



Design Thinking and Innovation

Client: Jordan Hale- Duke University Student Affairs: Office of New Student Programs

STUDENT
AFFAIRS

Duke
UNIVERSITY

DT&I Team 5



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Problem



Root Causes



Not to know is bad. But not to wish to know is worse.

-African Proverb

Observations





Customer Personas: Students

- Biography and Demographics:
- Behaviors & Scenarios:



DUKE STUDENT CONDUCT

Who We Are & What We Do

RELATIONAL AND CARING

As part of the Duke Community standard, we care most about our students and what they may be going through. We are ultimately here to help, regardless of the situation.



RESTORATIVE AND DEVELOPMENTAL

The Office of Student Conduct strengthens personal responsibility and accountability through restorative and developmental resolution practices.

STUDENT-FOCUSED AND EDUCATIONAL

Duke University's disciplinary process is educationally focused. We put our students at the core of everything we do by understanding that each student and situation is unique.



APPROACHABLE ADVISORS

We are here to offer support amongst the most challenging situations. The motivations of those involved in the disciplinary process are honorable and done with integrity.

JEANNA MCCULLERS, SENIOR ASSOCIATE
DEAN OF STUDENTS & DIRECTOR OF THE
OFFICE OF STUDENT CONDUCT
VICTORIA KREBS, ASSOCIATE DEAN OF
STUDENTS, TITLE IX OUTREACH & RESPONSE

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STUDENTS
MAGGIE PETERSON, STAFF SPECIALIST



Customer Personas: Faculty & Staff

- Biography and Demographics:
- Behaviors & Scenarios:

