

Report of the Duke University
Task Force on Bias and Hate Issues

Submitted April 30, 2016

Report submitted to President Richard Brodhead and Provost Sally Kornbluth
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on behalf of the Task Force on Hate and Bias Issues

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Executive Summary

In November 2015, Duke President Richard Brodhead announced the formation of a Task Force on Hate and Bias Issues comprised of faculty, undergraduate students, graduate and professional students, and staff from relevant administrative and student service offices. The President and Provost charged the Task Force to carry out “a broad review of Duke’s policies, practices, and culture as they pertain to bias and hate in the Duke student experience.” The Task Force faced a demanding process within a compressed timeline, but nonetheless was able to reach clear conclusions.

Hate and bias are difficult issues, particularly when considering the lived experience of individuals who are affected. A new generation of student activism at Duke and elsewhere has helped bring focus to the role of the university in mitigating hate and bias but also to its role as a contributor. Malevolent high-profile acts (e.g., death threats to members of the LGBTQ community) and micro-aggressions toward particular groups of students combine with acts of kindness and respect, and with advocacy for a welcoming and civil climate, to form the mosaic of our community.

During the work of the Task Force, events occurred outside our work that directly related to our charge. Several student groups presented lists of written demands to the Duke administration, and students occupied Duke’s main administration building, leading to emotionally charged discourse on many issues, including hate and bias. Although the Task Force considered the near-term meaning of these, we remained focused primarily on the need for long-term solutions. The principal aims of the Task Force were to: 1) inform ourselves about student experiences of hate and bias; 2) establish definitions of hate and bias; 3) evaluate hate and bias from the perspective of community norms and institutional and group structures; 4) consider whether Duke needs a specific policy addressing incidents of hate and bias; and 5) propose means for creating a campus culture that values freedom of expression, that embraces the discussion of inclusiveness, diversity, bias, and hate in open and constructive ways, and that unambiguously rejects acts of hate and bias and confronts such acts when they occur.

A clear set of conclusions and recommendations concerning hate and bias emerged, with special emphasis on accountability, transparency, awareness, prevention, and consistent monitoring. The Task Force’s recommendations were informed by existing and newly collected data on the everyday experiences of Duke students with discrimination, hate, and bias; extensive listening tours of Duke organizations and schools; detailed examination of current Duke practices and practices elsewhere; and numerous conversations among members of the Task Force and with other groups such as the Duke Alumni Association and the Duke Board of Trustees.

When incidents of hate and bias occur on the Duke campus, they present serious concerns and call for equally serious responses. An alarming number of students report experiencing acts of hate and bias, with distressing consequences for the students and the Duke community. Such incidents and issues are not unique to Duke, or even to college

campuses; they occur with increasing attention on campuses and in other institutions nationwide. This suggests that broad issues of bias, discrimination, and hate intersect with factors in local cultures to undermine a consistently equitable and welcoming set of community standards.

Underrepresented groups such as individuals of color, members of the LGBTQ community, and those affiliated with certain religious groups report a higher than average dissatisfaction with a sense of community and social life on campus. The same underrepresented individuals report the highest rates of experiencing bias, hate, and discrimination. The response of Duke students to the Everyday Discrimination Scale (a measure of perceived acts of discrimination in everyday life) was striking. Nearly 41% of Duke student respondents report experiencing some form of discrimination or micro-aggressions “a few times per month” or more, generally based on factors such as their race, gender, religion, and sexual orientation. The number of students reporting such experiences was especially high in certain groups; nearly 60% of female and 76.5% of Black student respondents report this level of discrimination.

The consequences of experiencing discrimination, bias, and hate can be significant. Discussions that occurred in the listening tour and elsewhere, based on personal narratives, underscore that students can be deeply affected and experience a variety of negative reactions including feelings of exclusion, a diminished sense of being valued and safe on campus, serious mental health issues, a lack of access to social and economic opportunities, and skepticism about whether Duke has been sufficiently serious in addressing these matters. Some students express anger and frustration with Duke’s handling of bias and hate issues, identifying a lack of clarity in procedures for dealing with bias and hate incidents, inconsistency in handling cases across and within offices, and failure to follow through in imposing sanctions as major impediments to ameliorating hate and bias on campus.

Duke has resources in place to deal with hate and bias issues, with efforts being led by skilled and passionate individuals. Still, significant changes are needed to enhance transparency, alter and clarify policies and procedures, build in the areas of prevention and training, and further invest in a climate that is inclusive, open, and supports a diverse Duke community.

Our recommendations appear throughout this report, with a full list set out in Appendix A. Most importantly, we recommend that:

- 1) The Duke University community - including administrators, faculty, staff, and students - recognize the unacceptable prevalence of hate and bias experiences on campus, take responsibility for change, and acknowledge the powerful negative effects on individuals these experiences can have.
- 2) Central authority rest with the Office of the Provost for ensuring that Duke policy on hate and bias is carried out in transparent, consistent, and effective ways, and

- that practices to monitor and address hate and bias be coordinated across units of the University (including Student Affairs and the Office for Institutional Equity).
- 3) The President and Provost establish a single centralized campus-wide policy for handling complaints of hate and bias that includes transparent procedures and a fair adjudicatory process. The policy should establish clearly defined lines of authority that ensure official responsibility.
 - 4) Duke monitor and respond to incidents of bias and hate involving students, but also involving faculty and staff, with special attention to interactions among faculty, staff, and students.
 - 5) The University adopt a centralized process such as the one outlined in Figure 1 (page 32) for addressing bias and hate incidents when they occur.
 - 6) The President and Provost review student support services to ensure they are staffed by individuals with diverse backgrounds and with training to deal effectively with hate and bias issues.
 - 7) The President and Provost establish a Standing Committee to advise them on issues of hate and bias, consisting of undergraduate students, graduate and professional students, faculty, staff, and alumni. This committee would augment Duke's existing diversity and inclusion effort. The committee could help develop tools to monitor the campus climate, assess the prevalence and causes of bias and hate incidents, and make regular reports to the University on progress toward benchmarks. Most of all, such a committee would play a key role in enhancing community trust on these issues.
 - 8) The Standing Advisory Committee work with university officials to release an action plan by the end of the fall term of 2016, to develop a communications strategy that encourages community discussion, and to be transparent about policies and practices.
 - 9) Duke establish programs and curricula to educate members of the Duke community on issues of hate and bias, and make every attempt possible to prevent hate and bias incidents.
 - 10) The President and Provost establish timelines and clear oversight responsibility for addressing the Task Force recommendations as well as ongoing and new activities.
 - 11) Duke establish itself as a local and national leader in this area through discourse, research, convening, and forward-looking practices and policies.

Impetus, Mission and Structure

The last several years have distinguished themselves as a profound period of awakening on college campuses and within communities nationally, as segments of the U.S. population respond to growing problems with violence, discrimination, and exclusion catalyzed by hate and bias. The forms of violence include high-profile incidents such as the recent series of senseless and unjustified murders of Black men and boys by police officers, beatings and other forms of harassment of members of Latinx, Asian, Native American, and LGBTQ communities, threats of physical harm to immigrants as well as those with certain religious beliefs, church bombings, burnings, and shootings, and individuals' everyday experiences with micro-aggressions.

Micro-aggressions constitute verbal and behavioral messages that convey hostile, derogatory and/or invalidating meanings typically towards individuals who are economically and socially marginalized because of their race, ethnicity, sexual orientation, gender, social class, or religious affiliation (Comez-Diaz L. Racial trauma recovery: A race-informed therapeutic approach to racial wounds. In A Alvarez, CTH Lian, HA Neveille (Eds) *The Cost of Racism for People of Color: Contextualizing Experiences of Discrimination*. Washington D.C. American Psychological Association, 2016, pp. 249-272). Micro-aggressions often comprise the use of racial slurs and other exclusionary behaviors that challenge the self-worth of those targeted. In this report we focus on both high-profile incidents and micro-aggressions in Duke's increasingly diverse community, and propose practices and policy for the future.

Communities have responded to hate- and bias-based violence, discrimination, and exclusion with riots, rallies, demonstrations, and other forms of protest. College students across the nation, building their own generational brand of activism, have responded with fervor, contributing to the national discourse on hate and bias, but more importantly initiating calls to action on their own campuses demanding that university administrations address issues of diversity and inclusion in more prominent and sustainable ways. They also help bring a more penetrating focus on the role of hate and bias in the everyday lives of marginalized college students in many of America's universities. Duke University is one of many such universities that have been called to task by students and others.

Duke, like many of its fellow institutions, has a long-standing history of episodes involving discrimination and other acts of hate and bias toward marginalized populations. Some may argue that except for high-profile incidents such as the hate precipitated by the recent call to prayer controversy or the hanging of a noose on West Campus, acts of hate and bias were not present, or were hibernating on Duke's campus. That fallacy of this assumption was clear as Duke students engaged in various forms of activism and protest including several emotionally-charged town hall meetings with University administrators and the occupation of the Duke administration building. Several student groups also presented lists of demands to the administration which covered a wide array of concerns. Underlying many of these concerns was the negative impact of hate and bias on campus climate and on the well-being of students.

In response to student concerns, in November 2015, Duke President Richard Brodhead announced the formation of a Task Force on Hate and Bias Issues comprised of faculty, undergraduate students, graduate and professional students, and staff from relevant administrative and student service offices. The Task Force was charged by the President and Provost to carry out “a broad review of Duke’s policies, practices, and culture as they pertain to bias and hate in the Duke student experience.” The Task Force faced a demanding process within a compressed timeline, in addition to the challenges of disentangling the component parts of the processes we were asked to address.

Most of the Task Force understood the general meaning of hate and bias, but were concerned about how student expressions of them might be conflated or exacerbated by other stressors (e.g. academic performance, money concerns, feelings of deservingness, vicarious trauma) that students experience in their everyday lives as students. Beyond this concern, we were confident we could craft working definitions of hate and bias and focus our attention specifically on Duke policies and practices in response to high-profile incidents as well as micro-aggressions.

The primary aims of the Task Force were to: 1) become well-informed on student experiences of hate and bias; 2) establish definitions of hate and bias; 3) evaluate hate and bias from the perspective of the everyday life experiences of students as well as high-profile incidents, and as a part of community norms and institutional and group structures; 4) determine whether Duke should have a specific policy on hate and bias issues; and 5) propose means for supporting a campus culture where freedom of expression is valued, issues of inclusiveness, diversity, bias, and hate can be discussed in open and constructive ways, and acts of hate and bias can be prevented but addressed effectively when they do occur. In pursuing these aims our hope, in the long-run, was to help shape the Duke experience in ways that greatly diminish the reproduction of hate and bias on campus, insure that those who engage in such behaviors are held accountable via specific Duke policies, and through prevention and learning programs reinforce a community standard among students, faculty, staff, and administrators that promotes a safe, welcoming climate and the positive well-being for all in the Duke community and beyond.

Deans Kelly Brownell and Linda M. Burton were selected by President Richard Brodhead to co-chair the Task Force. The Task Force was comprised of 29 faculty, administrators, alumni, and undergraduate and graduate student members. President Brodhead selected the faculty, administrator, and alumni members of the Task Force. The undergraduate and graduate student members were chosen using a process that allowed for significant student input. One hundred and twenty seven graduate and undergraduate students applied for membership on the Task Force and of those 10 were appointed. The 10 students were selected through a process that involved initial screening to identify a diverse group of students preferably with experience in dealing with bias and hate or diversity and inclusion and with passion for these issues. Then Duke Student Government President Keizra Mecklai narrowed the undergraduate nominees to 12-15 undergraduate students, while Graduate and Professional Student Council President Abbe LaBella did

the same for the graduate and professional student nominees. The two student presidents then worked with co-chairs Brownell and Burton to select five undergraduates and five graduate/professional students, with two alternates. In addition, a Resource Group which includes 8 individuals from Student Affairs, the Duke Alumni Association, Duke University Libraries/University Archives, the Office of Institutional Equity, and University Counsel served as resources to the Task Force. Natasha Eaves provided administrative support for the Task Force's work

The labor of the Task Force began in earnest in early January. We engaged in two forms of meeting protocols and schedules throughout the spring term. We met weekly or more as a collective to chart our course of action in achieving our goals, to ensure that we were keeping abreast incidents and activities on campus, to hear back from working groups, and to gather the necessary data for the report. In addition, a substantial number of hours were spent outside the weekly meetings for one on one interactions with students, administrators, faculty, and community and resource leaders, large group meetings (e.g., listening tours), individual working group sessions, and tasks including analysis and summarization of data, writing reports, conducting literature reviews, and more.

The Task Force also created six working groups to achieve its goals (see Appendix B for a list of the Working Groups and their members). A list of the working groups and their specific tasks appear below:

1) **Best Practices/Lessons Learned**

This group collected and synthesized information from within and outside the university on practices others have used to address hate and bias.

2) **Communications and Outreach**

This group focused on issues of transparency and methods for how to communicate the activities of the Task Force and for dissemination of the final report.

3) **Data and Surveys**

This working group identified and analyzed existing datasets that were pertinent to the mission of the Task Force. This working group also launched a new survey for the purpose of gathering up-to-date information on issues of concern to the Task Force.

4) **Legal, Speech and Definition Issues**

This working group was concerned with definitions of bias and hate, taking into account legal precedent. Legal issues regarding privacy and other matters pertaining to reporting were discussed by this group, and matters pertaining to free speech were addressed.

5) **Listening Tour**

It was important to have input from as many people as possible around the University, hence our interest in implementing a listening tour. This committee defined the relevant groups for the tour and arranged listening meetings attended by various members of the task force.

6) **Prevention and Learning**

The Task Force discussed how the University could respond to bias and hate incidents, but also ways of preventing such incidents and creating a culture of inclusion. This subgroup addressed issues of how this might best be accomplished, considering possibilities such as training for faculty and students.

Once each working group completed their assigned task, the task force worked collectively to write the report. To ensure a broad consideration of the issues, the Task Force membership reflected a diverse range of views and experiences from within the Duke community and operated on the basis of rough consensus rather than voting on every finding and every recommendation. While there was a strong consensus in support of the overall thrust of the report, individual Task Force members may not endorse every single item reported here.

Sources of Input for the Task Force

The Task Force had multiple sources of input as it collected information from inside and outside the university. Task Force members shared thoughts, experiences, and recommendations. The working groups focused on key topics (Appendix B), and critical input was obtained from staff and students about existing Duke practices. Members of the Task Force had innumerable conversations with individuals in the Duke community, and information about practices at other institutions was obtained through contacts at such institutions, professional meetings, and web searches. Two additional sources of information proved especially valuable; an extensive listening tour of multiple schools and organizations across campus, and two surveys of Duke students.

Listening Tour

Members of the Task Force conducted a listening tour across campus. The aim was to meet with as many interested student groups as possible and in the case of meetings in the schools, to include students, staff, and faculty. Invitations were issued to the deans of schools and to student organizations. A list of student groups and schools that formed the listening tour are provided in Appendix C. Not all groups that were invited chose to take part. What follows is a summary of what was learned from those who took part in the listening tour events.

Common Themes. A number of sentiments were aired repeatedly across campus. One was a skepticism about Duke's commitment to change generally and the Task Force's ability to enact change specifically. Some individuals argued the administration

practices “intentional ineffectiveness” in this regard, and others perceived a lack of diversity in senior leadership and said that an administration of primarily white men who do not experience the effects of hate and bias is unlikely to meaningfully address its root causes. Some expressed a sense that Duke’s overall culture of gentility and conservatism preserves structures of privilege and power through the belief that because we are an institution of the educated, we are not biased.

