubs to incorporate D&I in their programming	Program Deans	MBAA	2020 Fall	# clubs adding D&I content	Fuqua club member time, Program Dean time	2,3
	C2d - engage affinity groups for best practices	Dean's office	Student Life, MBAA	2022 Spring	Meeting with affinity group (Y/N)	Affinity group member time	2,3
Awareness among staff	C3a - measure and monitor perceptions of current Fuqua culture of inclusivity	CEI Director	Human Resources, Dean's Office	Next Survey (Fall 2021)	Annual survey results, listening engagement with all Fuqua dept. each year	Office of Community Engagement and Inclusion personnel time, IT personnel time	2,3
	C3b - education for staff on how to talk about race and discrimination	CEI Director	Dean's Office	2020 Fall, 2021 Spring	training compliance, self-reported competency, all managers in	Instructor fee	2,3

					year 1 if there are constraints		
Awareness among faculty	C4a - offer training opportunities for faculty (both background and class discussion facilitation)	Dean's Office		2020 Fall, 2021 Spring	# of events, attendance	Instructor fee	2,3

D. Partnerships

	Recommendation	Primary Leader	Secondary Leader	Earliest Timing	Measurement	Key Resource	June 15 Initial #
Support local URM orgs	D1a - Increase URM-led clients in existing experiential learning programs	Experiential Learning Office, Office of Student Life	CASE	2021 Fall	# of Black/Latinx clients sourced. # selected. Satisfaction/NPS of Black & Latinx owned clients.	ELO personnel time, Student Life personnel time	5
	D1b - Launch Black Founders student pitch competition with NCCU	Center for Entrepreneurship and Innovation Director	NCCU Business School	2020 Fall	# of applicants. \$ committed to enterprises from funders	Center personnel time (awards funding will be raised), Faculty time	5
	D1c - Partner with Durham-based organization to identify opportunities to tackle race issues	CASE	Individual Faculty Volunteers	2021 Fall	# Partnerships Launched	CASE personnel time	5
	D1d - increase sourcing of goods and services from Black-owned businesses	Dean's Office		2021 Spring	\$(and % change from baseline) spent on minority vendors	Dean's Office time	4
Work with other higher ed	D2a - Partner with peer business schools to share and advance best practices	Dean's Office, CEI Director		2020 Fall, 2021 Spring	Meeting occurred for review (Y/N)	Dean's Office time, faculty time	6
	D2b - Partner with HBCUs to identify areas for partnership and co-learning	Dean's Office, CEI Director		2020 Fall, 2021 Spring	# Partnership initiated	Dean's Office time	5
Engage alumni network	D3a - Engage Duke alumni community for DEI professionals support	CEI Director, Dean's Office	DAR, CMC	2021 Fall	# alumni engaged with initiatives	CEI personnel time, funding for meeting events	15

	D3b - Increase outreach to alumni that want to be engaged in racial equity	DAR, CEI Director	Dean's Office, Min. Alum. Adv. Bd.	2021 Fall	# alumni engaged with initiatives	CEI personnel time, funding for meeting events	15
External advisement of Fuqua DEI	D4a - Form advisory council that supports Fuqua DEI efforts	CEI Director	Dean's Office	2020 Fall	Formation of advisory council Y/N	CEI personnel time, Dean's Office Time	15
Recognize work outside of Fuqua	D5a - Recognize Fuqua who address issues of race via other organizations	Fuquans doing such work	Dean's Office	2020 Fall	# of recognitions	Time of individual Fuquans	15

Appendix 2: Recommendations that require additional resources

Many of the recommendations listed above will require resources to implement, such as staff or faculty time. The recommendations in the leftmost column of the Overview (near the beginning of this report) can largely be implemented by staff and faculty reallocating their time. Other recommendations, listed in the middle column of the Overview, will require additional resources; these are summarized in this appendix.

“A1c,” for example, refers to Recommendation A.1.c. Also, note that some recommendations (e.g., those in D.1) start with a ‘listening tour’ to determine which specific initiatives to undertake; because the specific initiatives are not yet known, they are not listed here though some may require new resources to implement.

