

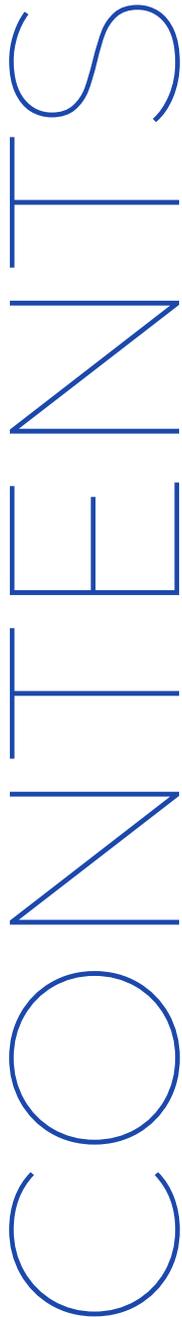
Duke

GLOBAL HEALTH
INSTITUTE

Equity Task Force Final Report

2021

Table of Contents



01.

Introduction

02. - 03.

Executive Summary

04. - 06.

ETF Methodology

07. - 08.

Priority Recommendations

09.

Conclusion and Moving Forward

Appendices:

A. DGHI Board of Advisors

B. DEI Awareness &

Team Building Pilot

C. Targeted Recommendations

D. Equity Task Force Members

In Summer 2020, the Duke Global Health Institute (DGHI) responded to the glaring health-related racial and socio-economic disparities made prominent by COVID-19, the racial injustices displayed in the murders of Ahmad Aubrey, Breonna Taylor, and George Floyd, and the outcry of Global Health alumni and students to address these and other equity concerns by developing the Equity Task Force (ETF) to explore its current policies, procedures, and practices and their impact on diversity, equity, inclusion and belonging (DEIB). The overall purpose of the ETF was to propose institute-wide recommendations and work with team leaders to enact changes that address the current structural inequities related to global power dynamics, race, ethnicity, gender, and all marginalized identities. The work completed by the ETF built on previous DGHI efforts made by the Community, Diversity and Inclusion Committee, and the student-led Decolonizing Global Health Working Group, while giving structure to the 2019-2024 DGHI Strategic Plan focus on enhancing diversity and inclusion across the DGHI community and build a stronger DGHI identity and culture.

ETF members developed a four-pronged DEIB framework that helped focus communications with unit leads and recommendation development.

- Embrace the significance and impact of diversity, equity, inclusion, and belonging on the faculty, staff, students, and community partners.
- Engage faculty, staff, and students in learning opportunities solidifying common language related to diversity, equity, and inclusion.
- Examine current policies and procedures to develop an institutional culture of inclusivity, belonging, and equity.
- Embed diverse practices in all aspects of daily work yielding accountability and sustainable culture of equity and inclusivity.

EXECUTIVE SUMMARY

This document gives an overview of the methodology utilized by the Equity Task Force to develop short, intermediate, and long-term goals. It outlines the priority and final overall recommendations, suggested responsible parties, and quarterly timelines for task completion offered by the ETF, DGHI unit leaders, and Senior Leadership. It also introduces the pilot of a team-focused training series on DEIB related topics.

The ETF began in June 2020 and was comprised of Global Health faculty, staff, undergraduate and graduate students, and alumni. To tackle the task of exploring the inner workings of DGHI and how practices help or hinder DEIB in employment, education, and partnership, the ETF focused on six focus areas and created respective workgroups: Education, Internal Operations, External Operations and Communications, global Partnerships and Priority Partner Locations, Centers and Labs, and Faculty. Initial recommendations discussed in the Mid-Term ETF Report and the final recommendations outlined in this document were based on these six areas.

This report expounds on priority recommendations to aid in the strategic and continuous progression of DGHI DEIB efforts internally, with community and research partners, and with other Duke University schools, departments, institutes, and centers.

01 Prioritize funding for a full-time Diversity & Inclusion Director to holistically manage DEIB efforts, progress, and impact in all facets of the Institute.