Comments from the listening tour suggest that bias can infuse the atmosphere in many ways. There is recognition that one side of bias is simply a sense of comfort with those who are most like us, and as such, groups form based on cultural affinities in a natural, non-malicious way. While Duke celebrates a certain commitment to diversity in listing the number of nationalities represented in an entering class during orientation, in the eyes of some students, this marketed diversity does not reflect their lived reality. Some students of color reported being stopped regularly by campus security forces simply for “looking suspicious.” Anonymous platforms such as Yik Yak host rampant hateful comments. Muslim students (particularly those who wear head scarves as a clear identity marker) can feel unwelcome and scrutinized. This sense is exacerbated after particular incidents (such as the call-to-prayer from Duke Chapel), and has been ratcheted up recently by the current national political climate. There is the perception among some that the lack of discussion or official comment about these things reproduces the hate and bias such incidents can promote.

Students commented on an enormous pressure to conform in order to succeed, which impedes an environment of inclusiveness where matters of diversity and bias can be addressed openly. Those who are questioning their sexual orientation or gender identity, for example, feel they can be seen as lacking seriousness in their profession. Others find that diversity in sexual orientation, race, gender, etc., is perceived in the opposite way—as a distinct advantage in the job market. There are reports from women and minorities that when they receive a fellowship, an interview, a job offer, etc., others might claim it is because of their minority status, and that there is lack of awareness that “jokes” about these “unfair advantages” are hurtful and in poor taste. This is the atmosphere of bias that many deal with daily: not an explicit hatred or bigotry, so much as an insensitivity and disturbing lack of awareness, making many feel unsupported if not unwelcome at the university. Apart from events hosted by student organizations meant to celebrate and showcase diversity, diversity is not made welcome. Some students reported that closeted students feel pressure to stay that way, while problematic comments in class can go unaddressed by faculty and unchecked by students who do not wish to be perceived as dragging down the *efficiency* of the group/class/program by wading into murky inclusiveness issues.

One of the most visible aspects of this social environment is the Greek life system. There are a number of sororities and fraternities with students of color as their predominant members, but some others are seen as accepting very few minority members and there is the perception that the highest in the social hierarchy seem to be white. The acceptance of occasional token gay members seems geared toward allowing the chapters to claim they are “open” when they are not. Racist nicknames and other inappropriate

language are common in this environment. Bias training for recruitment chairs is suggested. Parties with themes that appropriate oppressed cultures are routine. When issues of race relations or cultural sensitivity are discussed, they tend to be along black and white lines, possibly also including Latinx cultures. Students in less visible minority groups feel invisible and burdened primarily with educating others. Frequently they are met with stereotypes and an unwillingness to consider diversity within a given demographic—i.e., the many separate sovereign nations of South Asia, or the possibility of women holding diverse political views.

Insights gleaned from the listening tour, and from other conversations with students, made it clear that the social structures of housing models and the Greek organizations are areas of deep dissatisfaction for many students, particularly marginalized students. Though we do not provide specific recommendations regarding housing structures or Greek organizations in this report, we duly note that the disparaging critiques of these systems highlighting gender violence, the recruitment/selection process and timeline for new members, the new member education process, the costs of membership, and policies regarding themed parties should be a more pronounced part of the conversation as Duke's attention to hate and bias move forward.

Another common theme is problematic experiences in the classroom. Some students reported faculty making, or at least laughing along with, insensitive jokes about date rape or mental health issues. While such insensitivity was an outlier, some perceived that faculty do not know or do not use appropriate language in the classroom, have difficulty flagging and addressing inappropriate comments, and lack training to deal with charged or otherwise difficult moments in class discussion. Students, meanwhile, hesitate to address problematic comments themselves for fear of becoming "that student" who no one can say anything around, or for fear of simply being tasked with subsequently defending minorities in the classroom. Predictably, some of the insensitive commentary comes from a lack of awareness: teaching examples are almost always heteronormative, while little representation is given in classes or curricula from LGBTQ history and experience. Attempts have been made to offer classes on diverse cultures and identities, but this can create a stalemate where students can find such courses irrelevant to their experience, while the administration is frustrated that the classes do not fill up.

Lack of diversity among faculty was also lamented. Some students commented that Duke has few openly gay faculty members, and that some schools may have none, which reportedly feeds a culture where gay students do not feel safe or welcomed, which in turn frustrates staff and faculty working to create an inclusive environment. The lack of faculty training and resources for handling issues of diversity, hate, and bias are also apparent in the communication structures in place. While many faculty neglected to bring up the noose incident from April, 2015 or other on-campus occurrences out of seeming unwillingness and discomfort, others were caught off-guard when their students brought up details, because students had been receiving emails and communication that faculty had not. The roles and responsibilities of faculty for handling these issues are unclear, and that lack of clarity extends to the process of reporting instances of hate and bias. Students wish there were a centralized and systematic forum, office, center, or program

for reporting and dealing with these issues. Concerns were raised about a lack of transparency about where and how to report incidents, how incidents are handled, and what consequences might already be in place.

Calls for Change. One frequent suggestion was for more transparent processes for reporting and responding to incidents of hate and bias. Mention of the Listening Tours' website and its function for receiving continuing feedback about the experience of hate and bias on campus regularly generated interest among students and other responders. Many expressed that they do not know where to go with their complaints, and stated the need for a safe, anonymous way of making reports. Nor was there much clarity about what consequences were currently in place for those who transgress the community's standards. Those with experience with the Office of Institutional Equity said it was not consistent in its handling of cases or complaints. Some advocated for each school to develop its own system for reporting and handling these things; others specifically advocated a campus-wide system that served all schools. Consistently, requests were made that one or more people be hired to attend to issues and incidents of hate and bias, and that this position not be combined with other priorities that could take precedence. It was also suggested that an independent organization (e.g., Racial Equity Institute) be brought in to review current practices and help develop such a position/office. In general, responders hoped for a more consistent forum for reporting incidents and facilitating conversations than a Listening Tour convened in response to a particular incident.

A possible new practice that was often suggested was a class or workshop or other forum for addressing these issues. Some of the professional schools have extended orientations or even created year-long classes for incoming cohorts that could incorporate cultural competency into their existing curricula. The idea of a mandatory "Duke 101" class for undergraduate students arose, with some expressing enthusiasm for such a course with space for diversity awareness and identity exploration, as well as education in gender and sexuality concepts, trends, language, and theory. Others expressed anxiety that such a class could devolve into an exercise in indoctrination and a "buzzword-fest," that ultimately fostered an environment of intimidation where people felt compelled to say the "right" thing. Transparency and diversity in the visioning of any such course would be imperative; no one welcomed the idea of being presented with a "surprise" mandatory class developed without student input.

Even if no such formal class should be created, the continuation of these conversations through diversity and cultural competency training was encouraged. Some mentioned that small groups are better for fruitful conversation, as large groups tend to foster a "majority normal" that quickly silences diversity in views. More broadly speaking, it was suggested that a step back from the "culture of efficiency" is necessary in order for these things to meaningfully take place. The recognition of Duke as a place for education and development spurred these suggestions, and the idea of facilitated conversation and reconciliation was frequently posed as a better long-term solution than the short-term solution of sanctioning members of the community for expressions of hate and bias.

The need for a more diverse and better-trained faculty was also expressed. Specific requests were made for LGBTQ faculty and for some among these to be assigned residence duties. Another suggestion was to expand the Asian and Asian American faculty presence and form Asian alumni groups, and to invite Asian/Asian American alumni to return to campus to speak. Diversity training and other resources should be made available to faculty—some suggested a visible sticker for offices of faculty that had undergone such training (like the stickers designating LGBTQ “safe” spaces), or a handbook of likely comments/situations and advice for handling them. Faculty should be encouraged to solicit feedback from students about their own comments in class, and to ask whether they exhibit implicit or explicit bias. Some sort of training should be in place so that faculty can recognize and address such comments when others make them in classroom settings. Ultimately, an environment should be cultivated that encourages such feedback so that community members can be educated about matters of hate and bias before such incidents occur.

In addition to supporting the recommendations listed above, some respondents hoped the upper administration would likewise seek education and training in order to avoid demeaning students and student groups with their words and actions. In particular, greater dialogue between administration and students is hoped for, since the current practice seems to be to inform students that action has occurred. This leaves students with no ability to participate in processes save complaint and protest after action has been taken. In response to incidents, hope was expressed that the language of administration would be more consistent and explicit about community standards. The current standard for reacting to incidents was applauded for its swiftness, but observed by some to have too little follow-through in the form of extended, meaningful action and conversations. In the aftermath of the murders of Muslim students in Chapel Hill in February, 2015, for example, support services were offered but there may have been missed opportunities to promote ongoing dialogue. Some suggested a regular “state of the union” address from Duke’s President, and the writing of racial equality and other community standards into Duke’s strategic plan.

Additional support that the administration could offer would be in making available (and affordable) more options for kosher and halal foods in campus dining, as well as increased sponsorship of events for student groups, and the support of student groups that are specifically formed around interest in activism, rather than expecting groups formed to celebrate a culture and/or heritage to take on the responsibility of activism. However, the most frequent request was for additional safe space for campus groups. Groups generally hope for more visibility (rather than being grouped together and hidden away in the Bryan Center basement), where they are seen as exclusive clubs. This desire for greater visibility is coupled for some vulnerable student groups with a need for safety. Muslim students in particular desire a safe place to pray and not be scrutinized while doing so, particularly on East Campus where no such space exists and daily prayers are being skipped or held in stairwells. The LGBTQ community balances their own desire for a visible space (communicating the campus’s support for these identities) with

a less visible entrance (so that those questioning their sexuality feel they can do so with some measure of protection).

A Final Note. High hopes for transparency in the Listening Tours' work and that of the larger Task Force were expressed. Participants hoped for a transparent expression of goals and the eventual publication of minutes, summaries, and recommendations, and the invitation to student groups to follow up and clarify issues of concern, in order to provide accountability for any reports or recommendations that were wrongly made. Participants also hoped for the continuation of the Task Force's activity in some form beyond the current academic year, and called for action and response before fatigue sets in among those who feel like they have been participating in conversations for a long time to no effect.

Data Collected from Duke Student Surveys

To supplement the data collected in the listening sessions we sought to examine the perspectives of Duke's student population through survey methods. We had access through the Provost's Office of Institutional Research to research conducted on exiting seniors each year. We also collected some original survey data designed to capture experiences of everyday discrimination. Results for both survey instruments are described below. Data are presented in Appendix D.

Senior Survey Data. The first data we examined came from the Senior Survey instrument, which was developed by the [Consortium on Financing Higher Education](#) (COFHE) and designed to gather the perceptions of undergraduate seniors on a variety of aspects of their experiences in college. It has been used by the consortium members for more than three decades. The survey questions range from graduates' future plans, evaluation of undergraduate experiences, financing of undergraduate education, college activities, and demographic background. A number of the measures seemed relevant to issues related to bias and hate, which is what we will focus on in this description. Data collected from our peer schools cannot be directly reported, but we provide some qualitative comparisons. Peer schools in the COFHE data include Brown, Columbia, Cornell, Dartmouth, Georgetown, Harvard, Johns Hopkins, MIT, Northwestern, Princeton, Rice, Stanford, University of Chicago, University of Pennsylvania, University of Rochester, Washington University in St. Louis, and Yale.

We examined data for five categories of Duke students based on these factors: citizenship, first generation in college, LGBTQ, race, and sex. Within each of these broad categories, we have climate survey data for Overall Quality of Instruction (a topic for which we did not anticipate differences due to student characteristics), LGBTQ climate, Ethnic/Racial Diversity, Feeling Secure, Sense of Community Where Students Live, Sense of Community on Campus, and Social Life. Data cover the years from 2003-2014 with the exception of LGBTQ for which data are available only beginning in 2011. The following summaries combine the categories of "Very Dissatisfied" and "Generally Dissatisfied" (see Appendix D for detailed summaries).

According to senior survey results, females feel significantly less secure on campus than males, as well as less secure on campus than females at peer institutions. About $\frac{1}{4}$ of students overall feel either generally dissatisfied or very dissatisfied with the sense of community on campus upon exiting Duke; in other words, about $\frac{3}{4}$ of students on campus feel at least generally satisfied with the sense of community on campus. About the same percentage of students feel at least generally satisfied about social life on campus. However, LGBTQ students at Duke, when compared to their cisgender and/or heterosexual peers, feel significantly more dissatisfied about social life on campus, about the sense of community where they live, and the general sense of community on campus.

Across all categories, the survey reveals an overall decline in the levels of student dissatisfaction between 2003 and 2014, yet significant disparities persist (Appendix D, Chart 1). Minority students feel most dissatisfied with the climate for minority students, the climate for LGBT students, the climate for ethnic and racial diversity, and feel less secure. A higher percentage of Hispanic students than any other group feel less a sense of community on campus and more distanced from Duke social life. At the same time, 89% of Asian, 83% of black students, and 85% of Hispanic students expressed feeling secure in 2013 and 2014, compared to 60%, 61%, and 56% respectively in 2003-2004.

First-generation, LGBT, and minority students expressed a higher rate of dissatisfaction than non-first-generation students and than peer institution students. Dissatisfaction among first-generation Duke minority students was nearly double the rate of first-generation peers. First-generation Duke students also felt less of a sense of community on campus than non-first-generation Duke students - 70.7% and 77.5%, respectively, felt at least generally satisfied with the sense of community on campus.

While Asian, Black, Hispanic, and white students reported significantly higher rates of satisfaction in 2014 compared to 2003, at least $\frac{1}{4}$ of Asian, Black, and Hispanic students still reported dissatisfaction in 2013 and 2014. For black students, the number was much higher, 47%, down from 59% in 2003 and 2004. With the exception of white students, these percentages compared unfavorably with students at peer institutions.

At 25%, Black students also report the highest levels of dissatisfaction with the sense of community on campus in 2013 and 2014 (down from 54% in 2003 and 2004) and social life, 27% (down from 50% in 2003 and 2004). In 2003 and 2004, 57% of Asian students reported feeling less of a sense of community; by 2014 this had dropped to 21%, perhaps reflecting an increased in the number of Asian students at Duke.

The percentage of male and female LGBT students who reported some level of dissatisfaction with the campus climate remained virtually unchanged from 2011 to 2014 but higher by a few percentage points than LGBT students at peer institutions. The dissatisfaction level for minority females was nearly double that of LGBT females in 2013 and 2014 and significantly higher than male minority students and male LGBT students. Female students feel much less secure than male students. Interestingly, a higher percentage of male students feel less of a sense of community than female students but female students feel significantly less satisfied than male students with social life.

While 60% of male students felt dissatisfied in 2003 and 2004, that percentage had dropped by nearly 2/3 in 2013 and 2014 to 23%.

Overall, our team sought to assess Duke on the dimensions discussed above versus our peer institutions. While we cannot share specifics about this data (as it belongs to the peer institutions), we do want to make clear that Duke students' responses to almost every measure were generally comparable (on a few measures Duke was worse and on a few better) than those of students at peer institutions. Based on these data, we see that diversity and inclusion problems are not just campus-wide, but nation-wide. However, we believe Duke has an opportunity to take the lead in pushing the status quo and making life more secure and accepting for all of its students.

Everyday Discrimination Scale. The second means we used to assess issues of hate and bias at Duke was a survey we conducted ourselves. The results described above from the senior survey could be driven by infrequent but highly visible incidents, by more frequent and sometimes subtle micro-aggressions, or both. To help understand the role of micro-aggressions in the lives of Duke's student body, we conducted a survey. After consulting with experts in the area, we chose to administer the Everyday Discrimination Scale (Williams DR, Yu Y, Jackson JS, Anderson NB. Racial differences in physical and mental health: Socioeconomic status, stress, and discrimination. *Journal of Health Psychology*. 1997; 2(3):335-351). This is a well-validated survey instrument designed to capture levels of everyday discrimination. The scale is displayed in Appendix E.