- We recommend that Fuqua consider hiring/reassigning a full time staff person whose job would consist of two parts: 1) oversee implementation of the recommendations in this report, including being responsible for monitoring the progress of all recommendations, and 2) help arrange or implement some recommendations, in particular those related to the Office of Community Engagement and Inclusion.
- A1c: hire a Professor of Practice to integrate information about diversity into Management Communications curriculum. (Professor Daisy Lovelace has already been hired).
- A3a: to teach a new elective on race, a visitor or full-time faculty would need to be hired if this is incremental teaching above currently offered classes.
- B1c: approximately \$300,000 needs to be raised to fund a scholarship for an HBCU graduate to attend Fuqua.
- B1d: staff time needs to be dedicated to creating a new D&I webpage.
- B2d: hiring pre-Ph.D. students (who want to apply to Ph.D. programs) to become full-time research assistants would require full-time salary and benefits for as many RAs as are hired (approximately two per academic area).
- B3b: philanthropically supporting organizations such as the Ph.D. will require funds.
- B3c: hiring research associates (post-docs) requires paying for salary and benefits, though these costs are partially offset by teaching done by post-doc.
- C1, C3b, C4a: hiring outside consultants / non-Fuqua professors to conduct school-wide and tailored training will require resources.
- C2b: enhancing mentorship programs may involve funding training for mentors and mentees.
- C4a: hire outside consultants / non-Fuqua professors to train faculty to lead conversations about race in the classroom.
- D1b: funding is needed to launch a Black Founders Pitch Competition.

Appendix 3: Members of Fuqua's Racial Equity Working Group

Current Students

Sam Baker, Daytime '21
Talía Klein, Global MBA '20
Alysha McFall, Daytime '21
Erica Taylor, Duke Medicine '06, Weekend MBA '20

Alumni

Owen May, Daytime '83, Board of Visitors Emeriti
Derek Penn, Co-Chair, Duke UG '79, Daytime '84, Board of Visitors Emeriti
Manoj (MJ) Ramachandran, MMS '13, Alumni Council
Stacey Rasgado, Daytime '07, Minority Alumni Advisory Board

Staff

Ed Bernier, Director Daytime MBA Career Services, Daytime '06
Tom Kosempa, Director of Development
Stephanie Robertson, Director of Community Engagement and Inclusion, Duke UG '01
Sharon Thompson, Assistant Dean of Admissions
Erin Worsham, Executive Director, CASE, Duke UG '00

Faculty

John Graham, Co-Chair, Finance, Fuqua Ph.D. '99
Rick Larrick, Management
Bill Mayew, Accounting
David Ridley, Strategy, Health Sector Management, Duke Ph.D. '01
Ashleigh Shelby Rosette, Management

REWG co-chairs: John Graham and Derek Penn

Administrative Support: Kerrie Hillman

Appendix 4: Survey Instrument (for a class that meets 12 times)




The Racial Equity Working Group (REWG) has been tasked by Dean Boulding to propose ways in which Fuqua can better address racism and racial inequality in the curriculum. The first step in this process is to measure the extent to which the current course content at Fuqua covers aspects of race.

You are receiving this survey because you are listed as one of the professors of record for a course offered during the 2019-2020 academic year. If you offered multiple sections of the same course (either in the same term or across multiple terms), these questions pertain to your most recent delivery of the course.

Completing this survey should take approximately 20 minutes and will require you to have access to your course materials. After selecting your class below, you should reference the appropriate course materials to answer questions about racial coverage in your course. The primary purpose of this survey is to establish an initial baseline of existing racial course content so that we can accurately assess progress toward raising racial issues in Fuqua classes going forward.

What course are you filling out this survey for? Select your course from the options below. Courses are listed in alphabetical order by instructor last name. If you taught more than one course, please remember which course you are completing for this survey and take the survey again for each additional course you taught. If you co-taught the course, the first instructor of record is listed and should complete the survey for the **entire** course, not just the portion of the course you taught.

Course: 

How many class periods were in the course you taught (consider any pre-term activity as part of the first class period)?

☐ 5 class periods

☐ 6 class periods

☐ 7 class periods

☐ 8 class periods

☐ 9 class periods

☐ 10 class periods

☐ 11 class periods

☐ 12 class periods

Have you previously completed this survey for a different course that would have the same answers for the course you just selected above?

