



Preliminary Strategic Plan for Diversity, Equity, and Inclusion

PURPOSE

On June 17, 2020, President Price wrote a letter to the entire Duke University community, charging us to come together to combat racism and inequality: “We must take transformative action now toward eliminating the systems of racism and inequality that have shaped the lived experiences of too many members of the Duke community.” In his letter, he set forth specific goals for Duke University and asked for a preliminary implementation proposal from the deans of each school by September 1.

At the Law School, we have spent the intervening weeks advancing our own learning and self-reflection. We have held listening sessions, facilitated conversations, and convened panel discussions on everything from racism in the classroom to police misconduct. Simultaneous with these activities, we have been drafting a proposal to respond to President Price’s call. Our Diversity & Inclusion Committee tasked a subcommittee of faculty, staff, and one student to work directly with the Dean to develop a plan to assess systematically the Law School’s current culture, population, processes, and curriculum and to implement diversity, equity, and inclusion initiatives to foster a strong, supportive, and anti-racist community. This preliminary strategic plan reflects that work, with substantial additional input from the Senior Leadership Team and broader Diversity & Inclusion Committee.

Although there is much more work to be done, even in these short few weeks it has become clear both that we have abundant strengths and that we have serious challenges to overcome if we are to become the law school we want to be. We educate students to become lawyers who fight for equality, rights, and fairness. We produce scholarship that questions and critiques the inequalities inherent in our legal system and provides paths to reform. We provide much-needed free legal representation to members of the community, in Durham and beyond, who could not otherwise afford it. And yet, when we hear from members of our community who are most at risk of discrimination in the wider world, they tell us that they feel we have failed them in many ways. Our classrooms could be more inclusive, our community more diverse along a variety of dimensions, and our processes and procedures more transparent. We should be proud of what we have accomplished as a school and use that pride as a motivation to continue to improve, not as a shield against critique. We share President Price’s commitment to “transformational action.”

This document reflects our initial thinking about how we will take transformative steps, and how we will focus our efforts. As President Price noted in his charge, this is a “preliminary” plan, and necessarily so, as a fuller process will require engagement from many sectors of our community. In initiating this process of investigation, reflection, and transformation, we will need to consider the many dimensions of diversity, equity, and inclusion, as well as the role of the law in advancing or limiting the realization of diversity, equity, and inclusion goals. As an American law school, and one located in the American South, Duke Law clearly needs to focus on race and racism as we do this work. Other identities will also be important, however, and part of the task of data-gathering and goal-setting will be an analysis of how various identities contribute to the mission of a law school and should be fostered and supported. These identities could include gender, gender identity, sexual orientation, religious affiliation, socio-economic status,

disability, educational background, veteran status, citizenship status, national origin, political affiliation, and, for those engaged in the production of scholarship, research methodology.

We also undertake this work in the very specific context of being a school of law within a major research university. As an academic institution, we have an obligation to promote independence of thought among our faculty and support the vetting and sharing of views that may not be popular or accepted as we collectively seek to advance knowledge. We teach our students by example to engage in the same free exchange of ideas. Our identity as a law school makes this willingness to consider multiple viewpoints particularly important. Lawyers must critically analyze facts and law and hone the skills of understanding problems from multiple perspectives, arguing persuasively for outcomes that are best for their clients, developing innovative solutions to problems, and questioning the status quo. Our plan, therefore, must seek to discover the best pedagogical approaches to providing an inclusive atmosphere for teaching, learning, and scholarly discovery that provides each member of our community a space for this engagement without squelching particular perspectives or dissenting views.

We must also understand that the process of confronting bias within our own community requires a willingness to launch new initiatives, experiment with new pedagogies, and rethink how we teach, learn, and conduct research. Not everything we try will work, and we will need to be supportive of each other's efforts and understanding when an attempt to try something new is unsuccessful. The iterative nature of our plan will allow us to assess and reassess as we explore various strategies and we should not be uncomfortable with the notion that some strategies will be tried and then rejected while others will eventually be embraced as part of the fabric of our community.