On March 21, 2016 one third of Duke's student body received an invitation to participate in a survey conducted by Duke's Task Force on Hate and Bias. The other two thirds of the student body received an invitation to a survey focusing on sexual assault and harassment. Which students received which survey was randomly determined. Students received one reminder email, and the survey was closed one week after the initial email invitation. Of the 4544 students invited to participate, 1000 students completed the survey, a 22% response rate. While a higher response rate would have been desirable, a 22% response rate is quite good if not excellent in survey research settings. We will briefly present information on the respondents themselves, then their experiences of everyday discrimination. We recommend that the raw data from this survey, and from subsequent surveys done by Duke on hate, bias, and discrimination issues be made publicly available for analysis. This process could be overseen by the Standing Committee we recommend be established by the President and Provost.

Of the 1000 respondents, 541 identified themselves as female, 613 as White, 98 as Black, 78 as Hispanic, 174 as Asian, and 4 as American Indian. 478 of the responses were from undergraduate students versus graduate and professional school students. Each of these response profiles is approximately representative of Duke's overall student makeup.

Overall, there were many students who reported feeling discriminated against at least a few times a month on at least one of the nine dimensions of discriminatory

behavior the survey asks about (e.g., “You are treated with less respect than other people are,” “You are threatened or harassed,” etc). 40.5% of student respondents reported experiencing some form of everyday discrimination at least a few times a month or more. When students reported experiencing discrimination at least a few times a month they were presented with a second screen that asked what they felt was the main reason for their experiences. They saw 13 response options plus an open-ended option. Response options included race, gender, sexual orientation, etc. Table 1 in Appendix D shows the raw number of responses in each category. Items or categories that seemed to be highly prevalent were gender (37.2% of respondents reported experiencing discrimination as a function of their gender), and issues related to the color of one’s skin (28.9% of respondents reported experiencing discrimination for these reasons). Age also was mentioned frequently as a basis of perceived discrimination (20.2% of respondents reported experiencing discrimination based on their age).

We examined how many women reported experiencing discrimination as a function of their gender. 323 of our 541 female Duke student respondents, or 59.7%, reported regularly (at least a few times a month) experiencing discrimination as a function of their gender. Similarly, 75 of the 98 (76.5%) Black Duke student respondents, 92 of the 174 (52.9%) Asian American Duke student respondents, and 33 of the 78 (42.3%) of Duke Hispanic student respondents all reported experiencing discrimination on the basis of skin color, ancestry or race. Some 63 students reported experiencing relatively frequent discrimination as a function of their sexual orientation. This represented 6.3% of the total respondents to the survey. Unfortunately, the Task Force was not able to find any reliable estimate of the number of students that are LGBTQ at Duke, so it is more difficult to estimate what percentage of this student community regularly experiences discrimination on the basis of their sexual orientation. But if one estimated that approximately 10% of Duke students are LGBTQ, then a majority of this population feels discriminated against regularly.

Finally, we ran a series of simple regression models to estimate the key drivers of feeling discriminated against within the Duke student population. Table 2 in Appendix D shows the results of these regressions, which regress an index of feeling discriminated against a series of individual traits available to the Task Force. We constructed the index by taking an average of responses to each of the nine measures of everyday discrimination. The results of the regression analysis clearly show that being a female student at Duke and being a Black student at Duke both significantly contribute to higher reports of experiencing discrimination. In addition, undergraduate students at Duke were more likely to feel regularly discriminated against than were graduate students.

Overall, the results of the Everyday Discrimination Scale survey clearly show that a significant percentage of our student body experiences perceived discriminatory behavior on a regular basis. This suggests that the gaps on measures captured in the senior survey are not solely driven by rare, high profile events, but that many of our students struggle with issues of discrimination on a more regular basis. These data suggest strongly that addressing hate and bias must deal not only with infrequent, egregious acts of prejudice, but also with the small, everyday, and in some cases

unintended micro-aggressions that so many members of our community deal with on a regular basis.

From the perspective of data collection and interpretation related to issues of bias and hate, we recommend a series of specific data-related actions:

- 1) The Everyday Discrimination Scale or a similar measure should be collected on an ongoing (e.g., annual) and mandatory basis for all students, staff and faculty.
- 2) Duke should collect information on gender identity and sexual orientation in admissions and intake surveys.
- 3) Data summaries prepared by the Office of Institutional Research on topics related to hate and bias, including the senior survey data and the everyday discrimination scale, should be made available on an annual basis to the Duke community, including students, staff, faculty, chairs, and deans.
- 4) Data should be collected evaluating whether faculty characteristics (e.g., gender, race, age, etc.) impact course evaluations and if so, there should be discussion of the use of course evaluations for promotion and salary/raise purposes.
- 5) In order to improve awareness of the diversity of the university, Duke should annually collect and publicize data on faculty, staff, and student populations broken down into multiple identity factors, including but not limited to race, age, and gender identity. The collected data on faculty and staff should be presented as a function of academic department and time at Duke; for students, data should be presented as a function of academic year and major. All data - especially that of faculty and staff - should be collected by a third party (e.g. Office of Institutional Research) as not to affect hiring practices or pay standards.

Student Demands, Trust, and Accountability

The Task Force reviewed carefully the written documents of student demands from various student groups. While the demands were extensive and not all in the purview of the Task Force, we address many of the student concerns in this report, both in name and in spirit. Additionally, we recognize the inherent connections students draw between hate and bias and the broader issues of diversity and inclusion, and heard student calls for Duke to strengthen its community standards in these areas. We urge future iterations of this Task Force to continue emphasizing the importance of listening to student voices as a necessary part of transforming the University's culture into a more inclusive one. Calls students have made for a more diverse faculty and staff, particularly within Counseling and Psychological Services and Student Affairs, are consistent with the values expressed in this report, as is the recommendation from the Asian Students Association, Duke Diya, and Asian American Alliance for an additional statement within the Duke Community Standard pledge stating "I will value others regardless of race, class, sexual orientation, gender identity or expression, religion, national origin, age,

ability status, citizenship status, or other identity.”

Student feedback also indicated that there are a number of members of the Duke community who feel that Duke will not or cannot be effective in creating change surrounding hate and bias. Though many of the criticisms of student groups surround individual policies, procedures, or structures, we also heard students’ sentiments about a poignant lack of trust in Duke and about feelings of being unsupported. Building that trust for all members of the Duke community will require concerted efforts from administrators, those implementing the Task Force recommendations, and the university community overall.

A number of students also informally shared with members of the Task Force concerns that current structures to hold the university accountable for mitigating hate and bias are insufficient. For example, some students called for an independent, external third party to conduct a review of the Office of Institutional Equity and Student Affairs to ensure that conflicts of interest in handling hate and bias cases or other issues that may exist within units of the university are properly investigated and resolved.

Best Practices/Lessons Learned

When the Task Force began to explore lessons learned for addressing hate and bias at Duke and at peer institutions, it became evident that there is much activity, but without clear consensus on what constitutes a body of best practices. There exists an opportunity for institutions to collaborate on this issue. Duke could lead by convening a meeting of administrators, faculty, and students from peer institutions to share experiences that have or have not been effective at mitigating bias and hate on university campuses.

Several primary conclusions are possible from our examination of lessons learned: 1) it appears that prevention and learning are crucial; 2) it is difficult to separate efforts to address bias and hate from broader issues of diversity and inclusiveness; 3) the effectiveness of programs is difficult to measure and few efforts have been made to assess impact and behavior change; 4) many institutions focus on diversity and inclusion as a means to address hate and bias.

Clarifying Bias and Hate Incidents. Based on our review of practices at Duke and at other institutions, it is clear that articulating a definition of bias and hate has been challenging. Government organizations have established some definitions, but the issues are especially complex in a campus environment charged with balancing the free exchange of ideas and the safety and well-being of the community.

Students need to know where to turn to report a hate or bias incident. Several campuses have developed websites in attempts to centralize this. It is important that the process for reporting bias incidents be visible and easily accessed, that the actions that follow are clear, and that students can easily access resources to help address hate and bias in their everyday lives through fostering a more open, inclusive, and safe learning environment.

The current practice at Duke is to locate information about hate and bias as well as diversity and inclusion on two main websites: Duke's Commitment to Diversity and Inclusion (<https://provost.duke.edu/diversity-and-inclusion/>) is located on the Office of the Provost website, and Diversity, Equity & Inclusion (<https://web.duke.edu/equity/diversity.html>) is linked to the Office of Institutional Equity. Additionally, the Student Affairs Bias Response Advisory Committee maintains an informational website as well as a link to the portal for reporting incidents of bias (<https://studentaffairs.duke.edu/bias-response>).

A lesson learned from reviewing these websites is that several search terms (hate crime, discrimination) that a student might use when seeking the reporting form do not readily connect to any of these websites. Other terms (bias, bias incident, incident report) do connect to the Bias Response Advisory Committee website. As we further note below, Duke could benefit from expanding its websites to illuminate what work has been done, what work is being done, and what resources there are for further information.

A review of the reporting practices at other schools confirmed that most peer institutions have mechanisms in place to report bias, hate, and harassment, however the mechanisms differ across schools. Many peer institutions have web pages with detailed information about harassment, discrimination, equity, diversity and inclusion spread across numerous sites. Most schools employ an on-line mechanism to report bias. Some schools such as Harvard designed their diversity website to create an easy to find button to allow students to activate the link for reporting bias incidents (<http://diversity.college.harvard.edu>). Other institutions such as Columbia University rely on different channels for reporting bias, including contacting Public Safety by phone, speaking with Resident Advisors, Advising Dean, Multicultural Affairs officer, or other campus resource individuals (<https://www.cc-seas.columbia.edu/sites/dsa/files/handbooks/BiasProtocolBrochure.pdf>). Yale has a comprehensive web page under its Office for Equal Opportunity Programs (<http://www.yale.edu/equalopportunity/>).

Transparency in Data and Streamlined Reporting. Some peer institutions note that students' ability and willingness to report bias is connected to knowing who receives the report, who responds, what procedures are in place and how students learn about the procedures. At Duke, a Bias Response Advisory Committee advises the Vice President for Student Affairs on allegations of bias-related incidents (<https://studentaffairs.duke.edu/bias-response>). Most universities have an online portal for reporting an alleged bias incident, but what happens after an alleged bias incident is reported varies widely.

Transparency and clarity about process can send a strong and clear message about expectations for what is acceptable behavior for how community members interact with each other. Transparency about the reporting processes helps to foster a culture of accountability and inclusion, as students better understand the rationale for decisions. To encourage transparency, there must be clarity about resources available to members of the community when faced with a hate and bias incident. The community should be clear

on what the different offices and support units can and cannot offer (including who can and cannot provide a level of confidentiality). Broad-based communication on the part of the staff and administrators in the resource offices is likely to be helpful as is broad-based training; OIE at Duke does this with training for harassment and discrimination. Additionally, some universities like Ohio State University and the University of Oregon have made their bias incident reports publicly available (<http://studentlife.osu.edu/bias/policies-and-reports.aspx>; <http://uodos.uoregon.edu/Portals/0/BRT/Annual%20Report%202014-2015.pdf>). We recommend that in order to increase transparency, Duke also make available a summary of bias incident reports.

Centralizing the Response to Incidents of Bias and Hate. Currently at Duke reports of policy violations as well as reports about students in distress are not managed through a centralized process. Rather, reports related to the undergraduate population are managed through the Office of Student Conduct and Duke Reach while reports related to graduate and professional school students are generally managed through the individual schools. This leaves open the possibility of differences in mechanisms for managing incident reports and also different standards by which to judge behavior.

When changes to Title IX were pending two years ago, the decision was made to centralize all reports and judicial processes related to allegations of sexual misconduct. All undergraduate, graduate, and professional school students are now held accountable for the same standards of behavior and there is clear articulation of the process for reporting, investigating and adjudicating any reports received. (<https://studentaffairs.duke.edu/conduct/z-policies/student-sexual-misconduct-policy-dukes-commitment-title-ix>). We recommend that the protocol for reporting, investigating, and adjudicating incidents of hate and bias also be centralized.

Prioritizing Efforts Related to Diversity and Inclusion. Our review of practices on other campuses confirmed the importance of fostering an environment that prioritizes diversity and inclusion as crucial to preventing hate and bias. Recently, several peer institutions such as Brown, Harvard, Yale, and Princeton have appointed task forces to address diversity and inclusion.

The Princeton Task Force provides an interesting example, as it has a clear online profile that lists the task force recommendations, updates on what has been accomplished, and notes on when a recommendation has been completed. Brown University released a report titled “[Pathways to Diversity and Inclusion: An Action Plan for Brown University](#).” In addition to providing specific recommendations for action and the offices responsible for implementing these recommendations, the report outlines both the oversight process and a long-term vision for the community at Brown.

Benchmarks. While Brown and Princeton’s Task Forces focus on diversity and inclusion, they provide a useful lesson about communication and transparency in implementation. It is helpful that the report of our Task Force will be made public. It will be important that Duke make public subsequent steps and to establish a methodology for

evaluating whether the aspirations and goals laid out in the report are met to ensure accountability and transparency.

Training Programs for Student Leaders. Universities provide training for student leaders working in on-campus housing; most institutions include as a minimum sessions focusing on awareness of privilege and using inclusive language. The training program for Resident Assistants (RAs) at Duke addresses diversity, inclusivity, and hate and bias in a number of ways:

- 1) RAs who have been in their role for more than one year attend a 2.5-hour session titled “The Mirror Effect” run by staff from cultural centers on campus.
- 2) New RAs attend a 2.5-hour session on diversity that covers more introductory topics such as privilege.
- 3) All RAs attend a one-hour session on facilitating difficult conversations about race and about addressing incidents on campus.
- 4) All RAs attend an hour-long training on gender violence bystander intervention and additional sessions on sexual misconduct policy and mandatory reporting.
- 5) All RAs participate in an hour-long session on supporting students with mental health concerns.
- 6) New RAs practice helping skills with the Behind Closed Doors training.
- 7) All RAs attend sessions where they can select training on interreligious engagement, religious diversity, how people of color navigate in a non-diverse field, facilitating dialogue about difference, and diversity and marginalization.

While these are examples of some types of training on campus, they shed light on the need to expand across the Duke University campus forms of training for student leaders for handling issues of hate and bias, including across all forms of housing and centers.

Faculty Mentoring and Hiring. While faculty mentoring and hiring are not the focus of this report, they arise often in discussions of hate and bias because students look to faculty as role models and mentors. Enhancing faculty diversity offers a diverse student body more opportunities to seek out helpful mentors. Some of our peer institutions such as Columbia University have devised best practices for faculty mentoring and faculty searching and hiring (http://facultydiversity.columbia.edu/files/viceprovost/mentoring_best_practices.pdf and <http://facultydiversity.columbia.edu/best-practices-faculty-search-and-hiring>).

Summary: Knowledge and a Call to Action

Information collected from the listening tour, data from surveys conducted with Duke students, and information gathered from other institutions suggest that students at

Duke and elsewhere are deeply affected by issues of bias and hate, and that bias-related incidents are distressingly common. Incidents involve infrequent high profile events along with more frequent experiences in everyday life.

The Task Force realizes that data collected from the listening tour and surveys may not be representative of the Duke student population as a whole. The listening tour included input from only those who chose to attend, and the meetings took place in groups so it is not clear how comfortable individuals felt in communicating their thoughts, feelings, or experiences. Not all Duke students completed either of the two surveys, leaving open questions of whether those who did respond comprise a representative cross section of the larger student body.

With these limitations in mind, it is striking how often students report instances of bias and hate. Even if these data capture *all* such events, and *only* those who took part in the listening tour events and surveys experienced such events, the numbers would be alarming. From the limited information available, it is likely that Duke is similar to peer institutions in having bias and hate incidents take place on campus, and is above the norm in some respects and below in others. This indicates a troubling norm nationwide. It is the hope of the Task Force that Duke will address these issues in a prompt and serious manner, as will other institutions, and that testing of different approaches used in different institutions will yield a set of best practices.

Definitions, Legal and Speech Issues, and Existing Practices

Central to the deliberations of the Task Force were issues of defining hate and bias, examining how Duke currently addresses incidents when reported, how freedom of expression can be balanced against addressing bias and hate, and how a process can be established for responding to incidents.