☐ No

☐ Yes



For each class number below (1-12), click the box if that class session had an **example, illustration, brief reading or problem set** about (click all that apply)

	1	2	3	4	5	6	7	8	9	10	11	12
Someone who is Black or pertaining to the Black experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone who is Latinx or pertaining to the Latinx experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone who is non-White (excluding Black or Latinx)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone who is female or pertaining to the female experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each class number below (1-12), click the box if that class session had a **case** featuring a protagonist who is (click all that apply)

	1	2	3	4	5	6	7	8	9	10	11	12
Black	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latinx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-White (excluding Black or Latinx)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each class number below (1-12), click the box if that class session had an **extensive discussion (i.e. greater than 20 minutes) about....**

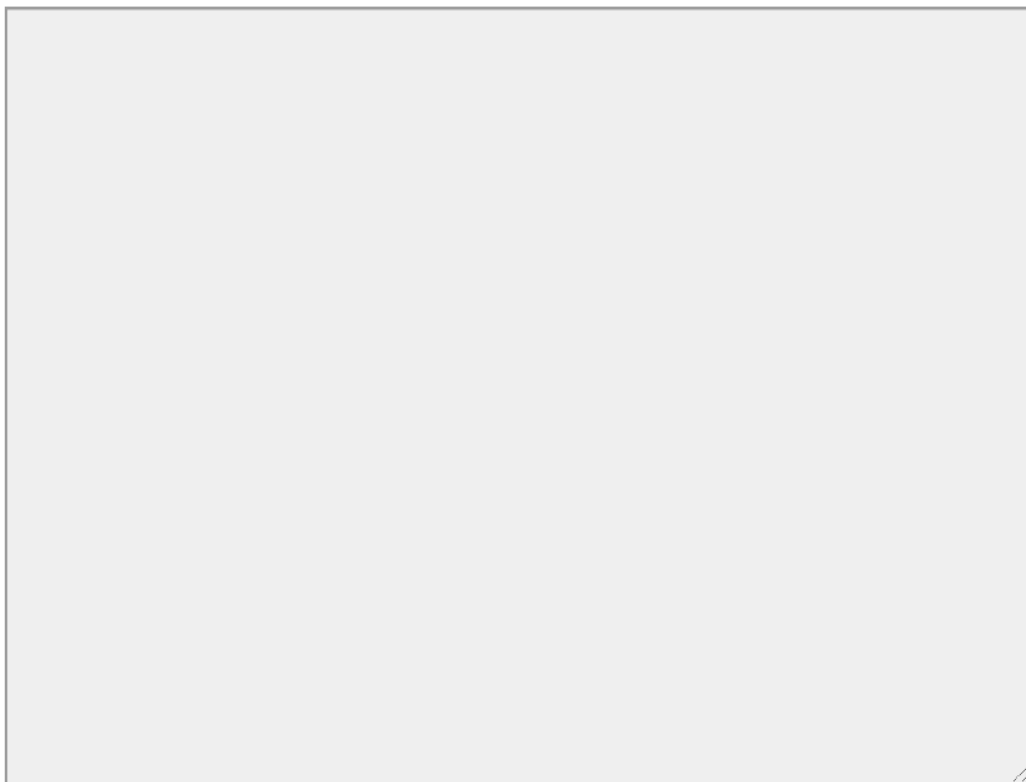
	1	2	3	4	5	6	7	8	9	10	11	12
Race and/or racial inequality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each class number below (1-12), click the box if that class session had a guest speaker who was (click all that apply)

	1	2	3	4	5	6	7	8	9	10	11	12
Black	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latinx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-White (excluding Black or Latinx)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Please provide any additional information that will help us interpret your answers or more broadly, thoughts you have about addressing racial topics in the classroom.

A large, empty rectangular box with a thin black border, intended for the respondent to provide additional information or thoughts.

We thank you for your time spent taking this survey.
Your response has been recorded.

Appendix 5: Existing Fuqua Initiatives Related to Racial Equity

The Racial Equity Working Group is building on robust work and programming already existing within the Fuqua community. A sampling of currently occurring Fuqua initiatives related to race are included below to illustrate that point. Please note that this is by no means an exhaustive list but rather a representative sampling.