Three core values will serve as guiding principles for this ongoing process: **Community Engagement, Transparency, and Accountability**. Every member of the Duke Law community brings essential talents and unique perspectives in creating community culture and contributing to students' and colleagues' collective and individual experiences with the institution. The plan includes opportunities for our students, faculty, staff, and alumni to share their experiences with the Law School so we can assess our climate and culture to make meaningful change within Duke Law and beyond. Although the Diversity & Inclusion Committee and the Dean's Office will oversee the implementation of the plan, the responsibility for diversity, equity, and inclusion is likewise shared throughout the institution. Implementation of specific strategies and, in some instances, assessment of our situation will lie with the units and committees responsible for specific functions, and, in many instances, with the governing faculty. The process of data-gathering and analysis, goal setting, implementation, and evaluation will therefore involve the entire Law School community and collaboration with our partners throughout the University.

KEY STAKEHOLDER GROUPS

The Law School includes five key stakeholder groups, each of which has an interest in diversity, equity, and inclusion: faculty, staff, students, alumni, and external community. Some interests are shared by all five groups; others are unique to a particular group. The plan is accordingly organized by stakeholders to capture the needs of the entire Law School community without sidelining important constituents.

Faculty

Faculty benefit from a diverse and inclusive Law School in multiple ways. Exposure to multiple perspectives, methodologies, and life experiences produces better research and scholarship.

Exposure to multiple perspectives also helps to make faculty better teachers. Faculty care deeply about the educational mission of the Law School and have an interest in teaching a diverse student body. For faculty of color and other faculty who belong to groups that are minorities in the Law School community, a lack of diversity creates a service burden, as they are needed to serve on committees that provide faculty governance to the Law School and expected to represent their identity group on panels, as mentors to students, or externally. Faculty of color also want and deserve equity in opportunities for promotions and leadership roles and in recognition of their work.

Staff

Staff play the widest ranging role in supporting and facilitating the Law School's execution of its mission. Like faculty, staff have an interest in diversity, equity, and inclusion because multiple perspectives yield stronger teams. Staff of color want and deserve equity in opportunities for promotions and leadership roles, and in recognition of their work. Staff as a group are also diverse in a unique way, with extensive variation in educational levels, and have complex power dynamics with both faculty and students. Our plan will therefore need to pay particularly close attention to the unique needs of staff, especially staff of color and staff who belong to other groups that are underrepresented in the Law School.

Students

Our students are stakeholders with multiple interests. Our students want and deserve to be treated equitably and need to build relationships with professors, staff, alumni, employers, and other mentors to support them as they become professionals. They also need training and education that equips them to practice with cultural competence in collaboration with diverse colleagues and clients. A diverse student body benefits all students by exposing them to different perspectives and backgrounds and preparing them for careers in a diverse workforce. Diversity among the faculty and staff is also important for students, as students are learning about the kind of professionals they want to become and need role models who embody various approaches to being a professional. Moreover, we teach our students to be critical thinkers who understand the role that law plays in preserving institutions and transforming society. A curriculum, therefore, that incorporates an understanding of how law can combat or perpetuate inequality—and in particular how white supremacy has influenced the development of legal institutions—will be critical to their ability to effectively represent clients and contribute to society.

Alumni

Our alumni are spread across the country and around the globe and occupy leadership positions in all sectors of the legal profession and beyond. Our community is at its best when the connections among alumni, as well as between alumni and the Law School, are strong. Alumni have an interest in ongoing professional development and mentoring, especially when it assists alumni from diverse backgrounds to navigate a profession that is still learning how to be inclusive. Alumni also have an interest in promoting diversity and inclusion within the profession and frequently seek to build mentoring relationships with students to foster this goal.

External Community

Duke Law School does not function as an island. We are part of a broader university and a denizen of the City of Durham, the Research Triangle region, and the State of North Carolina. Our actions and examples can have influence throughout the country and the world. In his June letter, President Price wrote: “[a]s a Duke community, we want to lead the way here in the American South, with its legacies of enslaving Black people, undermining Reconstruction, enforcing segregation, and resisting integration through Massive Resistance and other means, and brutally suppressing – and even to this day frustrating at so many turns – the life chances of our Black neighbors and colleagues.” Our strategic plan must consider the effect of our activities on the communities of which we are a part and build on the partnerships we have already developed with other members of these communities.