What Does The Task Force Mean By “Bias and Hate?”

The university defines a bias incident as, “an act or behavior motivated by the [actor’s] bias against the facets of another’s identity.” The act or behavior may be intentional or unintentional, and the bias may be directed toward an individual or group.

The university has not explicitly defined a “hate incident” or “hate crime;” instead, it relies on definitions contained in federal and state statutes and regulations. For purposes of collecting statistics, for example, the Federal Bureau of Investigation defines a “hate crime” as a, “criminal offense against a person or property motivated in whole or in part by an offender’s bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity.” The Task Force accepted this common definition as adequate for its purposes. Moreover, as the FBI notes, “[h]ate itself is not a crime—and the FBI is mindful of protecting freedom of speech and other civil liberties.”

Current Duke Protocols and Practices Relating to Hate and Bias

When the Task Force began its review of existing university policies related to hate and bias, the administration provided the following statement:

Currently, Duke's Community Standard (which, other than for sexual misconduct, applies only to undergraduate students) does not address consequences for student expressions of bias and hate other than might be included in Duke's broad policy on harassment, which reads:

Harassment of any individual for any reason is not acceptable at Duke University. Harassment is unwelcome verbal or physical conduct that, because of its severity and/or persistence, interferes significantly with an individual's work or education, or adversely affects an individual's living conditions. See the [Student Sexual Misconduct Policy](#)² for the definition of and procedures related to sex/gender-based harassment by an undergraduate or graduate student. The Office for Institutional Equity responds to allegations of harassment in which an accused is not an undergraduate student; see web.duke.edu/equity/harassment.html for the university's full Harassment Policy.

Although many have harassment policies, none of Duke's graduate/professional schools or colleges have policies for their students that explicitly address bias and/or hate. Thus, utterances, expressions, or conduct alone that might be construed as bias- or hate-based are not considered to be a violation of any Duke policy unless they rise to the level of harassment. Correspondingly, behaviors that violate Duke's conduct policies that are also determined to have been influenced by bias or hate are not treated differently in either determination of responsibility nor in sanctioning than those lacking bias/hate basis.

As a private university, Duke has some latitude to establish policies that are more limiting than public institutions, which are explicitly subject to First Amendment/Free Speech considerations. At the same time, Duke strongly values freedom of expression, a right that courts have found emanates from the First Amendment. It should also be noted that most of our peers have resisted punishing expressions alone, and few 'accelerate' a sanction for bias/hate-related conduct.

After undertaking an extensive review of university policies that apply to students, the Task Force reached the following conclusions:

General Policies That May Be Implicated By Incidents of Hate and Bias.

Although the university has not adopted official policies that specifically target incidents of hate and bias, it has adopted policies that would be triggered by conduct motivated by hate and bias.

First, the [Duke University Standard](#) (DCS) stresses the commitment that students share with all members of the community to enhance the climate for honesty, fairness, respect, and accountability at Duke University. Under the DCS, students affirm their commitment to foster this climate by signing a pledge that includes taking constructive action if they witness or know about behavior they perceive to be inconsistent with the DCS, which may include violation of university policies. The community is impacted when a bias incident occurs, and the student has an obligation under the DCS to take action in such situations.

Second, there are university-wide policies that would be implicated by hate and bias. University-wide policies apply to all undergraduate, graduate, and professional school students. Those policies are available at the [Duke Policies website](#). The principal university-wide policies include the following:

- 1) **Property/Facilities/Services**
Under this policy, students are prohibited from defacing, damaging, or destroying the property of another. Over the last five years, vandalism was the most frequently reported bias incident. Such conduct would violate this policy.
- 2) **Computing and Electronic Communication**
Students must not violate any ethical, legal, or secure use of computing and electronic communications. In particular, this policy prohibits students from “[using] mail or messaging services to harass or intimidate another person, for example, by broadcasting unsolicited messages, by repeatedly sending unwanted mail, or by using someone else’s name or userid.” A student violates this policy when he or she sends hateful emails, texts, or online communications to another student to harass or intimidate them because of the actual or perceived race, sexual orientation, or other protected characteristic of this student.
- 3) **Disorderly Conduct**
Under this policy, students are prohibited from disrupting the peace or interfering with the normal operation of the university or university-sponsored activities. One example of hate or bias conduct that would violate this policy is a student yelling hateful or biased declarations regarding religion, gender identity, or another protected characteristic in the Bryan Center in such a manner that other students do not feel safe or are unable to eat, meet, or converse freely.
- 4) **Physical Abuse, Fighting, and Endangerment**
Since some hate and bias incidents may involve physical violence, such acts of violence would trigger this policy since it prohibits any physical abuse, fighting, threat of physical violence, or endangerment of the health and safety of an individual or group.
- 5) **Classroom Disruption**
This policy ensures that the classroom is a space of learning for all students. A student violates this policy by engaging in behavior that disrupts the educational

experiences of other students. For example, repeatedly interjecting, cursing, or shouting at others for the purpose of making hateful or biased statements about gender, national origin, or other protected characteristics would violate this policy.

6) Harassment

As the administration explained in the statement set out above, utterances, expressions, or conduct may constitute harassment when they are so severe or pervasive that they interfere with an individual's work or education or adversely affect an individual's living conditions. This policy is also triggered when such harassment is due to an individual or group's actual or perceived race, gender expression, color, or other protected characteristic. Another term used to describe this policy is "[hostile environment](#)." For example, a student may argue that he or she has been subjected to a racially hostile environment due to harassment he or she has endured.

Protocol for Handling Complaints Specifically Relating to Hate and Bias. In addition to the foregoing general policies, the university has adopted protocols under which complaints relating to incidents motivated by bias and/or hate can be submitted for review and action.

Undergraduate complaints alleging bias that are formally reported through submission of an incident report are reviewed by a team which includes the Office of Student Conduct, the Vice President for Student Affairs, or the Associate Vice President for Student Affairs and Dean of Students, University Counsel, Duke University Police Department (DUPD), DukeReach, and, depending on incident location, and leadership from Housing, Dining & Residence Life (HDRL). The Office of Student Conduct, the Associate Vice President for Student Affairs and Dean of Students, and DukeReach take the lead on determining courses of action in addressing the incident. All bias incident complaints may be submitted [here](#).

After the initial triage of the report, actions divide into two main areas of focus: investigation of the complaint and support for those impacted by the reported behavior. In general, investigation of incidents is managed by a team that includes DUPD, Office of Student Conduct, Dean of Students, and HDRL (if the incident happened in a residential area). Adjudication of incidents is handled through the Office of Student Conduct. DUPD can concurrently pursue a criminal investigation if the behavior violates law. Support is generally coordinated through DukeReach and in partnership with other offices on campus such as Counseling & Psychological Services (CAPS) and Campus Identity Centers such as the Center for Sexual and Gender Diversity and the Mary Lou Williams Center.

Incidents that allege behavior that meets the criteria of harassment are adjudicated under the harassment policy. Incidents that allege gender violence are also investigated and adjudicated through the Sexual Misconduct policy. Complaints of bias and hate that involve faculty or staff are referred to the Office for Institutional Equity.

Incidents reported by graduate and professional school students are received by the Office of Student Conduct but are referred to the respective schools for action. Responsibility for addressing these incidents is transferred to the Dean of the school or designee and each school follows its own process for reviewing such complaints. Undergraduates, as well as graduate and professional school students, may also request a hearing concerning their complaints by the Office for Institutional Equity.

The Vice President for Student Affairs appoints a group referred to as the [Bias Response Advisory Committee](#). The purpose of this committee is to provide consultation at the request of the Vice President for Student Affairs. The Vice President for Student Affairs may activate the group to review and advise on possible responses to specific incidents occurring on campus. This group serves only in an advisory capacity and does not investigate, adjudicate, or otherwise intervene in bias-related incidents. Some actions recommended for past incidents have included:

- 1) Providing educational programming.
- 2) Promoting campus dialogue.
- 3) Referring the complaint to the Office of Student Conduct to investigate as a potential violation of University policy.
- 4) Referral to Counseling & Psychological Services.
- 5) Initiating mediation.
- 6) Adopting new institutional practices or policy.
- 7) Undertaking some form of intervention.

When a bias incident is reported, it is the general practice of the Division of Student Affairs to offer appropriate support to the targeted student or group, as well as other students or campus groups affected by the bias or hate incident.

Recommendations for Policies and Procedures

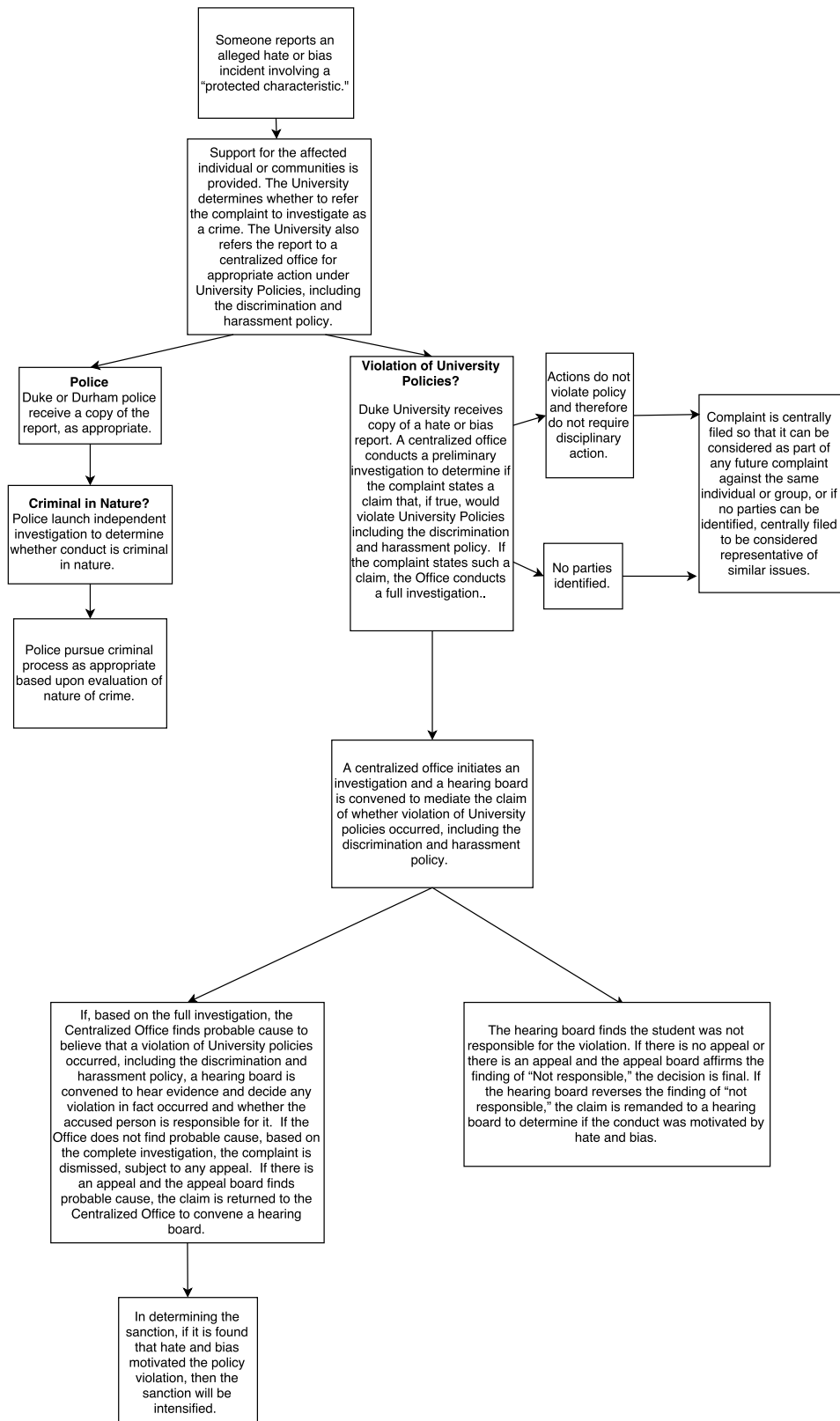
Underlying Principles. The following principles underlie the Task Force recommendations for new policies and procedures dealing with incidents of bias and hate:

- 1) The university values fostering a positive, safe environment for all community members without exception. The university is committed to encouraging and sustaining a learning and work community that is free from prohibited discrimination and harassment.
- 2) The best response to hate and bias in a university community is education and open discussion. The expectation is that hate and bias incidents will always prompt an appropriate response by the university, but the appropriate response will involve punitive measures only in certain cases.
- 3) The university community's high value on free expression means that speech and behavior should not be sanctioned solely because hate and bias are involved. If

the speech or behavior would be sanctioned under existing university policy, independently of any hate or bias, then the element of hate and bias element should be treated as an aggravating factor for any sanction, as appropriate. There may also be some instances where acts and behaviors violate university policy because hate and bias are involved, and in such select cases, hate and bias may also be treated as the basis for intensifying sanctions.

Flowchart of Proposed University Response to Incidents. Figure 1 shows a proposed flowchart proposing a university response to bias and hate incidents. The chart reflects a combination of existing practices along with recommendations for change (specifically around a discipline intensifier).

Figure 1: Proposed Centralized System for Handling the Reporting of Hate and Bias Incidents



Proposed Approach.

- 1) **Hate and Bias Crimes:** Rely principally on local, state, and federal authorities to punish crimes involving hate and bias. However, if the behavior also violates Duke policies (e.g., the Physical Abuse, Fighting, Endangerment policy, etc.), the university has an independent responsibility to respond appropriately.
- 2) **Hate and Bias Harassment:** Rely on the existing Duke harassment policy and procedures to handle hate and bias speech or incidents that reach the “severe or pervasive” threshold.
- 3) **A Hate and Bias Intensifier.** In cases involving incidents that are punishable under existing policy (e.g., defacement of property, disorderly conduct, etc.) and that meet Duke’s criteria for being hate or bias incidents but do not rise to the level of “severe or pervasive” under Duke’s harassment policy, Duke administrators should take the hate and bias elements into account as an aggravating factor when determining any sanction. Except in extraordinary circumstances, a violation that was motivated by hate or bias should receive a more severe sanction than the same offense without a hate and bias element.
 - Beyond any sanction, the Duke community response should focus on education, dialogue, and engagement, with a particular focus on restorative measures to help the targeted/offended person or community.
- 4) **Hate and Bias Incidents that Fall Short of Crimes or Harassment.** Hate and bias speech or incidents that are not crimes and do not meet the “severe or pervasive” threshold for harassment, and that would not be punishable under other extant policies (e.g., offensive jokes, insensitive party themes, etc.), should not be handled as disciplinary cases.
 - The Duke community response should focus on education, dialogue, and engagement, with a particular focus on restorative measures to help the targeted/offended person, group, or the community as a whole.
- 5) **Involving Students in Implementing These Policies.** To improve transparency while also respecting confidentiality, to the fullest extent possible, the University should include students as members on bodies charged with implementing these hate and bias policies.
- 6) **Focus on Education and Engagement.** Duke should launch an expansive effort of education and communication to explain existing policies and procedures, their rationale and operation, along with a commensurate set of educational initiatives explaining the toxic effects of hate and implicit bias.

- 7) **Monitor and Adjust.** The Standing Committee we recommend be established by the President and Provost should monitor the Duke community's experience with, and response to, hate and bias incidents. This committee should report annually on such incidents, the adequacy of Duke policies in addressing them, and make recommendations for changes in policies and procedures, if needed. In addition, the Committee should conduct a comprehensive review of these matters no later than three years hence to determine whether the policies remain adequate. The standing committee should work with the Duke Bias Response Advisory Committee to ensure that the standing committee has the necessary information it needs to carry out the foregoing responsibilities.