Admissions

Fuqua Admissions has developed targeted programming to recruit and yield high potential minority applicants, has built strong partnerships with leading networks of minority MBA applicants, and has prioritized participation in industry conferences, examples of which are described below:

The Duke MBA Workshop

Since 1982, Fuqua has hosted The Duke MBA Workshop for Minority Applications. This year will mark our 38th year of this 3-day event for 80+ prospective under-represented minority (URM) students. During this annual event prospective students gain insights into the application process, post-MBA career opportunities, the Fuqua curriculum, and have an opportunity to engage with the Fuqua community. Over 60 BLMBAO (Fuqua's Black and Latino MBA Organization) alumni return each year to serve as panelists, speakers, and to share their perspectives.

Additional Targeted Admissions Events

Throughout the year, Fuqua plans and hosts a variety of events targeted at recruiting and yielding high potential minority applicants, for example:

- Diverse Perspectives Panel: Fuqua alumni panel discussions hosted in select cities for recruitment of URMs, women, LGBTQ, and veterans
- HBCU Graduate Fairs: Fuqua has participated in graduate school fairs at North Carolina Central University (NCCU), North Carolina A&T University (NC A&T), Morehouse College, Clark Atlanta University and Spelman College.
- URM Coffee Chats, specialized programming at Blue Devil Weekends, and BLMBAO hosted webinars and outreach for prospective and admitted students.

Partnership with Management Leadership for Tomorrow (MLT): The late Fuqua Professor and co-founder of Fuqua's Center for the Advancement of Social Entrepreneurship (CASE) Greg Dees was an advisory Board member of MLT during its inception. MLT founder, John Rice, was one of Greg's students when he was at Harvard. Fuqua has continued to maintain a deep partnership

with MLT. We have hosted seven of MLT's annual kick-off seminars on our campus and have committed to hosting the event at Fuqua in 2021, 2022 and 2023 for 300 prospective URM students. Fuqua also participates in MLT's annual MBA Prep Summer Seminars.

Partnership with JumpStart - Path2MBA

The JumpStart Advisory Group (JSAG) was founded by two of our Fuqua Alumni, John Burt and Elton Ndoma-Ogar. Path2MBA is one of the many programs they offer for URM students. Fuqua has committed to hosting the Path2MBA Forum on our campus annually for approximately 90 students.

Partnership with the Posse Foundation

The Posse Foundation recruits and trains young leaders from diverse backgrounds and with great potential. Fuqua partners with the Posse Foundation and engages with current Posse Scholars and the Posse Alumni Network to recruit URMs for our Daytime and one-year master's programs. In addition to hosting Fuqua specific information sessions, we participate in their annual leadership conference. Each year we award one-full tuition merit scholarship to Posse Alumni admitted to either Daytime, MMS, or MQM programs.

Participating in Conferences with Industry Associations

Each year Fuqua participates in events and conferences targeted at URMs, for example:

- National Black MBA Association® is one of the largest organizations advocating minority business professionals year-round. Each fall, we participate in their annual 2-day conference to recruit prospective students, support our current students attending the conference and network with Fuqua alumni and employers.
- Prospanica (formerly known as NSHMBA) is the Association of Hispanic MBAs and business professionals. Fuqua participates in their annual career and professional development conference to recruit prospective students, support our current students attending the conference, and network with Fuqua alumni and employers.
- Fuqua participates in Graduate Horizons' four-day bi-annual workshop, which supports Native American college students, graduates, and master's students in preparing for graduate school.
- Fuqua participates in the annual DMAC, Diversity MBA Admissions Conference, which connects talented underrepresented and underserved candidates who wish to pursue an MBA.
- Forte Women of Color Conference: As a Forte partner we have access to programming geared specifically for URM women. In addition to our ongoing partnership agreement, we lead panel discussions during their women of color leadership conference for undergraduate women.