02 Create a communication plan outlining transparent reporting of DGHI DEIB efforts, protocols for responding to equity-related current events, and updating DEIB messaging through social media and the DGHI website

03 Support active DEIB efforts and management by allocating the appropriate financial, time, and human resources.

04 Build a sense of community and belonging within DGHI among faculty, staff, and students, between DGHI proper and affiliated centers, and with local and global partners.

05 Offer physical safe spaces, trained allies, and procedures for faculty, staff, and students to share experiences of discrimination and inequity.

EXECUTIVE SUMMARY

Responding to the request from the Duke Global Health Innovations Center – Innovations in Healthcare (GHIC – liH) to assist with having difficult conversations around anti-racism and anti-bias, the Director of Diversity and Inclusion and the Centers and Labs workgroup piloted and facilitated a 9-month DEIB education awareness series. After an initial needs assessment and listening session, topics ranged from Introduction to Diversity and Inclusion to Taking Action as Allies and Accomplices.

In preparation for the conclusion of the ETF in May 2021, it was discussed to convene a smaller Equity Implementation Team (EIT) to focus on collaborating with unit leads and Senior Leadership to execute ETF recommendations, develop accountability measures, and research best practices for DEIB work in academia. The EIT will convene in December 2021 with plans to begin implementation processes in January 2022 with other Duke University schools, departments, institutes, and centers.

METHODOLOGY

ETF members were either nominated by colleagues or self-nominated to participate. It was important for there to be representation from every unit, center, or lab within DGHI. Those nominated ranked their top three workgroup interests. The majority of participants were placed with their first choice. The committee consisted of faculty, staff, students (undergraduate and graduate), and alumni volunteers with someone representing one unit, center, or lab within DGHI. There were 16 steering committee members who also served as workgroup leads and a total of 37 workgroup members. The six workgroups aligned with different units. The steering committee met for 1.5 hours weekly from July 2020 – May 2021 and scheduled their workgroup meetings for an hour either weekly or every two weeks.

By the end of July, the ETF had developed a purpose statement and short-, mid- and long-term goals with at least 75% of the goals completed.

Short Term Goals of Equity Task Force

- DGHI teams (e.g. finance and administration, education, development and foundations relations, the evidence lab, etc.) will be asked to conduct equity and inclusion self-assessments, goals, and commitments.
- Prepare and submit a written report based on team self-assessments and goals. Share report with DGHI board of advisors, partners, faculty, staff, and students/alumni.
- Create resources and support systems for faculty to discuss improving teaching practices and curriculum change.
- Arrange online teaching seminars that cover topics of anti-Black racism, decolonizing global health, immigration, sexual and gender minority issues, and their relevance to global health.
- Create an online portal to submit feedback, commentary, and challenges faced by students, faculty, and staff at DGHI related to equity, diversity, and inclusion.
- Create a team within DGHI to respond to national and international issues of concern related to global health research and practice, as well as relevant human rights issues.
- Set up a mechanism to improve sensitization and education for the Equity Task Force steering committee.
- Prepare and submit a written report based on the completion or continuance of short-term goals. Share report with DGHI board of advisors, partners, faculty, staff, and students/alumni.

METHODOLOGY

Intermediate Goals of Equity Task

- Identify areas of strength and those that need improvement related to equity, diversity, and inclusion.
- Equity Task Force members begin working with team leaders to discuss equity and inclusion self-assessments, conduct listening sessions, and examine existing policies and practices of each team.
- Continue to work with each team to create a plan of action related to equity and inclusion.
- Add curriculum to include anti-Black Racism, decolonizing global health, and sexual and gender minority issues.
- Update DGHI's communication guidelines to create marketing material, articles, and reports that promote the respectful representation of the members of the DGHI community and the communities we work in.
- Establish resources for students for guidance on communicating their global health work on public platforms, including social media.
- Update the policies and practices related to student mentoring, support, and orientation.
- Prepare and submit a written report based on completion or continuance of intermediate-term goals. Share report with DGHI board of advisors, partners, faculty, staff, and students/alumni.