It came to the Task Force's attention that the University is conducting a comprehensive review of the current Harassment Policy and likely will revise it after this Task Force's report is published. Because the Task Force was unable to participate in that ongoing review, it recommends the following general guiding principles for the committee reviewing the Harassment Policy:

- 1) Ensure that undergraduate, graduate and professional students have the opportunity to participate meaningfully in all aspects of the amendment process.
- 2) Streamline the complaint process so that one centralized, independent administrative office with specialized knowledge and training in handling harassment claims reviews all complaints made by undergraduate and graduate students. Currently, complaints are reviewed independently by the Office for Institutional Equity, the Office for Student Conduct in the Division of Student Affairs, or an office or ad hoc entity within one of the many graduate and professional schools. Each such entity has its own rules and protocols, resulting in a varying conglomerate of practices for students to navigate. The Office for Student Conduct and offices within the graduate and professional schools may not have the expertise to handle many of the complicated issues that often arise during review of harassment claims, including the need to carry out certain legal obligations and to protect the due process rights of both complainants and respondents. It would be desirable to have an independent office oversee these matters to avoid concerns that Student Affairs and graduate and professional schools may have conflicting interests (e.g., concerns that a controversial adjudication may dissuade prospective students, draw negative media attention, or interfere with fundraising efforts).
- 3) Ensure that the new Harassment Policy explicitly references the Department of Education Office for Civil Rights hostile environment standard. The university has a responsibility to ensure that it does not cause, encourage, accept, tolerate, or fail to correct a hostile environment based on federally-protected classes, including race, sex, and color. As the University has done in

its Sexual Misconduct policy, it should include this standard in its harassment policy to educate students about this form of discrimination and to encourage students to come forward to report any violations. The university should clearly identify in its harassment policy that a hostile environment will not be tolerated and outline the basic elements of such a claim; students do not generally understand the connection between a hostile environment and harassment. Such a policy would be especially appropriate for conduct that occurs in living spaces, classrooms, etc.

Protected Characteristics. The university should consider amending its nondiscrimination policies to include gender expression as a protected characteristic. Currently, the university includes sex, gender identity, and sexual orientation. Gender identity is defined as one's personal conception of oneself as male or female (or both or neither). Gender expression pertains to the ways that an individual manifests masculinity or femininity. An individual whose sex assigned at birth was male may have a gender identity of male but gender expression of female.

The Department of Justice and Department of Education enforce Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex in education programs or activities that receive Federal financial assistance. Both agencies have issued guidance recognizing gender nonconformity as protected under Title IX and have brought enforcement actions to ensure compliance. Gender nonconformity is not limited to gender identity but also encompasses gender expression. Therefore, the university should include gender expression to align with federal law.

Getting Ahead of Hate and Bias through Prevention and Learning

In responding to our mission to raise the consciousness and awareness of the Duke community about the everyday experience of hate and bias on campus we put forth a set of recommendations that focus on prevention and learning. Our initial foray into crafting the recommendations are based on the following questions:

- 1) What can be done to prevent incidents of hate and bias on campus?
- 2) What types of learning opportunities can best engage students, staff, and faculty about these issues?
- 3) How can additional resources and practices help facilitate and sustain a welcoming, inclusive, and supportive environment at Duke?

Task Force members listened intently to individual students and student group leaders as well as faculty and staff about their concerns and experiences with hate and bias issues. We reviewed current theories, practices, and research on prevention and intervention both at Duke and at colleges and universities across the country. After careful consideration, our recommendations are based on four principles and underscore

the need to:

- 1) Raise **awareness** of our own identities, cultures, perspectives, and biases, and Duke's commitment to diversity and inclusion.
- 2) Build **knowledge** about the cultures, histories, and perspectives of those unlike ourselves and promote understanding of various forms of privilege and oppression and how they affect people's experiences.
- 3) Help all members of the Duke community gain the **skills** to work with diverse people, to identify inequalities, and to contribute to appropriate interventions.
- 4) Support individual students through structures and actions that build and nurture an inclusive climate.

Training and Outreach

Change in our Duke community can occur if we begin by heightening the awareness of our own biases and the resulting impact these biases have on our beliefs and actions. The Task Force strongly endorses recommendations that will require all members of the Duke community to explore and reflect upon both overt and unconscious bias. Becoming aware of these biases is a basis for responding effectively when members of our community are marginalized.

- 1) We recommend the development or purchase of an online module to increase awareness of unconscious bias. The module should also provide information about campus policy on hate and bias. (*Suggested Owner: Office of the Provost*)
 - This module should be required for all members of the Duke community including undergraduate and graduate/professional students, faculty, and staff.
 - This module could follow a structure similar to Alcohol.edu and Haven which are already distributed to all first year undergraduates. The Harvard Implicit Associations Test could be a basis for this module.
 - For undergraduates, the module should be required prior to class registration, and similar to training for sexual misconduct, be required once.
- 2) We recommend the creation of a printed handbook similar to the one on Sexual Misconduct released by the Office of Student Conduct. This new handbook should include policies related to freedom of expression, academic freedom, bias, and hate issues. It should also include information about the venues to report incidents of bias, the flowchart describing the process of resolution for those incidents (Figure 1), and support resources. The handbook should be distributed to all undergraduate and graduate/professional school students. (*Suggested Owners: Office of Student Conduct and Office of Institutional Equity*)

- 3) We recommend the implementation of in-person sessions on cultural awareness, diversity and inclusion, and unconscious bias for key groups that have a major impact on campus life.
 - For first year undergraduates, expand the “Building an Inclusive Community” session implemented in 2015 during Welcome Week. Attendance at this session should be mandatory. (*Suggested Owner: New Student Programs*)
 - We suggest that each graduate and professional school incorporate a similar session in their orientation programs. This program could be modeled from the current programs in Fuqua and Law. (*Suggested Owner: Students Affairs office at each school*)
 - A workshop should be mandatory for the leadership of all undergraduate and graduate/professional student organizations before new member recruitment. (*Suggested Owner: Student Affairs*)
 - Groups that interact regularly with first year undergraduates including but not limited to Trinity and Pratt peer advisors, First-year Advisory Counselors (FACs), International House Orientation Peers (IHOPs), E-team, Pre-Orientation program leaders, and JFAMilies (JFAMs) should attend an additional workshop designed to focus on assisting first year students with transition to a diverse campus. (*Suggested Owner: Student Affairs*)
- 4) We recommend that faculty be a major focus of the effort for in-person training for cultural awareness and unconscious bias given their strong influence on the student experience and campus climate. Workshops for faculty should provide suggestions for enriching student skills in discussion, debate, discourse, listening, and reflecting, and teach faculty skills for dealing with incidents of hate/bias in the classroom. (*Suggested Owners: Deans of each school and Office of Institutional Equity*)

Curriculum and Courses

The curriculum is the currency of an educational institution, and it is through this medium that students grow and develop into scholars and leaders. The Task Force was united in our conviction that an important avenue of knowledge and skills occur through infusion of topics of identity and inclusion into the curriculum. However, concurrent to the work of the Task Force on Bias and Hate is the work of another committee, the *Imagining the Duke Curriculum Committee* (IDC). IDC has been tasked with overhauling the undergraduate curriculum. It is anticipated that this committee will release a proposal of the new curriculum in Fall 2016. With that in mind, the Task Force on Bias and Hate offers several recommendations for the IDC to consider as they continue their work.

- 1) As a Task Force we debated the proposition that the new first year curriculum should include a common course taken by all students that not only includes topics relevant to cultural competencies but also teaches about historic and current

inequalities, especially those relevant to the specific history of Duke as an institution. Our Prevention and Learning Subcommittee supported the idea of a common course, but as a whole the Task Force was divided and did not come to a resolution because there was both strong support and strong opposition to the common course idea. Opposing opinions were also heard from students who participated in the listening tour. We recommend that the curriculum committee do all it can to advance knowledge on hate and bias, construct a detailed description of the benefits and disadvantages of the common course, and report to the community about how these issues were considered and what aspects of the new curriculum take these needs into account. *(Suggested Owner: Office of the Provost)*

- 2) We recommend the creation of a list of specific courses related to culture and identity. That list should be posted on the inclusive.duke.edu website. Course development in this area could be further advanced by the development of a Bass Connections team built around questions of diversity, identity, and inclusion. *(Suggested Owners: The Provost Office and Office of the University Registrar)*
- 3) We support the establishment of a grant fund open to undergraduate and graduate/professional students who wish to pursue independent research projects related to hate and bias, diversity and identity, and inclusion, including the history of such issues at Duke. *(Suggested Owner: Office of the Provost)*

Programs, Initiatives, and Institutional Environment

As a private institution in the southern United States, Duke must acknowledge its complex history and examine its potential to reinforce societal inequality. There are several campus resources that are already part of the University's commitment to foster and support a diverse and inclusive community and we applaud the efforts of these initiatives. However, we must continue to assess our current practices and expand our efforts so that Duke can be a leader in addressing hate and bias issues on campus and beyond.

- 1) We recommend that a Standing Committee be formed to continue the work of this Task Force on Hate and Bias. Among the members of this committee we recommend include representatives from within Duke who bring expertise in promoting diversity and inclusion as well as combating hate and bias *(Suggested Owner: President's Office)*.
- 2) We recommend that environmental enhancements be continuously updated and implemented to visibly create a welcoming community. Specific examples raised by students as well as members of the Task Force and supported by our Subcommittee are enumerated in Appendix F of this document *(Suggested Owners: FMD, Office for Institutional Equity, and Student Affairs)*
- 3) To promote student mental health and well-being we recommend that resource commitments to Counseling and Psychological Services, Duke Student Wellness

Center, Student Health Center as well as Center for Multicultural Affairs, Center for Sexual and Gender Diversity, Jewish Life at Duke, International House, Mary Lou Williams Center for Black Culture, Muslim Life at Duke, and Women's Center and other identity centers be expanded as needed. (*Suggested Owner: Student Affairs*)

- 4) As a largely residential campus, the residence hall communities play a key role in the development of relationships and opportunities for students to learn from one another. Conversely, feedback from students suggests that many students experience housing as a place where bias occurs on an everyday basis. Although researching the role played by housing in the culture of hate and bias on campus was beyond the scope of this current Task Force, we recommend a comprehensive review of the upper-class student housing model. (*Suggested Owner: Student Affairs*)

Support Services for Students

As a world-class institution, Duke accepts qualified students from various backgrounds and experiences and must continue to be a leader in providing holistic support and services. An important priority must be to streamline and institutionalize Duke's current responses to hate and bias. We put forth the following recommendations:

- 1) We recommend that staff who provide health care and wellness services including but not limited to Counseling and Psychological Services, Student Health, Gender Violence Prevention, and Duke Student Wellness provide regular training opportunities for their staff to address population-specific concerns. (*Suggested Owners: Student Affairs and Office for Institutional Equity*)
- 2) We recommend that clinicians at Counseling and Psychological Services receive additional training in supporting students who experience stress or trauma due to identity-related issues. Consider developing a system to allow students to select clinicians with an area of specialty in particular identity-related issues. (*Suggested Owner: CAPS*)
- 3) The Student Disability Access Office already has many services in place to support students with disabilities, but there could be distribution of information about requesting accommodations. This could be accomplished during orientation programs and in a web presence on student health provider websites and the inclusive.duke.edu website. (*Suggested Owner: SDAO*)
- 4) We recommend that one office be charged with the responsibility of receiving and initiating action when a report of bias is submitted. While that office may not be the unit that investigates or follows up on reports, it will ensure that reports are shared with the units best positioned to support involved students and communities. (*Suggested Owners: Student Affairs and Office for Institutional*

Equity)

- 5) We recommend that offices continue to offer and promote opportunities for students to think about identity in the context of everyday life issues and career goals. Examples include but are not limited to Center for Multicultural Affairs' dialogue on navigating interracial friendships, International House's Connect, Learn, Grow series, and Center for Sexual and Gender Diversity's seminar on job search strategies for queer students. (*Suggested Owner: Student Affairs*)

Communications and Outreach

As with any cooperative endeavor, communication and information sharing are integral components not only to the process of resolving incidents of hate and bias, but also to the process of mitigating or preventing them through education, inclusion, and diversity. The Task Force created a working group dedicated to reviewing and evaluating the existing communication structures and protocols related to incidents concerning hate and bias. This subcommittee identified critical points in the University's current communication framework that manages these issues, and devised a number of recommendations that promote the ultimate goals of understanding, inclusion, and diversity.

Duke University does have policies in place to deal with hate and bias issues, but we have identified a number of deficiencies in the current communications protocol. Alternative and supplementary policies would be helpful. Given that many students seem to be unaware of current policies, we recommend that the University improve the communication of Duke's mission, policies (current and forthcoming), and community standard. Fundamentally, there is the need for a communication system that is perpetually self-conscious and reflective in pursuit of providing educational programming geared toward the enhancement of campus life for all. We must work to make Duke's guiding values become Duke's everyday practices – a task that will require the efforts of all.

Communications Protocols: Current and Recommended

Presently, when an inappropriate, discriminatory, or threatening incident is reported, a decision is made about whether the response is to be unit-specific, department-specific, school-specific, or general to the university. In the latter case, there is a conversation that involves Public Affairs, Student Affairs, and the provost's office (and, if the incident included a potential violation of law, the police) on whether and how to inform the campus community. Duke Police also lists weekly summaries of incidents and status on their site at: http://police.duke.edu/news_stats/summaries/index.php.

Several issues must be considered in determining whether and how to inform the campus community. These include, but are not limited to, expectation or presence of an ongoing threat; potential legal ramifications; investigative issues (e.g., an investigation may be hindered if potential witnesses read accounts of other potential witnesses); due

process; and pure, fundamental "accuracy," which typically increases with more time and data.

Simply put, there is no simple formula that can be applied quickly and sweepingly save in the case of extreme circumstances (e.g. the campus community is necessarily informed quickly, even before all facts are obtained, if there is a potential imminent threat to personal safety). Otherwise, information is gathered, a decision is made, and useful announcements are disseminated via the relevant unit to its constituent members; via Student Affairs to all students; and/or via the Office of Public Affairs, Provost's Office, or President's Office to the entire Duke community.

Of course, a balance must be struck between inundating the campus community with potentially incomplete or inaccurate information - especially when such frequency may actually cause important updates to be ignored by the community - and providing timely and transparent alerts regarding issues that affect campus climate and safety.

On the whole, the Task Force recommends increased information-sharing with the campus community regarding reported issues allegedly involving bias and hate - essentially that such incidents be generally *escalated* relative to other incidents in being reported to the higher levels of the university rather than being confined within a particular University unit. While we refrain from identifying a specific minimum threshold for informing the community of such incidents, we suggest the University require bias and hate incidents that meet a minimum threshold, including those currently under investigation, to be reported publicly in a manner analogous to the Duke Police's weekly summaries (without names or details so as to protect privacy and not disrupt the investigation). Additionally, we recommend that the University frequently remind Duke's faculty, staff, and students about the availability of both this summary as well as the Duke Police summary (link provided above).

Presently, the University shares more information, and often more quickly, about such incidents with students (especially undergraduates) than with faculty and staff. While we acknowledge there may be varying tolerance and interest among individuals or groups to such announcements, we recommend that all broad (i.e., going to all undergraduates) announcements related to other incidents of bias and hate, and any pro-active/educational activities associated with diversity and tolerance, be sent to all of the campus community, including graduate and professional students, faculty, and staff. We recommend this broader distribution of information to broaden responsibility for not only raising the level of discourse on bias and hate, but also for the promotion of tolerance and inclusion. To do this, we must all be able and willing to confront these issues rather than placing the burden on our students. Also, we recommend that the University continue to develop lines of communication on these issues beyond campus with the extended Duke community (parents, donors, alumni) and the local community (law enforcement officials, non-profits, local government officials).