Alumni

Since 2008, Fuqua has convened the Minority Alumni Advisory Board. The Board provides Fuqua with a formal structure for nurturing, growing, and capitalizing on the resources of the URM community (learn more about the Board's responsibilities and make-up [here](#)). In addition, Fuqua hosts alumni convenings and programming at industry and Fuqua events such as alumni gatherings at the National Black MBA Conference, Prospanica/National Hispanic MBA Association conference, and the Minority Alumni Summer Social in New York City. Fuqua also supports and hosts programming for alumni affinity groups, e.g., Duke Black Alumni and the Duke Hispanic and Latino Alumni Association.

Curricular Offerings

In a variety of courses throughout the MBA curriculum, faculty have already been embedding conversations about diversity and inclusion as well as topics related to students building competencies that are critical for managing in diverse organizations. The efforts outlined in the main body of this report discuss surveying the faculty to develop a more comprehensive baseline of efforts to date. In addition, Fuqua has begun to experiment with embedding equity within experiential learning opportunities. For example, Fuqua's CASE facilitated an independent study series in Fall 2019 and Spring 2020 on projects focused on bridging structural inequities and building community resilience in Durham's food justice ecosystem ([more here](#)).

Co-Curricular Programs and Training

Led by the Office of Community Engagement and Inclusion (which was founded in early 2019 with the hiring of a dedicated Director of Community Engagement and Inclusion within the Dean's Office), BLMBAO, the Center for the Advancement of Social Entrepreneurship (CASE) and many others, Fuqua's extracurricular opportunities are rich with programming focused on diversity, inclusion and equity. Some examples include:

Formal and Informal Discussions

These events cultivate a community where students and employees can share their authentic selves and engage in difficult conversations:

- Virtual lunches for Black and Latinx students, staff, and faculty of color to support each other and speak about their experiences at both Fuqua and in general.
- Daring Dialogues/Courageous Conversations in which participants learn about the experiences of others, ask questions, and share views in a structured and supportive setting;

- Panel discussions on allyship, inclusive leadership, sexual harassment and Fuqua culture; mental health forums making mental health an integral part of our diversity and inclusion efforts.
- Exercises such as The Shoe (addressing identity through lens of race, culture, gender, sexuality, and income), and intersectionality/identity exercises to help students, staff and faculty learn about their peers and understand that there are numerous identities that make up who we are.
- Book club around race, which gives participants an opportunity to learn more through reading, tailored resources, and discussions as a community about tackling racism at Fuqua and beyond.

Training

Opportunities for students to begin to understand racism and racial inequity:

- CASE and the Office of Community Engagement and Inclusion have hosted the Racial Equity Institute's Groundwater Workshop on Structural Racism in the 2018-19 and 2019-20 academic years. The workshop is designed to deepen participants' understanding of structural racism and build a shared language around racial equity.
- In Summer 2020, a Fuqua cohort (consisting of students, staff, and faculty) participated in a 3-part Equity Paradigm hosted virtual racial equity series. The series consisted of three 2-hour sessions in which participants gained a foundational understanding of racial equity.
- Root cause analysis and racial equity analysis are part of CASE's Competencies for Social Impact Leaders. As such, CASE Fellows have participated in a Racial Equity Analysis Workshop led by CASE's Senior Fellow for Diversity, Equity & Inclusion.

Speaker Events

Throughout Fuqua, student clubs and departments host speakers who discuss diversity and inclusion topics. This includes BLMBAO's excellent events (for example, the Black and Latinx Business Conference) and other Clubs including race related content in their symposia (e.g., Fuqua's Net Impact Club has hosted panels on Diversity, Equity and Inclusion in the Workplace; Diversity in the Tech Sector; and more). Fuqua Centers also host annual speaker events, podcasts, and other convenings which amplify voices of leaders of color, and topics related to DEI.

Operations

Each year Fuqua carefully evaluates pay equity and job classifications to ensure Fuqua remains competitive in recruiting and retaining talented staff, working within Duke's administrative constraints. In addition to merit-based increases for individual staff, the Dean's Office reviews pay equity across departments and addresses shortfalls on an annual basis. All managers are asked to

look for substantive changes in position responsibilities and identify the need for further evaluation and possible reclassification within the Duke classification system.