PHASES

The Law School’s plan reflects an understanding that diversity, equity, and inclusion require ongoing commitment. The faculty, staff, and students who have contributed to this plan understand that in order to develop effective strategies to foster diversity, equity, and inclusion and combat racism and bias, the school will need to gather and analyze data to assess accurately the current state of our community’s diversity, equity, and inclusion.

The overall timeframe will unfold as follows:

- Phase I: Data-Gathering and Analysis *together with* Immediate Action Strategies (Year 1)
- Phase II: Development and Implementation of Goals, Strategic Objectives, and Measures of Success (Year 2)
- Phase III: Audit Report and Iterative Evaluation (Years 3-5)

Phase I: Data-Gathering and Analysis; Immediate Actions (Year 1)

Data-Gathering: In order to determine where to invest our time and resources, we will need to understand the current state of our diversity, equity, and inclusion. This will require the collection of quantitative and qualitative data. For *diversity*, that data will necessarily include demographic information about the school and comparators against which to benchmark the diversity of our community. For *equity*, we will need to understand whether our current regulations, processes, and procedures result in equitable treatment of students, faculty, and staff, and, if not, what best practices are available for us to adopt. For *inclusion*, we require an understanding of the lived experience of members of our community as they relate to Duke Law. The method of data-gathering will vary according to need, but may include: climate surveys, small group conversations, focus groups, the collection of statistical and demographic information, faculty and staff appointment and hiring records, and alumni engagement records. For each of the stakeholder groups, it will be important to gather information from a broad range of community members from varying areas (e.g. international students, non-professional staff, experiential and skills instructors, core curriculum faculty).

Analysis: The information we gather will not tell us everything we need to know; we will also need to analyze it to determine our strengths and weaknesses so that in Phase II we can build on strengths and work to repair areas in which we are weak. Analysis will require deliberation in the units responsible for the relevant areas with assistance and guidance from the Diversity & Inclusion Committee and the Dean’s Office and, in some instances, from professionals outside the Law School.

Examination of Prior Initiatives: As part of Phase I, it is important to review and understand the prior initiatives related to diversity, equity and inclusion at the Law School. This overview of our history is necessary to leverage institutional knowledge of areas of success, to place future efforts within historical context, and to build a plan that will progress and persist. As we develop strategic objectives, we must review them in relation to what has been previously implemented, what we have learned about obstacles to implementation, and exploration of alternative objectives best positioned for success.

Immediate Actions: Generally, we need to assess our current state before we can know how we can improve. However, there is also a sense of urgency and desire to begin strategic interventions where we already have an understanding of our community's needs. Accordingly, although there will be a "Phase I" that involves data-gathering and analysis, **we will be simultaneously implementing specific strategies without waiting for the data-gathering phase to be completed. We have referred to these in the plan as "Immediate Action" items.**

Phase II: Goals, Strategic Objectives and Measures of Success (Year 2)

In year two, Phase II will emphasize the development and implementation of goals and strategic objectives related to diversity, equity, and inclusion as measured by varying success metrics. The goals and objectives will consist of staggered timelines with target dates of implementation and evaluation. Preliminary recommendations will be modified and further developed through data-driven assessment. The preliminary goals, strategic objectives, and measures of success provided here will serve as a foundation for developing more targeted and responsive initiatives based upon the information collected and analyzed in year one.

Phase III: Audit Reporting and Iterative Evaluation and Modification (Years 3-5)

Phase III will approach years three through five with audit reporting and iterative evaluation for transparency and modifications of objectives based upon success metrics and evolving needs. The audit reporting and iterative evaluation phase must be data-driven and benchmarked against prior years at the Law School and data from peer schools.

PHASE I ACTIVITIES

This section outlines our plan in more detail. It is centered around the goals outlined by President Price that most clearly apply to the Law School (some, such as goals focusing on undergraduates, are inapplicable to our school). For each goal, we identify the constituencies that the goal is designed to benefit, the data-gathering and analysis we plan to pursue, any "immediate actions" that we will begin now or have already begun, and metrics to assess the success of those actions. In the "data-gathering and analysis" column and "immediate action" columns, the unit or committee charged with carrying out the activity is included in parenthesis and italics (*like this*).

As we complete the various Phase I data-gathering and assessment activities, we will add specific strategies and metrics, and by Phase II (next year) will have a complete list of strategies to supplement this year's immediate actions, with measures of success for each strategy.