Short Term Goals of Equity Task Force

- Update internal policies, practices, and norms related to equity within DGHI such as hiring practices, guidance for team norms, and guidance related to workplace culture.
- Establish a process within DGHI for hiring more faculty and staff who are persons of color and with lived experiences of disempowerment.
- Set up an evaluation system within DGHI to evaluate the annual progress made on issues related to equity.
- Prepare and submit a written report based on the completion or continuance of long-term goals. Share report with DGHI board of advisors, partners, faculty, staff, and students/alumni

METHODOLOGY

From September – December 2020, much of the focus was on issuing the unit self-assessment, reflecting upon them, and working with the Unit Leaders to discuss and develop recommendations. DGHI Units know more about themselves than we do therefore it was imperative they outline their team’s current practices, embody equity and diversity and inclusion with consideration of areas that were working well, and note areas of improvement. Other focal points were the development and launch of a website that united all of DGHI’s DEI efforts and developing an anonymous survey with feedback about the website, the DEIB work, or if there was an act of discrimination that needed to safely be addressed.

With the conclusion of the Equity Task Force, there were at least five members interested in transitioning to the EIT to continue the equity work that had been started. The goals for EIT include reviewing the ETF recommendations and creating action plans for implementing, developing accountability measures with and for the DGHI units and teams to implement the recommendations, and developing strategic pathways for integration and sustainability of DEIB practices. The EIT will have up to 12 members with a combination of Senior Leadership, Equity Task Force, and others nominated. The commitment for this team will be two-three years.

PRIORITY RECOMMENDATIONS

Throughout ETF steering committee meetings and in recommendations, there were a few themes that resonated regarding areas of focus for DGHI. These overarching recommendations and the rationale are outlined here. The targeted recommendations can be found in *Appendix C*.

- 01 Create a full-time Director of Diversity and Inclusion position to manage DEIB efforts, analyze survey results, and disseminate findings across the institute, serve as a subject matter expert and facilitate on DEI related subjects, lead the task force/implementation team efforts, have oversight of the Community Diversity & Inclusion committee, be a personal advocate for anyone in the Institute who has problems or questions around issues of diversity, equity, inclusion.
Forecasting two years, DGHI should allocate resources for a DEIB team inclusive of the Director, a Research Associate, and Communications.
- 02 Identify and create official mentors/champions from faculty/staff with protected time to advise faculty related to diversity and inclusion challenges and strategies in their work/interactions. Selected person(s) will have protected time allocated for one of one consultations with faculty. Create a physical “safe” space for students, staff, or faculty to retreat to when overwhelmed with a DEIB-related incident.

PRIORITY RECOMMENDATIONS

03 ·Consider carefully whether and how to develop a space for open and safe conversation on local notions of diversity and equity, including some culturally complex topics like diverse notions of Human rights, LGBTQ, gender, and minority rights, and excluding others as needed such as ethnic and political equity and rights. We recommend a workshop meeting with DGHI site champions to 1) discuss their interest, 2) to discuss how to gauge willingness and engagement of local collaborators, and 3) how best to develop a process for opening the conversation around equity issues with their counterparts.

04 Take a leadership role in improving Duke's approach to partners, internationally and locally by identifying a set of Duke departments or units with which to discuss EDI and decolonization coordination. Examples could include working with Duke CFM, Duke-Durham community affairs office, Kenan center of Ethics, Duke Engineering to create a basic set of standardized training materials for trainees engaging in experiential learning or sharing DGHI's ETF findings and recommendations with other departments doing similar work locally or globally and discussing implications and each group's next steps.

CONCLUSION & MOVING FORWARD

The Equity Task Force, in concert with DGHI Unit Leads, has offered a comprehensive list of recommendations to increase diversity, equity, inclusion, and belonging efforts within the institute. To continue with integrating DEIB into the daily practices of DGHI, an EIT will be formed in December 2021. Formalized implementation plans and accountability measures will need to be developed between the EIT, the Unit Leads, and Senior Leadership. As the EIT develops its plan of action and areas of focus, it is suggested to include a Research workgroup and a Decolonization workgroup.