Thought Leadership

Fuqua has been a thought leader in addressing topics of racial equity and other topics related to diversity and inclusion. For example, Fuqua's LinkedIn Live series on fairness, justice, and race has showcased Fuqua faculty research in areas related to racial equity:

- Professor Ashleigh Shelby Rosette's research suggests bias against natural hair limits job opportunities for Black women (<https://www.fuqua.duke.edu/duke-fuqua-insights/ashleigh-rosette-research-suggests-bias-against-natural-hair-limits-job>)
- Professor Angelica Leigh's studies how racially-charged incidents across the U.S. affect Black employees (<https://www.fuqua.duke.edu/duke-fuqua-insights/angelica-leigh-how-racially-charged-incidents-across-us-affect-black-employees>)
- Professor Ronnie Chatterji's research on corporate activism has shown a wave of business leaders speaking out against systemic racism and policymaking, some for the first time. (<https://www.fuqua.duke.edu/duke-fuqua-insights/aaron-ronnie-chatterji-business-leader-s-voice>)
- Professor Rick Larrick's research focuses on decision-making and "debiasing" (techniques for helping people make decisions not influenced by unconscious bias). In his session, Larrick used this lens for describing stereotypes in society and the workplace and tools for reducing their influence. (<https://www.fuqua.duke.edu/duke-fuqua-insights/rick-larrick-acting-against-your-assumptions>)
- Professor Bill Mayew's research reveals discrimination in the higher education bond market specifically focus on on a history of discrimination against Historically Black colleges and universities (HBCUs) (<https://www.fuqua.duke.edu/duke-fuqua-insights/bill-mayew-discrimination-higher-education-bond-market>)
- Professor Aaron Kay's research explains the subtle ways bias and stereotypes persist in our organizations despite increasing financial investments (<https://www.fuqua.duke.edu/duke-fuqua-insights/aaron-kay-three-subtle-ways-we-perpetuate-inequality>)
- Professor Ashleigh Shelby Rosette's explains what leaders need to know about race in the United States (<https://www.fuqua.duke.edu/duke-fuqua-insights/ashleigh-rosette-five-things-leaders-must-consider-effectively-address-racial>)

Fuqua's Centers also engage with industry to understand the trends happening in their respective fields and provide thought leadership and insights. Examples include:

The Center for the Advancement of Social Entrepreneurship (CASE):

- CASE has added an equity lens in thought leadership efforts which has resulted in a DEI focus in recent resources, (e.g., lessons about investing in and prioritizing DEI in “People Matter: Evolving Talent to Drive Impact at Scale” and ensuring that data efforts drive towards equity and inclusion in "Using Data to Drive Scale") as well as being intentional to highlight leaders and organizations that represent the communities that they are serving.
- CASE Executive Director Erin Worsham has written about CASE’s learning journey related to embedding an equity lens on CASE’s work and commitment to action.
- In 2018, CASE hired a Senior Fellow for Diversity, Equity and Inclusion to guide its efforts in addressing the systemic barriers faced by impact entrepreneurs of color. As part of that fellowship, we have supported Aliyah Abdur-Rahman’s work over the last two years on how social entrepreneurship can be a lever for social justice when it centers the work of activist entrepreneurs.

The Fuqua/Coach K Center on Leadership & Ethics (COLE):

- COLE created a 3 part series on Racial Equity in the Context of Business as a Force for Good in Summer 2020 for 50+ CEOs and influencers to deepens their understanding, and how they and their companies can achieve racial equity. Participants included board directors and CEOs of Fortune 500 companies, owners of sports franchises, and influencers.
- Additionally, COLE wove racial equity into COLE-MBAA Leading through Challenges Conversations for MBAs, Duke students and recent Duke grads. Speakers discussed topics including power dynamics and biases.

The Center for Energy, Development and the Global Environment (EDGE):

- EDGE’s Executive Director and Professor Dan Vermeer added a model on “Energy Equity” to Sustainable Business Strategy and Energy Markets and Innovation courses.
- EDGE hosts an Advisory Board meeting with senior executives focused on leadership lessons on racial equity.

External Activities

Working through the Financial Management Association, a Fuqua professor founded the Diversity Emerging Scholars Initiative, a mentorship for untenured URM finance professors.

Fuqua has hosted minority high school students in the annual LEAD program since 1985. This program provides educational and experiential exposure to the world of business.