Stakeholder Group: FACULTY

President Price's Goal	Data-Gathering and Analysis	Immediate Actions	Measures of Success for Immediate Actions
<p>Significantly and measurably expand the diversity of our faculty, with particular focus on Black, Indigenous, and people of color</p>	<p>Benchmark current diversity of the faculty (tenure-track, clinical, and adjunct) against national and peer faculties and as needed, against comparable institutions demonstrating notable successes in diverse hiring (<i>Dean's Office; Office of Administrative Services</i>)</p> <p>Assess current hiring strategies and processes for tenure-track faculty; investigate best practices for hiring diverse law school faculty; recommend changes to current process designed to align with best practices (<i>Lateral Appointments Committee; Entry-Level Appointments Committee</i>)</p>	<p>Continue to seek diverse faculty in entry-level hiring process, lateral hiring process, and professional skills hiring process (<i>Lateral Appointments Committee; Entry-Level Appointments Committee; Professional Skills Appointments Committee</i>)</p> <p>Continue to sponsor Culp Colloquium and Emerging Scholars Programs (mentoring program for untenured minority faculty and academic job market candidates) and leverage this program to recruit BIPOC faculty (<i>Dean's Office; Appointments Committees</i>)</p>	<p>Diversity of candidates evaluated, interviewed, granted call-back interviews, offered a position, and hired.</p>
<p>Retain and support career advancement of underrepresented faculty in the law school</p>	<p>Meet regularly with underrepresented faculty to assess their professional and developmental needs (<i>Dean's Office</i>)</p>	<p>Provide support for mentoring networks and training for mentors to ensure that junior faculty receive periodic, scheduled collaboration with mentors (<i>Senior Associate Dean; Faculty Mentoring Committees; Director of Clinics</i>)</p> <p>Continue to engage in assessment of salaries, including salary increases and promotions, for equity as directed by the Provost's Office</p> <p>Continue to consider diversity in the opportunity for faculty leadership positions (e.g., associate dean positions; committee chairs)</p>	<p>Diversity of faculty, and faculty in leadership positions, as reflected in annual data and benchmarked against prior years</p> <p>Climate survey response of faculty with regard to culture and career advancement opportunities</p>

Stakeholder Group: FACULTY (continued)

President Price's Goal	Data-Gathering and Analysis	Immediate Actions	Measures of Success for Immediate Actions
<p>Establish a program of coordinated surveys of our faculty, students, and staff to assess and inform our progress in addressing bias and promoting respect, meaningful inclusion, and true equity in our community</p>	<p>Administer climate survey to faculty that addresses issues of diversity, inclusion, and equity at the Law School and/or assess the results of the University's climate survey for faculty to be delivered in September (<i>Diversity & Inclusion Committee</i>)</p> <p>Assess survey results and conduct follow-up focus group discussions with faculty as needed (<i>Diversity & Inclusion Committee</i>)</p>		
<p>Require anti-racism and anti-bias training for every member of our faculty in an effort to foster a more inclusive environment for all members of the Duke community</p>	<p>Assess University's training to determine what additional training needs to be offered that is targeted specifically for Law faculty (<i>Diversity & Inclusion Committee</i>)</p>	<p>Deliver Racial Equity Institute Groundwater Training to select members of faculty in supervisory positions</p>	<p>Climate survey indicates increased competence of faculty in combatting bias</p>
<p>Highlight Black excellence throughout the campus community and increase the visibility of Black scholars</p>		<p>Invite diverse speakers and topics in faculty workshops and major public programs (<i>Associate Dean for Intellectual Life; Dean's Office; Workshops Committee</i>)</p> <p>Continue and expand highlighting of achievements of our BIPOC faculty (<i>Communications Office; Associate Dean for Intellectual Life; Workshops Committee</i>)</p>	<p>Increased diversity of speakers and topics, as measured against prior years</p> <p>Number of communications efforts that highlight the work of BIPOC faculty</p>

Stakeholder Group: FACULTY (continued)