Duke should shore up its efforts in mitigating and resolving bias and hate incidents, but also develop a communications strategy to highlight positive and educational events, such as activities sponsored by various department and units, related

to diversity and inclusion. A communications strategy centered around response to incidents or protests or demands becomes increasingly negative and overwhelming with each iteration of student anger and dissatisfaction, as well as administrative responses to them, if there is no counter-balance to highlight progress.

Although, of course, it is important that the University address incidents as they occur, the ultimate goal ought to be retrenchment of values such that many of these situations are mitigated. The celebration of current efforts and successes is not only motivation to persevere for those already involved in furthering the cause of inclusion and understanding but also a signpost for those who are looking for ways to become involved or who are struggling with their own reservations and experiences.

Current examples of this sort of communication include the informal (i.e. non-required) practices by the dean of the Nicholas School of the Environment who sends out a weekly e-mail update, and the deans of Trinity College of Arts and Sciences, the Pratt School of Engineering, and the Sanford School of Public Policy who send out periodic emails highlighting departmental success and information. These deans often report on diversity and inclusivity events when they occur. We recommend that this sort of communication become the norm in all University units and departments, emphasizing and prioritizing diversity-related news, and communicating any incidents, even those occurring in another area of the University. A communication from Student Affairs is necessary, but not always sufficient to effectively reach as far and wide as these more personal types of communications within departments and schools.

The University has diversity officers on staff already. It could be helpful for them to send out weekly or bi-weekly email updates to their respective, or assigned, subset of the university community (i.e. one might be assigned to particular departments or schools) highlighting not only university-wide efforts and programming, but also those related specifically to, and occurring within, the unit. We further recommend that the University create an online portal to enable these diversity officers to communicate with each other more directly and immediately, thus facilitating improved dissemination of accurate information regarding response and educational programming.

Finally, we recommend that the University recommit to long-term relationships with external and independent media, including *The Chronicle*, to strengthen mutual, positive avenues of communication that allow information surrounding incidents and prevention to flow quickly and accurately to as many parties as possible.

Preventive and Educational Communication

While Duke University is committed to transparent communication regarding hate and bias incidents, as outlined above, the Task Force recommends that the University administration, faculty, staff, and students remain proactive at all times to effectively raise awareness and foster greater interaction among Duke's various units and departments in support of existing diversity and inclusion efforts. This could take various forms and levels in the following manner:

- 1) **Administrative and departmental staff:** The individual departments have their own diversity/inclusion plans and allocate resources for that purpose. The personnel in charge of maintaining and promoting these plans should be able to communicate their efforts in enhancing diversity. As such, an online portal or an event log that would allow personnel to communicate frequently, consistently, directly, and quickly could be helpful in not only the dissemination of incident response and diversity celebration, but also in the promulgation of various resources and educational programming that would occur throughout the year. Additionally, it is recommended that at least one meeting per term of these personnel be held to facilitate the creation of strategic targeted and general educational programs for the various departments and schools within the Duke community.
- 2) **Faculty and staff:** The promotion of a safe and friendly environment to the Duke community requires that faculty and staff be trained and aware of issues related to hate and bias and how to handle and communicate incidents. One way to provide such an inclusive environment is through offering recognition and/or incentives for faculty and staff who participate in diversity-related training, effectively promoting a campaign to create, borrowing a term from LGBTQ communities, “allies” who can directly assist, or guide to other more appropriate resources, students or other individuals who come to them with concerns. This would help communicate commitment to and successes of Duke’s values to a wider population, and help Duke’s guiding principles translate to everyday practices.
- 3) **School-wide events:** We recommend a yearly “Duke Values Week” sequence of events to highlight the existence, benefits, and importance of Duke’s community standard and Duke’s policies. Such programs should draw from speakers within the Duke community as well as the experience and training of external professionals, which has been a regular, and successful, practice in individual units and departments within the University. Both sources ought to be included to ensure that members of the University population are being heard, but to protect against a feedback loop in which no outside learning is incorporated into our training, prevention, and response protocols. In addition to this annual event, we recommend continued effective and clear communication of the lines of administrative authority. Institutional responsiveness to bias and hate incidents will improve if the community members know to whom they should address concerns.

Charting a Path Forward

Diversity and inclusion, and addressing issues of hate and bias, are important issues for universities to address in open, transparent, and effective ways. In addition to the moral imperatives of respect, dignity and inclusiveness, universities are being affected in a competitive marketplace by rapidly changing demographics, demands from employers, and internal calls for addressing these issues. It is important that Duke and other universities “get it right” to keep pace with changing social and work environments,

to attract and retain the best students, staff, and faculty, and to create cultures where all individuals can thrive.

The work of this Task Force is but one step among many will need to be taken in order to make Duke a leader. Many steps have been taken in the past, but many more are needed for the future. The recommendations included in this report are the product of much deliberation, input gathered from a number of sources, and much discussion of concrete actions the University can take in both the near-term and long-term. Still, the Task Force had only four months in which to complete this process, hence much more work is needed around a number of key issues. For instance, a major emphasis of this report is on prevention and training. To do justice to prevention, it will be necessary to complete a thorough review of the scientific literature to determine the extent to which various approaches have been evaluated, to visit institutions with particularly innovative approaches, and to tailor such interventions to the needs of Duke.

A great deal of passion exists on the Duke campus for addressing these matters in creative and effective ways. This passion exists in students, faculty, and staff, and provides a strong basis for forward movement. Commitment from the Duke administration and from the leaders in the schools is necessary to ensure that efforts are coordinated, there is follow-through, metrics will be established to evaluate progress, and best practices will be employed.

This commitment from the Duke administration can begin with the appointment of an individual who reports directly to the Provost to oversee and coordinate activities related to hate and bias. There are, by definition, many offices at Duke involved with hate and bias issues. Student Services, the Office for Institutional Equity, the Duke Police, are but a few of the offices that must act in a coordinated way to address the reporting, monitoring, and adjudicating of incidents, along with student support, and prevention and training. The person charged with coordinating these efforts can insure that processes are transparent, clear, consistent, and effective, and can offer additional accountability for follow-through.

Another near-term priority is to develop a central process by which incidents are reported, cases are adjudicated, and prevention and education are carried out. Having one set of standards and practices across the university will increase consistency and allow for resources to be used most effectively.

The creation of a standing committee will be necessary to insure that there be ongoing attention to hate and bias issues, input be obtained from all sectors of the Duke community, innovation occurs on an ongoing basis, progress monitored, and efforts be coordinated with diversity and inclusion programs and committees on campus. This committee will be positioned to address issues our Task Force was not able to explore in sufficient detail.

Efforts to address diversity and inclusion, and bias and hate stand to benefit the Duke community in many ways. These efforts can stimulate healthy discussions of

community standards and how the university can sustain an environment where individuals can succeed in their work and their study, and feel affirmed as people. An environment that encourages openness to different ideas and the people who express them, and to different experiences and the people who have lived them, will be valued within and outside the university and will make Duke more competitive in attracting the best people. We owe this to members of our community.

Appendix A

Summary List of Recommendations

A clear set of recommendations concerning hate and bias with special emphasis on issues of accountability, transparency, awareness, prevention, and consistent monitoring emerged from the extensive labor of the Task Force. Recommendations were informed by existing and newly collected data on students' experiences of discrimination in everyday life, extensive listening tours of Duke organizations and schools, detailed examination of current Duke practices and practices at our universities around bias and hate issues, and numerous conversations within the Task Force and with other groups such as the Duke Alumni Association and the Duke Board of Trustees. A complete list of the Task Force's recommendations appears below.

Overarching Recommendations

- 1) The Duke University community - including administrators, faculty, staff, and students - recognize the unacceptable prevalence of hate and bias experiences on campus, take responsibility for change, and acknowledge the powerful negative effects on individuals these experiences can have.
- 2) Central authority rest with the Office of the Provost for ensuring that Duke policy on hate and bias is carried out in transparent, consistent, and effective ways, and that practices to monitor and address hate and bias be coordinated across units of the University (including Student Affairs and the Office for Institutional Equity).
- 3) The President and Provost establish a single centralized campus-wide policy for handling complaints of hate and bias that includes transparent procedures and a fair adjudicatory process. The policy should establish clearly defined lines of authority that ensure official responsibility.
- 4) Duke monitor and respond to incidents of bias and hate involving students, but also involving faculty and staff, with special attention to interactions among faculty, staff, and students.
- 5) The University adopt a centralized process such as the one outlined in Figure 1 (page 32) for addressing bias and hate incidents when they occur.
- 6) The President and Provost review student support services to ensure they are staffed by individuals with diverse backgrounds and with training to deal effectively with hate and bias issues.
- 7) The President and Provost establish a Standing Committee to advise them on issues of hate and bias, consisting of undergraduate students, graduate and professional students, faculty, staff, and alumni. This committee would augment Duke's existing diversity and inclusion effort. The committee could help develop tools to monitor the campus climate, assess the prevalence and causes of bias and

hate incidents, and make regular reports to the University on progress toward benchmarks. Most of all, such a committee would play a key role in enhancing community trust on these issues.

- 8) The Standing Advisory Committee work with university officials to release an action plan by the end of the fall term of 2016, to develop a communications strategy that encourages community discussion, and to be transparent about policies and practices.
- 9) Duke establish programs and curricula to educate members of the Duke community on issues of hate and bias, and make every attempt possible to prevent hate and bias incidents.
- 10) The President and Provost establish timelines and clear oversight responsibility for addressing the Task Force recommendations as well as ongoing and new activities.
- 11) Duke establish itself as a local and national leader in this area through discourse, research, convening, and forward-looking practices and policies.

Recommendations on Hate and Bias Data Collection and Interpretation

The Data and Survey Working Group identified a number of measurement, data collection, and analytic strategies that may be particularly useful to data gathering efforts going forward.

- 1) The Everyday Discrimination Scale or a similar measure should be collected on an ongoing (e.g., annual) and mandatory basis for all students, staff and faculty.
- 2) Duke should collect information on gender identity and sexual orientation in admissions and intake surveys.
- 3) Data summaries prepared by the Office of Institutional Research on topics related to hate and bias, including the senior survey data and the everyday discrimination scale, should be made available on an annual basis to the Duke community, including students, staff, faculty, chairs, and deans.
- 4) Data should be collected evaluating whether faculty characteristics (e.g., gender, race, age, etc.) impact course evaluations and if so, there should be discussion of the use of course evaluations for promotion and salary/raise purposes.
- 5) In order to improve awareness of the diversity of the university, Duke should annually collect and publicize data on faculty, staff, and student populations broken down into multiple identity factors, including but not limited to race, age, and gender identity. The collected data on faculty and staff should be presented as a function of academic department and time at Duke; for students, data should be presented as a function of academic year and major. All data - especially that of

faculty and staff - should be collected by a third party (e.g. Office of Institutional Research) as not to affect hiring practices or pay standards.

Recommendations Concerning Best Practices/Lessons Learned

The Best Practices/Lessons Learned Working group faced a challenging task as they quickly discerned a lack of consensus across universities or in this field of higher education prevention/intervention science more broadly. Thus the Task Force's recommendations in this area are based on our best determination of the features that effective hate and bias practices should have.

- 1) **Clarifying Bias and Hate Incidents:** It appears that the most effective means for locating information about bias and hate incidents comprise websites that clearly articulate these teams. The current practice at Duke is to locate information about hate and bias as well as diversity and inclusion on two main websites: Duke's Commitment to Diversity and Inclusion (<https://provost.duke.edu/diversity-and-inclusion/>) which is located on the Office of the Provost website, and Diversity, Equity & Inclusion (<https://web.duke.edu/equity/diversity.html>) which is linked to the Office of Institutional Equity. Additionally, the Student Affairs Bias Response Advisory Committee maintains an informational website as well as a link to the portal for reporting incidents of bias (<https://studentaffairs.duke.edu/bias-response>). A lesson learned from reviewing these websites is that several search terms (hate crime, discrimination) that a student might use when seeking the reporting form do not readily connect to any of these websites. Other terms (bias, bias incident, incident report) do connect to the Bias Response Advisory Committee website. Duke could benefit from expanding its websites to illuminate what work has been done, what work is being done, and what resources there are for further information.
- 2) **Transparency in Data and Streamlined Reporting:** Transparency and clarity about process can send a strong and clear message about expectations for what is acceptable behavior for how community members interact with each other. Transparency about the reporting processes helps to foster a culture of accountability and inclusion, as students better understand the rationale for decisions. To encourage transparency, there must be clarity about resources available to members of the community when faced with a hate and bias incident. The community should be clear on what the different offices and support units can and cannot offer (including who can and cannot provide a level of confidentiality). Broad-based communication on the part of the staff and administrators in the resource offices is likely to be helpful as is broad-based training; OIE at Duke does this with training for harassment and discrimination. Additionally, some universities like Ohio State University and the University of Oregon have made their bias incident reports publicly available (<http://studentlife.osu.edu/bias/policies-and-reports.aspx>; <http://uodos.uoregon.edu/Portals/0/BRT/Annual%20Report%202014-2015.pdf>). We recommend that in order to increase transparency, Duke also make available a summary of bias incident reports.

- 3) **Centralizing the Response to Incidents of Bias and Hate:** When changes to Title IX were pending two years ago, the decision was made to centralize all reports and judicial processes related to allegations of sexual misconduct. All undergraduate, graduate, and professional school students are now held accountable for the same standards of behavior and there is clear articulation of the process for reporting, investigating and adjudicating any reports received. (<https://studentaffairs.duke.edu/conduct/z-policies/student-sexual-misconduct-policy-dukes-commitment-title-ix>). We recommend that the protocol for reporting, investigating, and adjudicating incidents of hate and bias also be centralized.
- 4) **Prioritizing Efforts Related to Diversity and Inclusion:** Our review of practices on other campuses confirmed the importance of fostering an environment that prioritizes diversity and inclusion as crucial to preventing hate and bias. Recently, several peer institutions such as Brown, Harvard, and Princeton have appointed task forces to address diversity and inclusion. The Princeton Task Force provides an interesting example, as it has a clear online profile that lists the task force recommendations, updates on what has been accomplished, and notes on when a recommendation has been completed. Brown University released a report titled “[Pathways to Diversity and Inclusion: An Action Plan for Brown University](#).” In addition to providing specific recommendations for action and the offices responsible for implementing these recommendations, the report outlines both the oversight process and a long-term vision for the community at Brown. We recommend that similar practice be adopted by Duke.
- 5) **Benchmarks:** While Brown and Princeton’s Task Forces focus on diversity and inclusion, they provide a useful lesson about communication and transparency in implementation. It is helpful that the report of our Task Force will be made public because we recommend that it be used as a benchmark from which Duke can continue to make public subsequent steps in their policies and practices concerning hate and bias and in establishing a methodology for evaluating whether the aspirations and goals laid out in this report are met to ensure accountability and transparency.
- 6) **Training Programs for Student Leaders.** Universities provide training for student leaders working in on-campus housing and most institutions include minimum sessions focusing on awareness of privilege and using inclusive language. The training program for Resident Assistants (RAs) at Duke addresses diversity, inclusivity, and hate and bias in a number of important ways. However, our assessment of these programs suggest a the need to update and expand across the Duke University campus forms of training for student leaders for handling issues of hate and bias, including across all forms of housing and centers.

Definitions, Legal and Speech Issues and Existing Practices

In reviewing this set of recommendations we refer the reader to Figure 1, on page 32 of this report and the related text describing the flow chart. The Task Force, under the careful guidance of the Legal, Definition, and Speech Issues Working Group advocates as a primary recommendations that the University adopt the process for handling and reporting hate and bias incidents shown in Figure 1 when they occur. We will not reiterate the specifics of Figure 1 here but instead remind the readers of other pertinent recommendations in this domain.