These ETF recommendations will serve as an initial strike against structural inequities within DGHI which in turn will help foster a culture shift of observing, interacting, educating, and researching from an equity lens. It is important for DGHI to fully commit to providing safe spaces for conversations on anti-racism and anti-bias and providing human and financial resources to manage the impact of DEIB efforts.

Moving forward, DGHI can be a leader in successful and sustainable DEIB implementation across the University Institutes and Centers (UICs) and Duke University as a whole

DEI AWARENESS & TEAM BUILDING PILOT

Over the last year, Kimberly McNeil and the Centers and Labs working group has been able to pilot their four-part pilot plan with the Duke Global Health Innovations Center – Innovations in Healthcare (GHIC – liH) team. The pilot included a listening session with the leadership of Equity Task Force (ETF), an anonymous culture climate survey, participation in the 21-day Racial Equity Habit Building Challenge, and monthly training sessions on diversity, equity, and inclusion topics.

The listening session allowed the ETF team to gain a better understanding of the team and ways in which they could assist moving forward. Additionally, the adapted culture climate survey aided in understanding the rich diversity of backgrounds, perspectives, and experiences represented in the team to exclusively inform programs and strategies aimed at supporting a more diverse, inclusive, and welcoming environment. The team, along with other DGHI faculty and staff, participated in Food Solutions New England's Annual 21-Day Racial Equity Habit-Building Challenge. This challenge helped bring the DGHI community together to discuss important topics including race and its history, gaps in access, food insecurity, and appropriate ways to ignite systematic change. Lastly, monthly training sessions have taken place with the GHIC – liH team to discuss various topics. *See training topics and main objectives on the next page.*

In conclusion, this pilot program has been successful in understanding ways to support the DGHI community continue its efforts of creating and maintaining a diverse and inclusive environment. Lessons learned to include 1.) host separate staff and leadership listening sessions to create a safe space for open dialogue, 2) introduce concepts of psychological safety, behavior change, and resistance to change as initial sessions. As the sessions are ending, more lessons learned will be discussed and documented. In all, the pilot program has been a great first step towards the Centers & Labs working group task of identifying practices being implemented by the various center and lab groups within the DGHI community.

DEI AWARENESS & TEAM BUILDING PILOT

Training Topics & Main Objectives

Introduction to Diversity & Inclusion

- Discuss the impact of identity on diversity and inclusion
- Define terminology related to diversity, equity, and inclusion
- Reflect on historical events and power dynamics and privilege

Acknowledging Implicit Bias

- Examine some causes of and factors associated with bias
- Define terminology related to implicit bias and describe its impact on team's work
- Identify at least three strategies from checking assumptions and reducing implicit bias

Microaggressions & the Cycle of Prejudice

- Clarify terminology related to microaggressions including microassaults, microinsults, and microinvalidation
- Describe the cycle of prejudice and its relationship to unconscious bias and microaggressions.
- Identify methods to deter and respond to microaggressions.

Identity, Intersectionality, and -Isms

- Examine the relationship between identity and intersectionality
- Recognize the social impact and dangers of the single story
- Identify 2 ways to acknowledge intersectionality and address "otherism" in the workplace

DEI AWARENESS & TEAM BUILDING PILOT

Training Topics & Main Objectives

Coming to America: Impact of Race & Immigration

- Define distinctions between race, ethnicity, nationality, and culture
- Discuss different experiences of groups migrating or immigrating to the USA
- Discuss how views on immigration impact equity and inclusion.

Allies & Accomplices: How to Take Action

- Explore distinction, importance, and risks between actor, ally, and accomplice
- Identify specific actions to take to be an ally or accomplice in the workplace and beyond.

Head, Heart, & Hands: Concepts to Behavior Change

- Acknowledge and strategize ways to move beyond awareness to action
- Identify the organization's placement on the Continuum
- Introduce the Head, Heart, Hands framework for organizational behavior changes

Now What?

- Acknowledge and strategize ways to move beyond trainings to workplace action
- Outline personal goals in learning and implementing DEI efforts
- Develop a draft of team charter

Our sincerest appreciation goes out to everyone who contributed and worked tirelessly on ETF process and recommendations mentioned within.

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