President Price's Goal	Data-Gathering and Analysis	Immediate Actions	Measures of Success for Immediate Actions
Fully mobilize and expand Duke's research capacity to address and help overturn racism and reduce racial disparities and inequities in policing, justice, health, housing, education, labor, and other domains of life, including new avenues of support for scholars who examine these issues; establish and support Duke as a global educational and research leader in anti-racism	Conduct an audit of faculty scholarship and Duke Law clinical offerings to highlight and support faculty whose work address racial subordination in policing, justice, health, education, labor, and other domains of life (<i>Associate Dean for Intellectual Life</i>)	Participate in pan-University initiatives on racial justice, including hiring initiatives (<i>Dean's Office; Associate Dean for Intellectual Life</i>) Provide assistance in obtaining grant support for faculty who want to pursue funded research on racial disparities (<i>Alumni & Development Office; Office of Administrative Services; Dean's Office</i>)	Diversity of candidates evaluated, interviewed, granted call-back interviews, offered a position, and hire Climate survey response of faculty with regard to culture and career advancement opportunities

Stakeholder Group: STAFF

President Price's Goal	Data-Gathering and Analysis	Immediate Actions	Measures of Success for Immediate Actions
Significantly and measurably expand the diversity of our staff, with particular focus on Black, Indigenous, and people of color	Work with University HR to benchmark current diversity of staff against local, regional, or national demographics, as appropriate (<i>Office of Administrative Services</i>)		
Require anti-racism and anti-bias training for every member of our faculty, student body, and staff in an effort to foster a more inclusive environment for all members of the Duke community	Assess University's training to determine what additional training needs to be offered that is targeted specifically for Law staff (<i>Diversity & Inclusion Committee</i>) Explore options with University HR for special training for any staff with managerial role (<i>Office of Administrative Services</i>)	Deliver Racial Equity Institute Groundwater Training to senior staff in supervisory positions	Climate survey indicates increased competence of supervisors in combatting bias

Stakeholder Group: STAFF (continued)

President Price's Goal	Data-Gathering and Analysis	Immediate Actions	Measures of Success for Immediate Actions
<p>Establish a program of coordinated surveys of our faculty, students, and staff to assess and inform our progress in addressing bias and promoting respect, meaningful inclusion, and true equity in our community</p>	<p>Administer climate survey to staff that addresses issues of diversity, inclusion, and equity at the Law School and/or assess the results of the University's climate survey for staff to be developed (<i>Diversity & Inclusion Committee</i>)</p> <p>Assess survey results and conduct follow-up focus group discussions with staff as needed (<i>Diversity & Inclusion Committee</i>)</p>		
<p>Ensure salary equity and promote excellence by increasing diverse leadership opportunities at every level of our organization</p>		<p>Continue partnership with University HR to monitor salary equity at multiple stages of performance review and promotion process (<i>Office of Administrative Services</i>)</p> <p>Partner with HR and across University schools and units to identify promotion opportunities for staff so that they are not hampered by small number of positions within school (<i>Office of Administrative Services</i>)</p>	<p>Adherence to principles of salary equity</p> <p>Promotion of BIPOC staff over time within University</p>
<p>Highlight Black excellence throughout the campus community and increase the visibility of Black staff</p>		<p>Identify, collect, and disseminate within the Law School community formal and informal opportunities for campus-wide recognition of excellence of BIPOC staff, and provide support in making use of these channels (<i>Office of Administrative Services; Staff Professional Development Committee</i>)</p>	<p>Increased visibility of BIPOC staff; climate survey indicates BIPOC staff feel recognized</p>

Stakeholder Group: STAFF (continued)

President Price's Goal	Data-Gathering and Analysis	Immediate Actions	Measures of Success for Immediate Actions
Enhance support for our staff who are experiencing pain or trauma related to racial injustice	Evaluate Staff Professional Development Committee programming to determine whether it should expand programming to cover issues of trauma related to racial injustice (<i>Staff Professional Development Committee</i>)		