- 1) **Hate and Bias Crimes:** We recommend that the University rely principally on local, state, and federal authorities to sanction crimes involving hate and bias. However, if the behavior also violates Duke policies (e.g., the physical abuse, fighting, endangerment policy, etc.), the university has an independent responsibility to respond appropriately.
- 2) **Hate and Bias Harassment:** We suggest that Duke rely on the existing Duke harassment policy and procedures to handle hate and bias speech or incidents that reach the “severe or pervasive” threshold.
- 3) **A Hate and Bias Intensifier.** In cases involving incidents that can be sanctioned under existing policy (e.g., defacement of property, disorderly conduct, etc.) and that meet Duke’s criteria for being hate or bias incidents but do not rise to the level of “severe or pervasive” under Duke’s harassment policy, Duke administrators should take the hate and bias elements into account as an aggravating factor when determining any punishment. Except in extraordinary circumstances, a sanctionable offense that was motivated by hate or bias should receive a more severe sanction than the same offense without a hate and bias element. Beyond any sanction, the Duke community response should focus on education, dialogue, and engagement, with a particular focus on restorative measures to help the targeted/offended person or community.
- 4) **Hate and Bias Incidents that Fall Short of Crimes or Harassment.** Hate and bias speech or incidents that are not crimes and do not meet the “severe or pervasive” threshold for harassment, and that would not be sanctioned under other extant policies (e.g., offensive jokes, insensitive party themes, etc.), should not be handled as disciplinary cases. The Duke community response should focus on education, dialogue, and engagement, with a particular focus on restorative measures to help the targeted/offended person, group, or the community as a whole.
- 5) **Involving Students in Implementing These Policies.** To improve transparency while also respecting confidentiality, to the fullest extent possible, the University should include students as members on bodies charged with implementing these hate and bias policies.

- 6) **Involving Students in Implementing These Policies.** To improve transparency while also respecting confidentiality, to the fullest extent possible, the University should include students as members on bodies charged with implementing these hate and bias policies.
- 7) **Focus on Education and Engagement.** Duke should launch an expansive effort of education and communication to explain existing policies and procedures, their rationale and operation, along with a commensurate set of educational initiatives explaining the toxic effects of hate and implicit bias.
- 8) **Monitor and Adjust.** As noted earlier, the President and Provost should form a standing committee of faculty, staff, students, and administrators to monitor the Duke community's experience with, and response to, hate and bias incidents. This committee should report annually to the President on such incidents, the adequacy of Duke policies in addressing them, and make recommendations for changes in policies and procedures, if needed. In addition, the Committee should conduct a comprehensive review of these matters no later than three years hence to determine whether the policies remain adequate. The standing committee should work with the Duke Bias Response Advisory Committee to ensure that the standing committee has the necessary information it needs to carry out the foregoing responsibilities.

It came to the Task Force's attention that the University is conducting a comprehensive review of the current Harassment Policy and likely will revise it after this Task Force's report is published. Because the Task Force was unable to participate in that ongoing review, it recommends the following general guiding principles for the committee reviewing the Harassment Policy:

- 1) Ensure that undergraduate and graduate students have the opportunity to participate meaningfully in all aspects of the amendment process.
- 2) Streamline the complaint process so that one centralized, independent administrative office with specialized knowledge and training in handling harassment claims reviews all complaints made by undergraduate and graduate students. Currently, complaints are reviewed independently by the Office for Institutional Equity, the Office for Student Conduct in the Division of Student Affairs, or an office or ad hoc entity within one of the many graduate and professional schools. Each such entity has its own rules and protocols, resulting in a varying conglomerate of practices for students to navigate. Offices within the graduate and professional schools may not have the expertise that the Office for Student Conduct has to handle many of the complicated issues that often arise during review of harassment claims, including the need to carry out certain legal obligations and to protect the due process rights of both complainants and respondents. For that reason, it is desirable to designate and train a centralized office to handle these cases; an

office that will not face pressure caused by concern for the impact of its decisions in controversial cases on the University or professional schools.

- 3) Ensure that the new Harassment Policy explicitly references the Department of Education Office for Civil Rights hostile environment standard. The university has a responsibility to ensure that it does not cause, encourage, accept, tolerate, or fail to correct a hostile environment based on federally-protected classes, including race, sex, and color. As the University has done in its Sexual Misconduct policy, it should include this standard in its harassment policy to educate students about this form of discrimination and to encourage students to come forward to report any violations. The university should clearly identify in its harassment policy that a hostile environment will not be tolerated and outline the basic elements of such a claim; students do not generally understand the connection between a hostile environment and harassment. Such a policy would be especially appropriate for conduct that occurs in living spaces, classrooms, etc.

Recommendations Concerning Prevention and Learning

Training. Change in our Duke community can occur if we begin by heightening the awareness of our own biases and the resulting impact these biases have on our beliefs and actions. The Task Force strongly endorses recommendations that will require all members of the Duke community to explore and reflect upon both overt and unconscious bias. Only when we become aware of the basis of our actions can we respond appropriately and effectively when a member of our community is marginalized.

- 1) We recommend the development or purchase of an online module to increase awareness of unconscious bias. The module should also provide information about campus policy focus on hate and bias. (*Suggested Owner: Office of the Provost*)
 - This module should be required for all members of the Duke community including undergraduate and graduate/professional students, faculty, and staff.
 - This module could follow a structure similar to Alcohol.edu and Haven which are already distributed to all first year undergraduates. The Harvard Implicit Associations Test can also be a basis for this module.
 - For undergraduates, the module should be required prior to class registration each fall but should include different information for each class. We recommend that a block be put on registration until the module is completed.
- 2) We recommend the creation of a printed handbook similar to the one on Sexual Misconduct released by the Office of Student Conduct. This new handbook should include policies related to freedom of expression, academic freedom, bias, and hate crimes. It should also include information about the venues to report incidents of bias, the flowchart describing the process of resolution for those incidents, and support resources. The handbook should be distributed to all undergraduate and graduate/professional school students. (*Suggested Owners: Office of Student Conduct and Office of Institutional Equity*)

- 3) We recommend the implementation of in-person sessions on cultural awareness, diversity and inclusion, and unconscious bias for key groups that have a major impact on campus life.
 - For first year undergraduates, expand the “Building an Inclusive Community” session implemented in 2015 during Welcome Week. Attendance at this session should be mandatory. (*Suggested Owner: New Student Programs*)
 - We suggest that each graduate and professional school should also incorporate a similar session in their orientation programs. This program could be modeled off the current programs in Fuqua and in Law. (*Suggested Owner: Students Affairs office at each school*)
 - A workshop should be mandatory for the leadership of all undergraduate and graduate/professional student organizations before new member recruitment. (*Suggested Owner: Student Affairs*)
 - Groups that interact regularly with first year undergraduates including but not limited to Trinity and Pratt peer advisors, First-year Advisory Counselors (FACs), International House Orientation Peers (IHOPs), E-team, Pre-Orientation program leaders, and JFAMilies (JFAMs) should attend an additional workshop designed to focus on assisting first year students with transition to a diverse campus. (*Suggested Owner: Student Affairs*)
- 4) We recommend that faculty should be a major focus of the effort for in person training for cultural awareness and unconscious bias given the outsized influence on this small population on the student experience and campus climate. Workshops for faculty should provide suggestions for enriching student skill sets in discussion, debate, discourse, listening, and reflecting, and they should teach faculty skills for dealing with incidents of hate/bias in the classroom. (*Suggested Owners: Deans of each school and Office of Institutional Equity*)

Curriculum and Courses. The curriculum is the currency of an educational institution, and it is through this medium that students grow and develop into scholars and leaders. The Task Force was united in our conviction that an important avenue to knowledge and skills can be the infusion of topics of identity and inclusion into the curriculum. However, concurrent to the work of the Task Force on Bias and Hate is the work of another committee - - the *Imagining the Duke Curriculum Committee* (IDC). IDC has been tasked with overhauling the undergraduate curriculum. It is anticipated that this committee will release a proposal of the new curriculum in Fall 2016. With that in mind, the Task Force on Bias and Hate offers several recommendations for the IDC to consider as they continue their work.

- 1) As a Task Force we debated the proposition that the new first year curriculum should include a common course taken by all students that not only includes topics relevant to cultural competencies but also teaches about historic and current inequalities, especially those relevant to the specific history of Duke as an institution. Our Prevention and Learning Subcommittee supported the idea of a common course, but as a whole the Task Force was divided and we did not come

to a resolution because both strong support and strong opposition to the common course idea was expressed by different members of the Task Force. Opposing opinions were also heard from students who participated in the listening tour. We recommend that the curriculum committee step back before completing its current process to reconsider whether it has done all that it can to advance the knowledge of hate and bias in everyday life in this context. As part of this process, we recommend the committee construct a detailed description of the benefits and disadvantages of the common course. We further recommend that in the announcement of the new curriculum the committee specifically report to the community about how these issues were considered and what aspects of the new curriculum take these needs into account. (*Suggested Owner: Office of the Provost*)

- 2) We recommend the creation of a list of specific courses related to culture and identity. That list should be posted on the inclusivity.duke.edu website. Course development in this area could be further advanced by the development of a Bass Connections team built around questions of diversity, identity, and inclusion. (*Suggested Owners: The Provost Office and Office of the University Registrar*)
- 3) We support the establishment of a grant fund open to undergraduate and graduate/professional students who wish to pursue independent research projects related to hate and bias, diversity and identity, and inclusion. (*Suggested Owner: Office of the Provost*)

Programs, Initiatives, and Institutional Environment. As a private institution in the southern United States, Duke must acknowledge its complex history and examine its potential to reinforce societal inequality. There are several campus resources that are already part of the University's commitment to foster and support a diverse and inclusive community and we applaud the efforts of these initiatives. However, we must continue to assess our current practices and expand our efforts so that Duke can be a leader in addressing hate and bias issues on campus and beyond.

- 1) We recommend that a Standing Committee be formed to continue the work of this Task Force on Hate and Bias. Among the members of this committee we recommend include representatives from within Duke who bring expertise in promoting diversity and inclusion as well as combating hate and bias (*Suggested Owner: President's Office*).
- 2) We recommend that environmental enhancements be continuously updated and implemented to visibly create a welcoming community. Specific examples raised by students as well as members of the Task Force and supported by our Subcommittee are enumerated in Appendix G of this document (*Suggested Owners: FMD, Office for Institutional Equity, and Student Affairs*).
- 3) To promote student mental health and well-being we recommend that resource commitments to Counseling and Psychological Services, Duke Student Wellness

Center, Student Health Center as well as Center for Multicultural Affairs, Center for Sexual and Gender Diversity, Jewish Life at Duke, International House, Mary Lou Williams Center for Black Culture, Muslim Life at Duke, and Women's Center and other identity centers be expanded. (*Suggested Owner: Student Affairs*)

- 4) As a largely residential campus, the residence hall communities play a key role in the development of relationships and opportunities for students to learn from one another. Conversely, feedback from students suggests that many students experience housing as a place where bias occurs on an everyday basis. Although researching the role played by housing in the culture of hate and bias on campus was beyond the scope of this current Task Force, we recommend a comprehensive review of the upper-class student housing model. (*Suggested Owner: Student Affairs*)

Recommendations Concerning Support Services for Students

- 1) We recommend that staff who provide health care and wellness services including but not limited to Counseling and Psychological Services, Student Health, Gender Violence Prevention, and Duke Student Wellness Center provide regular training opportunities for their staff to address population-specific health concerns. (*Suggested Owners: Student Affairs and Office for Institutional Equity*)
- 2) We recommend that clinicians at Counseling and Psychological Services receive additional training in supporting students who experience stress or trauma due to identity-related issues. Consider developing a system to allow students to select clinicians with an area of specialty in particular identity-related issues. (*Suggested Owner: CAPS*)
- 3) The Student Disability Access Office already has many services in place to support students with disabilities. However, the Task Force recommends a more wide distribution of information about requesting accommodations. This could be accomplished during orientation programs and in a web presence on student health provider websites and the inclusivity.duke.edu website. (*Suggested Owner: SDAO*)
- 4) We recommend that one office be charged with the responsibility of receiving and initiating action when a report of bias is submitted. While that office may not be the unit that investigates or follows up on reports, it will ensure that reports are shared with the units best positioned to support involved students and communities. (*Suggested Owners: Student Affairs and Office for Institutional Equity*)
- 5) We recommend that offices continue to offer and promote opportunities for students to think about identity in the context of everyday life issues and career goals. Examples include but are not limited to Center for Multicultural Affairs'

dialogue on navigating interracial friendships, International House's Connect, Learn, Grow series, and Center for Sexual and Gender Diversity's seminar on job search strategies for queer students. (*Suggested Owner: Student Affairs*)

Recommendations for Communication and Outreach

- 1) On the whole, the Task Force recommends increased information-sharing with the campus community regarding reported issues allegedly involving bias and hate—essentially that such incidents be generally *escalated* relative to other incidents in being reported to the higher levels rather than being sewn up within a particular University unit. While we refrain from identifying a specific minimum threshold for informing the community of such incidents, we suggest the University require bias and hate incidents that meet a minimum threshold, including those currently under investigation, to be reported publicly in a manner analogous to the Duke Police's weekly summaries (without names or details so as not to disrupt the investigation). Additionally, we recommend that the University frequently remind Duke's faculty, staff, and students about the availability of both this summary as well as the Duke Police summary.
- 2) Presently, the University shares more information, and often more quickly, about such incidents with students (especially undergraduates) than with faculty and staff. While we acknowledge there may be varying tolerance and interest among individuals or groups to such announcements, we recommend that all broad (i.e., going to all undergraduates) announcements related to other incidents of bias and hate AND any pro-active/educational activities associated with diversity and tolerance be sent to all of the campus community, including graduate and professional students, faculty, and staff. We recommend this broader distribution of information because we believe that we are all responsible for not only raising the level of discourse surrounding issues of bias and hate, but also for the actual promotion of tolerance and inclusion on campus and in our larger communities. To do this, we must all be able and willing to confront these issues rather than placing the entire burden on our undergraduate student population. Also, we recommend that the University continue to develop lines of communication on these issues beyond campus with the extended Duke community (parents, donors, alumni) and the local community (law enforcement officials, non-profits, local government officials).
- 3) Although, of course, it is important that the University address incidents as they occur, the ultimate goal ought to be retrenchment of values such that many of these situations are mitigated. The celebration of current efforts and successes is not only motivation to persevere for those already involved in furthering the cause of inclusion and understanding but also a signpost for those who are looking for ways to become involved or who are struggling with their own reservations and experiences. Current examples of this sort of communication include the informal (i.e. non-required) practices by the dean of the NSoE who sends out a weekly e-mail update, and the deans of Trinity College of Arts and Sciences and the School of Engineering, who send out periodic emails highlighting departmental success

and info. These deans often report on diversity and inclusivity events when they occur. We recommend that this sort of communication become the norm in all University units and departments, emphasizing and prioritizing diversity-related news, and communicating any incidents, even those occurring in another area of the University. A communication from Student Affairs is necessary, but not always sufficient to effectively reach as far and wide as these more personal types of communications within departments and schools.

- 4) The University has diversity officers on staff already. It could be helpful for them to send out these sort of weekly or bi-weekly email updates to their respective, or assigned, subset of the university community (i.e. one might be assigned to particular departments or schools) highlighting not only university-wide efforts and programming, but also those related specifically to, and occurring within, the unit (i.e. department or school). We further recommend that the University create an online portal to enable these diversity officers to communicate with each other more directly and immediately—thus facilitating vastly improved dissemination of accurate information regarding response and educational programming to the Duke community—than an email chain or listserv might otherwise allow them to.
- 5) Finally, we recommend that the University recommit to long-term relationships with external and independent media, including *The Chronicle*, to strengthen mutual, positive avenues of communication that allow information surrounding incidents and prevention to flow quickly and accurately to as many parties as possible.