Key Constituency: STUDENTS

President Price's Goal	Data-Gathering and Analysis	Immediate Actions	Measures of Success for Immediate Actions
<p>Significantly and measurably expand the diversity of our students, with particular focus on Black, Indigenous, and people of color (BIPOC)</p>	<p>Benchmark current diversity of the JD student body against national applicant pools, peer school applicant pools, national and peer school yields, and regional data that reflects the geographic makeup of our class (<i>Admissions Office</i>)</p> <p>Benchmark current diversity of the LLM class against national and peer schools to the extent that we are able (this information is less available than it is for JDs) (<i>International Studies Office</i>)</p> <p>Analyze the strategies we have used in the past to recruit diverse students and determine whether to continue, discontinue, or expand these strategies (<i>Admissions Office; International Studies Office</i>)</p> <p>Study current best practices for recruiting diverse students and determine whether there are strategies we should adopt (<i>Admissions Office; International Studies Office</i>)</p>	<p>Continue current admissions strategies, including: attending and actively engaging in recruiting conferences (including conferences specifically for students of color); soliciting diverse applications; explicitly acknowledging and addressing concerns that students of color might have about attending a law school located in the South; engaging with and recruiting students at HBCUs; hosting events for diverse students during admitted students weekend; and connecting prospective students of color to alumni of color, student affinity groups and faculty members</p> <p>Formalize and support programs to assign diverse student mentors to incoming diverse students</p> <p>Continue to prioritize fundraising for financial aid until we meet student needs in order to make Duke Law affordable and attractive for all students from underrepresented backgrounds</p>	<p>Diversity of students as reflected in annual data and benchmarked against prior years</p>

Key Constituency: STUDENTS (continued)

President Price's Goal	Data-Gathering and Analysis	Immediate Actions	Measures of Success for Immediate Actions
<p>Establish a program of coordinated surveys of our faculty, students, and staff to assess and inform our progress in addressing bias and promoting respect, meaningful inclusion, and true equity in our community</p>	<p>Administer climate survey to students that addresses issues of diversity, inclusion, and equity at the Law School (<i>Diversity & Inclusion Committee</i>)</p> <p>Assess survey results and conduct follow-up focus group discussions with students as needed (<i>Diversity & Inclusion Committee</i>)</p>		
<p>Enhance support for our students who are experiencing pain or trauma related to racial injustice</p>	<p>Assess success of University's CAPS program for Law students (<i>Office of Student Affairs</i>)</p> <p>Assess current support systems within Law School, including the Office of Student Affairs and Office of Diversity Initiatives (<i>Office of Student Affairs; Diversity & Inclusion Committee; Dean's Office</i>)</p>		
<p>Require anti-racism and anti-bias training for every member of our student body in an effort to foster a more inclusive environment for all members of the Duke community</p>	<p>Assess University's training to determine what additional training needs to be offered that is targeted specifically for Law students (<i>Diversity & Inclusion Committee; Office of Diversity Initiatives</i>)</p>	<p>Continue to deliver and revise diversity and inclusion sessions during LEAD week and LLM orientation (<i>Diversity & Inclusion Committee; Student Affairs, International Studies Office</i>)</p> <p>Deliver additional diversity and inclusion sessions as part of Professional Development Credit programming (<i>Office of Diversity Initiatives; Academic Affairs</i>)</p>	<p>Climate survey results reflect that these sessions have resulted in progress in addressing bias and promoting an inclusive student culture</p>

Key Constituency: STUDENTS (continued)

President Price's Goal	Data-Gathering and Analysis	Immediate Actions	Measures of Success for Immediate Actions
<p>Incorporate anti-racism into our curricula and programs across the University, requiring that every student learns of the nature of structural racism and inequity, with special focus on our own regional and institutional legacies</p>	<p>Evaluate current curriculum to determine what classes meet this requirement; make recommendations to Governing Faculty about any curricular change necessary to ensure that students learn about structural racism within the legal system (<i>Curriculum Committee; Academic Affairs Office</i>)</p> <p>Assess current course evaluation timing and questions and consider providing opportunities for feedback during the term and adding questions on cultural competency of instructor (<i>Curriculum Committee; Academic Affairs Office</i>)</p> <p>Assess Wintersession offerings to determine whether there are additional opportunities for courses focused on race or inequality (<i>Professional Skills Appointments Committee; Academic Affairs Office</i>)</p>	<p>Organize sessions for faculty, including professionally facilitated ones, to better understand student experiences with racial bias in the classroom (<i>Diversity & Inclusion Committee</i>)</p> <p>Establish subject matter groups among faculty to develop strategies for remediating biases in core courses (<i>Teaching & Learning Committee</i>)</p> <p>Launch new series on Race and the 1L curriculum (<i>Associate Dean for Intellectual Life; various faculty</i>)</p>	<p>Students graduate with firm understanding of role of race and inequality in the legal system</p>

Key Constituency: STUDENTS (continued)

President Price's Goal	Data-Gathering and Analysis	Immediate Actions	Measures of Success for Immediate Actions
Assess and remediate systemic biases in the design of our curricula	<p>Assess the Law School curricula for systemic biases and make recommendations to Governing Faculty about changes to remedy these biases (<i>Curriculum Committee; Academic Affairs Office</i>)</p> <p>Conduct climate study that includes questions about students' experience of classroom inclusivity (<i>Diversity & Inclusion Committee</i>)</p>	<p>Launch new name pronunciation and pronouns software system and encourage universal usage of it (<i>Academic Technologies; Dean's Office</i>)</p> <p>Develop guidance for faculty about how and when to provide content or trigger warnings for readings, photographs, and videos that depict racism or racial violence (<i>Teaching & Learning Committee</i>)</p> <p>Conduct workshops on creating inclusive classrooms (e.g. equitable treatment of students, attention to the delivery of course materials to diverse learners, consistency in classroom management) (<i>Diversity & Inclusion Committee</i>)</p>	Climate survey results reflect that these changes have resulted in progress in addressing bias and promoting an inclusive classroom culture
Highlight diverse excellence throughout the campus community and increase the visibility of Black students		Create annual award to recognize individual students or student groups that have contributed to anti-racist efforts or promoting equality (<i>Academic Affairs Office</i>)	Robust nominations for award as indication of community's recognition of importance of anti-racist efforts

Key Constituency: STUDENTS (continued)

President Price's Goal	Data-Gathering and Analysis	Immediate Actions	Measures of Success for Immediate Actions
<p>Amplify our student success resources to ensure that all students are able to take full advantage of Duke</p>	<p>Benchmark current diversity of law journals and moot court, both in terms of membership and in leadership positions, as compared to past years and peer schools; assess membership and leadership criteria to determine if selection methods are standing in the way of inclusion of BIPOC students on law journals and moot court (<i>Student journal boards; Moot Court Board; Journal Advisor; Academic Affairs Office</i>)</p> <p>Assess current practices for communicating full range of career options to BIPOC students (<i>Career Services Committee; Public Interest and Pro Bono Committee; Clerkships Committee; Law Teaching Committee</i>)</p>	<p>Continue practice of already existing meetings between affinity group leaders and Dean Abrams (<i>Dean's Office</i>)</p> <p>Work with the Office for Institutional Equity (OIE) to communicate clear processes through which students can provide feedback/submit complaints regarding bias and discrimination and ensure that follow-up steps, including remedial steps, are clearly communicated and taken in response to these complaints (<i>Student Affairs; Dean's Office</i>)</p> <p>Update and publicize procedures by which students can report bias incidents involving employers and revisit how information is provided to students about outcomes when complaints are made (<i>Career Services Committee</i>)</p>	<p>Climate survey results reflect that these processes have resulted in progress in addressing bias and promoting equity</p> <p>Implementation of new processes</p>

Key Constituency: ALUMNI

President Price's Goal	Data-Gathering and Analysis	Immediate Actions	Measures of Success for Immediate Actions
<p>Redouble our efforts to support our alumni who are Black, Indigenous, and people of color, including expanded opportunities for networking and professional mentorship</p>	<p>Evaluate effectiveness of current and past mentoring programs; explore best practices for alumni mentorship programs (<i>Alumni and Development Office</i>)</p> <p>Collaborate with University Development to improve database capacity (<i>Alumni and Development Office</i>)</p> <p>Discuss possibility of alumni affinity groups with interested alumni (<i>Alumni and Development Office</i>)</p>	<p>Continue project of soliciting information from alumni about their identities and affinities with goal of creating searchable databases reflecting race, gender identity, 1GP status, etc., so that alumni with these identities can find each other and student groups can seek out alumni who share their affinities (<i>Alumni and Development Office</i>)</p>	<p>Participation by alumni in mentoring programs</p>
<p>Provide opportunities for alumni who are Black, Indigenous, and people of color to connect with students on campus</p>		<p>Continue to collaborate with affinity groups to ensure they are equipped to reach out to firms or alumni to request funds and to formalize relationships that will ensure continued funding (<i>Alumni and Development Office</i>)</p> <p>Expand support for Paving Pathways – BLSA/Alumni mentoring program (<i>Career and Professional Development Center; Alumni and Development Office; Office of Diversity Initiatives</i>)</p> <p>Continue to meet regularly with newly established Alumnae Council to provide mentorship opportunities for female alumni and law students; ensure continued racial diversity of Alumnae Council as new members join (<i>Alumni and Development Office</i>)</p>	<p>Participation by alumni in mentoring programs</p> <p>Participation by students in programs</p> <p>Successful events featuring BIPOC alumni</p>