Preventive and Educational Communication. While Duke University is committed to transparent communication regarding hate and bias incidents, as outlined above, the Task Force recommends that the University administration, faculty, staff, and students remain proactive at all times to effectively raise awareness and foster greater interaction among Duke’s various units and departments in support of existing diversity and inclusion efforts. This could take various forms and levels in the following manner:

- 1) **Administrative and Departmental Staff:** The individual departments have their own diversity/inclusion plans and allocate resources for that purpose. The personnel in charge of maintaining and promoting these plans should be able to communicate their efforts in enhancing diversity. As such, an online portal or an event log that would allow personnel to communicate frequently, consistently, directly, and quickly could be helpful in not only the dissemination of incident response and diversity celebration, but also in the promulgation of various resources and educational programming that would occur throughout the year. Additionally, it is recommended that at least one meeting per term of these personnel to facilitate the creation of strategic targeted and general educational program for the various departments and schools within the Duke community.
- 2) **Faculty and Staff:** The promotion of a safe and friendly environment to the Duke community requires that faculty and staff be trained and aware of issues related to

hate and bias and how to handle and communicate incidents. One way to provide such an inclusive environment is through attaching recognition and/or incentives for faculty and staff who participate in diversity-related training, effectively promoting a campaign to create, borrowing a term from LGBT communities, “Allies” who can directly assist, or guide to other more appropriate resources, students or other individuals who come to them with concerns. This would help communicate commitment to and successes of Duke’s values to a wider population, and help Duke’s guiding principles to become everyday practices.

- 3) **School-wide Events:** We recommend a yearly “Duke Values Week” sequence of events to highlight the existence, benefits, and importance of Duke’s community standard and Duke’s policies. Such programs should draw from speakers within the Duke community as well as the experience and training of external professionals, which has been a regular, and successful, practice in individual units and departments within the University. Both sources ought to be included to ensure that members of the University population are being heard, but to protect against a feedback loop in which no outside learning is ever incorporated into our training, prevention, and response protocols. In addition to this annual event, we recommend continued effective and clear communication of the lines of administrative authority. Institutional responsiveness to bias and hate incidents will improve if the community members know to whom they should address concerns.

Appendix B

Task Force Working Groups

Best Practices/Lessons Learned

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Stanley Yuan

Communications and Outreach

Scott Bennett
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Data and Survey Information

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Listening Tour

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Appendix C

Listening Tour Organization and School Events

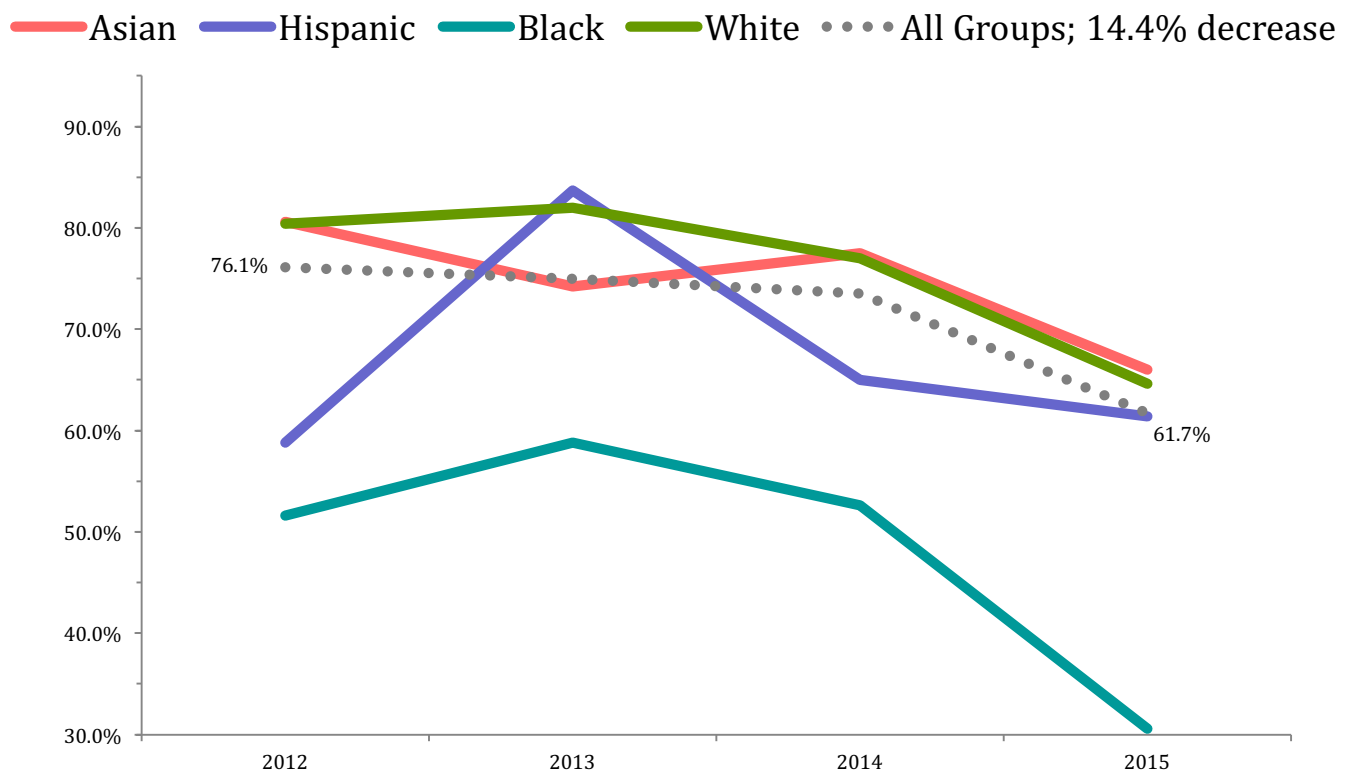
- An open forum for Graduate Student organizations
- Asian American Alliance
- Asian American Student Organization
- Black Graduate and Professional Student Organization
- Black Student Association
- Blue Devils United
- Duke Divinity School
- Duke Diya (South Asian Student Association)
- Duke Law School
- Duke Student Affairs
- Fuqua School of Business
- Graduate School President's Council
- International Association
- Jewish Student Union
- Muslim Student Association
- Nicholas School of the Environment
- Office of Student Affairs
- Open Campus Coalition
- Open Forum for Graduate Student Organizations
- Sanford School of Public Policy
- School of Nursing

Appendix D

Data from Student Surveys

Appendix D, Chart 1
Climate for Ethnic/Racial Minority Students on Campus

Satisfaction trends (“Generally Satisfied” and “Very Satisfied” combined) for select survey items from 2012 to 2015 organized by student race group. Items were taken from the COFHE Senior Survey.



(continued)

Appendix D, Table 1

Reasons Students Felt Were the Basis for Perceived Discrimination

	Students reporting
Ancestry or national origin	146
Age	202
Religion	88
Weight	77
Another aspect of physical appearance	96
Sexual orientation	63
Education or income level	120
Physical disability	3
Shade of skin color	123
Tribe	5
Political orientation	59
Gender	372
Race	214
Other	91

(continued)

Appendix D, Table 2

Regression Analysis of Everyday Discrimination Survey Data

	Standardized Coefficients				
	Model 1	Model 2	Model 3	Model 4	Model 5
Gender (Male)					
Female	.147**	.147**	.199**	.197**	.149**
Race/Ethnicity (White)					
Asian	.046	.041	.071	.077	.039
Black	.386**	.373**	.364**	.363**	.378**
Hispanic	-.008	-.012	.065	.065	-.009
Aid Status					
Need-based aid		.060	.022	.025	
HS SAT			-.038	-.025	
School (Pratt)					
Trinity				.053	
Student Status (Graduate)					
Undergrad					.085*

Note. The regression analysis used the following dummy coding scheme: (a) Gender: Female = 1, Male = 0; (b) Race/Ethnicity: Black = 1, Asian = 1, Hispanic = 1, and White = 0; (c) Aid Status: Need-based = 1, Unaided = 0; (d) School: Trinity = 1, Pratt = 0; and (e) Student Status: Undergraduate = 1, Graduate = 0. Male, White, unaided, Pratt, and graduate were used as comparison groups for gender, race/ethnicity, aid status, school, and student status, respectively.

* $p < .01$, ** $p < .001$.

Appendix E:

The Everyday Discrimination Scale

In your day-to-day life, how often do any of the following things happen to you?

	Almost every day	At least once a week	A few times a month	A few times a year	Less than once a year	Never
You are treated with less courtesy than other people are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are treated with less respect than other people are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You receive poorer service than other people at restaurants or stores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People act as if they think you are not smart.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People act as if they are afraid of you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People act as if they think you are dishonest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People act as if they're better than you are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are called names or insulted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are threatened or harassed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(continued)

What do you think is the main reason for these experiences? Check all that apply.

Your Ancestry or National Origins	Your Sexual Orientation
Your Gender	Your Education or Income Level
Your Race	A Physical Disability
Your Age	Your Shade of Skin Color
Your Religion	Your Tribe
Your Weight	Your Political Orientation
Some Other Aspect of Your Physical Appearance	Other (please explain)

Williams, D.R., Yu, Y., Jackson, J.S., and Anderson, N.B. Racial differences in physical and mental health: Socioeconomic status, stress, and discrimination. *Journal of Health Psychology*. 1997; 2(3):335-351.

Appendix F

Ideas for Improving Inclusivity

The following ideas about how the inclusivity of the Duke campus environment could be improved were developed with feedback from EDUC 113FS class and from the East Campus RA team and collated by Lisa Beth Bergene, Associate Dean for Housing, Dining & Residence Life, East Campus. These ideas were discussed by the Subcommittee on Prevention and Learning and shared with the Task Force in our discussions. We strongly support the vision of inclusivity offered by these ideas.

Environmental Opportunities

- 1) Libraries and bookstores have research materials as well as popular books and magazines that appeal to many populations.
- 2) Dining operations offer a variety of foods that represent a global pallet, and address faith-based dietary needs.
- 3) Campus stores carry health and beauty products that are favored by different populations.
- 4) Music played in public venues be diverse.
- 5) Places to worship be available and accessible.
- 6) Cultural/Identity centers be visible.
- 7) Artwork in public spaces and offices represent a variety of artists and points of view.
- 8) The presence and visibility of gender-neutral restrooms continue to increase.
- 9) Interior and exterior aspects of campus that make it difficult for wheelchair users or community members with disabilities to navigate campus be addressed.
- 10) Homogeneity be addressed in selective living groups (Greek and non-Greek) on West and Central campus.
- 11) Documents distributed campus-wide be formatted so that visually impaired students can adjust and read them.
- 12) The imagery of Black and Latinx staff “serving” students in roles such as dining halls, housekeeping, grounds, bus drivers be addressed.

Operational Opportunities

- 1) Preferred names be available to faculty and staff when looking up students on rosters.
- 2) Law enforcement be and perceived to be fair and present for everyone’s safety; more training is needed so that officers/security do not disproportionately ask for ID from students and staff of color.
- 3) Health care/mental health providers be informed about population-specific health conditions.
- 4) Easy-to-access funding be provided for student-led campaigns such as the “you don’t say” effort and be made available to organizations and individuals.
- 5) Continued revision of the gender violence policy, enforcement, and preventative education.

- 6) Advising and accountability be strengthened for social organizations (e.g., help groups make better choices about theme parties).
- 7) Clarification be made that community members are welcome to wear the clothing of their culture on campus.
- 8) One-year post undergrad (or grad) degree fellowships be created for students to focus on identity-based campus initiatives and/or research.
- 9) A training program be created for leadership of all student organizations on inclusivity in membership selection and event planning.
- 10) Work to be more inclusive of multiracial students, particularly in situations where they are required to check a box (registrar). This applies as well to boxes checked for gender.

In the Classroom/Academic Opportunities

- 1) Readings represent multiple points of view from a variety of authors.
- 2) Students allowed to leave or miss class during important campus events such as the town hall forums.
- 3) A first-year undergrad course be centered on the topic of inclusion and diversity (in progress).
- 4) Lack of diversity in certain classes be addressed; lack of willingness to take classes that are related to an identity not shared by the student (women's studies, AAAS).
- 5) Encouragement for women and historically underrepresented students may to speak up as often in class; work with faculty to encourage more involvement in dialogue.

Programmatic Opportunities

- 1) Publish list of important faith-based holidays and other important dates such as MLK day. Encourage groups to not program on these dates or host events that are counter to the purpose of the date (e.g., having an awards dinner on Passover).
- 2) Expand and modify the new student orientation program.
- 3) Include BSAI (Black Student Alliance Invitational) and LSRW (Latinx Student Recruitment Weekend) in Blue Devil Days; include opportunities to meet with identity groups during Blue Devil Days.
- 4) Create and maintain a centralized list of cultural/identity-based events and opportunities (scholarships, research grants, new courses, student orgs, events, spring break trips).
- 5) Once per semester have a day of learning that showcases aspects of identity and includes opportunity for dialogue.
- 6) Feature a monthly identity-related article, poem, piece of music, artwork, or movie that can be circulated to the Duke community. Pair it with a written reaction/discussion from a few faculty, staff, and students that can be shared campus-wide. Offer interactive opportunities such as a concert/performance/speaker that enhances the discussion of inclusion.
- 7) Enhance programs that offer space for preparation and reflection for students before and after they participate in service opportunities, study away, and Duke Engage.

- 8) Continue to support the Career Center's conversations with students about preparing for bias-related incidents in the interview setting; support cultural center discussions such as the Center for Sexual and Gender Diversity's panel on what to look for in an LGBTQ-friendly employer and issues to consider like coming out in the workplace.

Community Opportunities

- 1) Continue to grow mental health outreach efforts both for the purpose of reducing stigma and also increasing support for students who are struggling.
- 2) Address the lack of genuine, caring relationships between students and the perception of the lack of time to devote to both relationships and to getting involved with campus issues.
- 3) Address the sense of indifference that some students feel when the issue does not impact them directly.
- 4) Work with identity-centered organizations to think about how to welcome and involve allies.
- 5) Statements from the administration about inclusivity made on a regular basis rather than just in response to incidents when it seems reactionary.
- 6) Students facilitate a gathering of allies with a call to action. The image was a group of white, male students having the discussion: "How/What are we doing that makes campus unsafe for others?" Encourage these allies to invite friends who may be indifferent. Administrative support in organizing this would be helpful.
- 7) Be thoughtful about how events outside the university impact the Duke community (e.g., the killing of the Muslim students at UNC, police vs. citizen violence, mass shootings, church burnings, political candidate statements). Develop a mechanism for outreach on campus that puts these events on the common radar and provides support for people who are impacted.

We are successful if...

- 1) Names are pronounced correctly.
- 2) People do not laugh at insensitive jokes.
- 3) People choose to use respectful language when speaking about identity.
- 4) No one feels the need to justify when they were chosen or hired.
- 5) People can hold hands with whomever they wish.
- 6) People can wear whatever they wish and feel comfortable walking across campus.
- 7) People can join organizations, attend events, or enroll in classes without concern about being judged based on identity.

Additional Thoughts

- 1) Ideas have to be sustainable. A "one and done" event is unlikely to have lasting impact.
- 2) Each idea needs to be owned by an office or position.
- 3) Ideas may need to differ to reach undergrads, grads, professional school students, faculty, and administrative staff.

- 4) Changing how people think and how people behave are separate but related efforts.
- 5) There is the need to overcome the culture of indifference, the idea that if it isn't about me, it isn't my problem.
- 6) Students retreat from uncomfortable discussions.
- 7) Consider that understanding of identity is a developmental process and manifests differently in an 18-year old first year student and a senior (or graduate student).
- 8) Do not ignore the impact that alcohol has on behavior, and that poor decision-making can occur when students are under the influence. A number of bias-related incidents were perpetrated by students who had been drinking.
- 9) Consider the pilot research study done by East HDRL on authenticity in relationships, finding that although students value authenticity, pressure to fit in and perception of rejection are more powerful influences on behavior.
- 10) It is important to be mindful of intersectionality. What does it mean to be a Latinx? Muslim? Black male and bisexual?