Key Constituency: ALUMNI (continued)

President Price's Goal	Data-Gathering and Analysis	Immediate Actions	Measures of Success for Immediate Actions
Reach out with educational programs for our alumni on racial inequities and injustices		Enhance educational programs for alumni with programming on inequities and injustices, with a focus on racial inequities and injustices (<i>Alumni and Development Office; Communications Office</i>)	Participation by alumni
Assist in mobilizing Duke alumni to be agents of positive change in their communities		Continue and expand fundraising initiatives to support diversity programs at Duke Law, financial aid for JD and LLM students, and financial aid for international students from under-represented countries (<i>Alumni and Development Office; International Studies Office</i>)	Increased financial aid; increased number of alumni engaged in supporting current students
Highlight Black excellence throughout the campus community and increase the visibility of Black alumni		<p>Continue to increase diverse representation within alumni leadership, Board of Visitors and Law Alumni Association Board of Directors (<i>Alumni and Development Office</i>)</p> <p>Continue to actively recruit diverse representation within Duke Law regional alumni boards (<i>Alumni and Development Office</i>)</p> <p>Continue and expand development of communication materials, including social media features, that highlight and celebrate successful alumni, with a special focus on members of underrepresented groups (<i>Alumni and Development Office; Communications Office</i>)</p> <p>Highlight research of diverse faculty in "Duke Law Live" alumni program (<i>Alumni and Development Office</i>)</p>	<p>Strong or increased representation on boards by BIPOC alumni</p> <p>Strong or increased number of communications, stories, or programs featuring BIPOC alumni</p>

Key Constituency: EXTERNAL COMMUNITY

President Price's Goal	Data-Gathering and Analysis	Immediate Actions	Measures of Success for Immediate Actions
Strengthen relationships with the City of Durham and support the empowerment of underrepresented communities	Initiate discussions with faculty at other schools at Duke University to explore ways to involve their students, faculty, and staff in our clinical programs and pro bono programs	Continue to partner with local organizations to provide free legal representation to individuals and organizations in need of assistance (<i>Clinical Programs; Office of Public Interest and Pro Bono</i>) Encourage faculty and staff to serve on entities dedicated to addressing systemic inequities (<i>Dean's Office; Clinical Programs</i>)	Strong or increased legal representation of underrepresented communities Service by our faculty and staff on North Carolina entities, as reported annually
Create internships for local students, expand local workforce-development programs, and elevate mission-consistent employment and engagement opportunities throughout the community		Continue to support our strong Externship Program to create professional engagement opportunities for Law Students in local nonprofits and government (<i>Dean's Office; Clinical Programs</i>)	Participation in externship program by students
Deepen our engagement with North Carolina Central University ... as well as Johnson C. Smith University, with whom we share a historic relationship through The Duke Endowment	Assess current use of reciprocal course enrollment arrangement with NCCU Law School (<i>Academic Affairs; Dean's Office</i>) Explore other potential collaborations with NCCU (<i>Dean's Office; Office of Public Interest and Pro Bono; Clinical Programs</i>)		
Support an expanded pipeline for transfer, graduate, and professional applications from students at community colleges and HBCUs.	Explore possibilities for additional pipeline programs (<i>Office of Diversity Initiatives</i>)	Institutionalize Pre-Law Undergraduate Scholars ("PLUS") program (<i>Dean's Office; Alumni & Development Office</i>)	Successful raising of funds to institutionalize program; continued or expanded offering of program