Hidden pain point

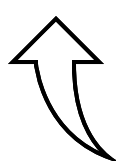


Jobs to be done



E₁ D₂ U₁ C₃ A₁ T₁ E₁





Nowadays

Outdated Bias

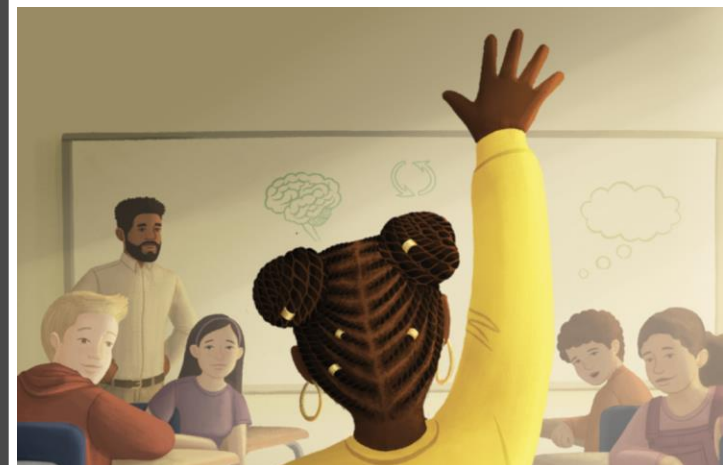


Resources for improving
their mental health



Analysis

Opportunities to share their
stories



Define & Validate

- Visualization
- Journey Mapping
- Value Chain
- Co-creation



Recommended Solutions



FAC Chat Reforms

Peer-to-peer
communication

Train FACs to
lead D&I
conversations

Staff/Faculty
guest of the
week

Recommended Solutions



Mandated Courses

Semester-long course led by faculty

Race, class, gender, sexuality

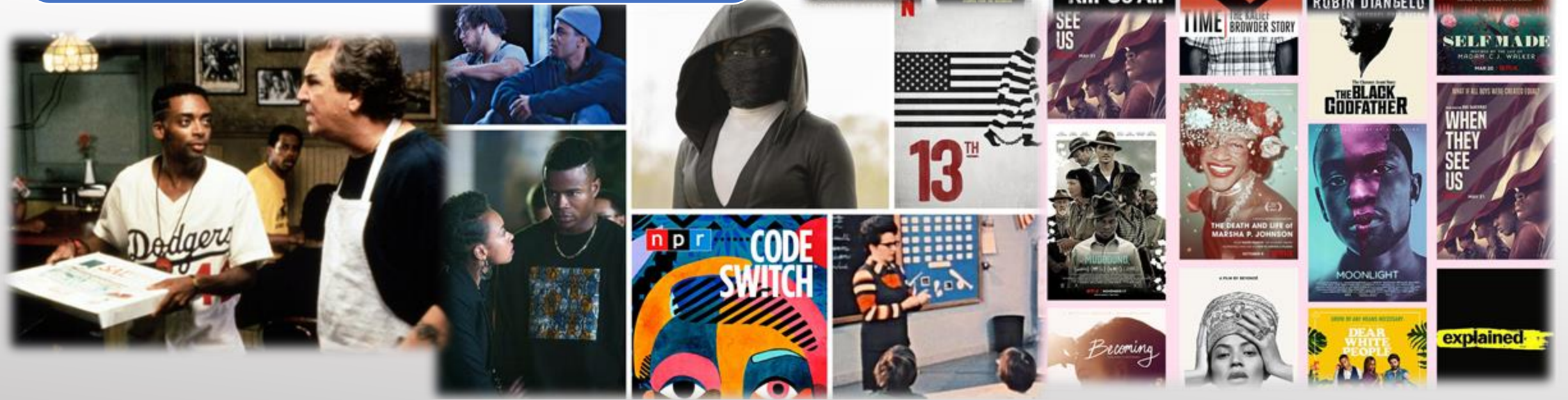
Reform from within Writing 101

Recommended Solutions

Summer Reading Workshops

Expand summer reading to every summer

Add movies/shows to the workshop program






Metrics to Measure Success

Decrease in
student conduct
incidents involving
discrimination

Increase in student
satisfaction with
campus experience

Next Steps



Continue
summer reading
revamps

FAC program
expansion,
training

Coursework
content for
Writing 101

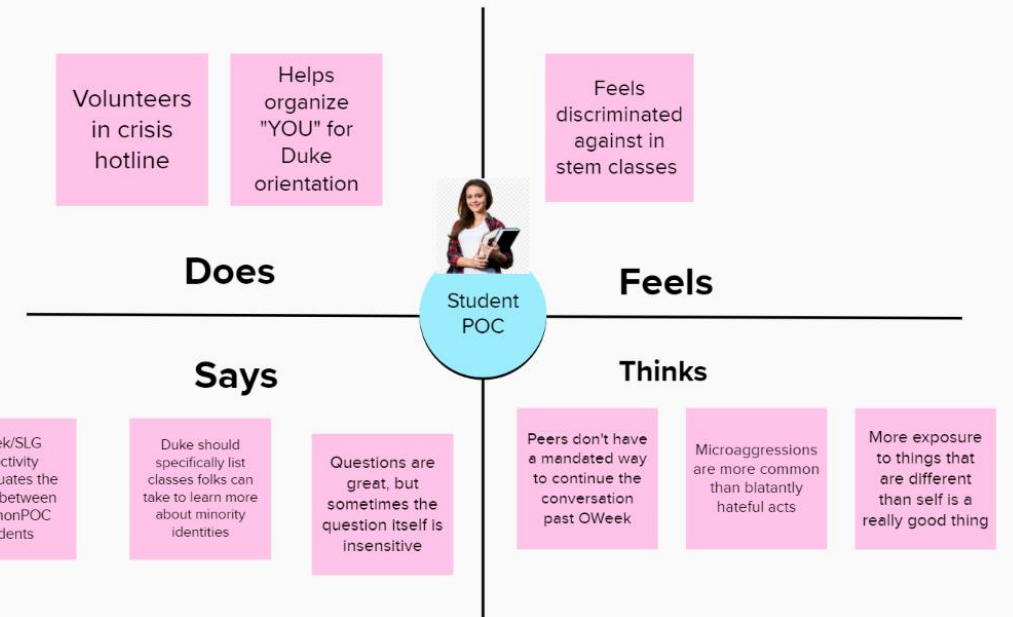
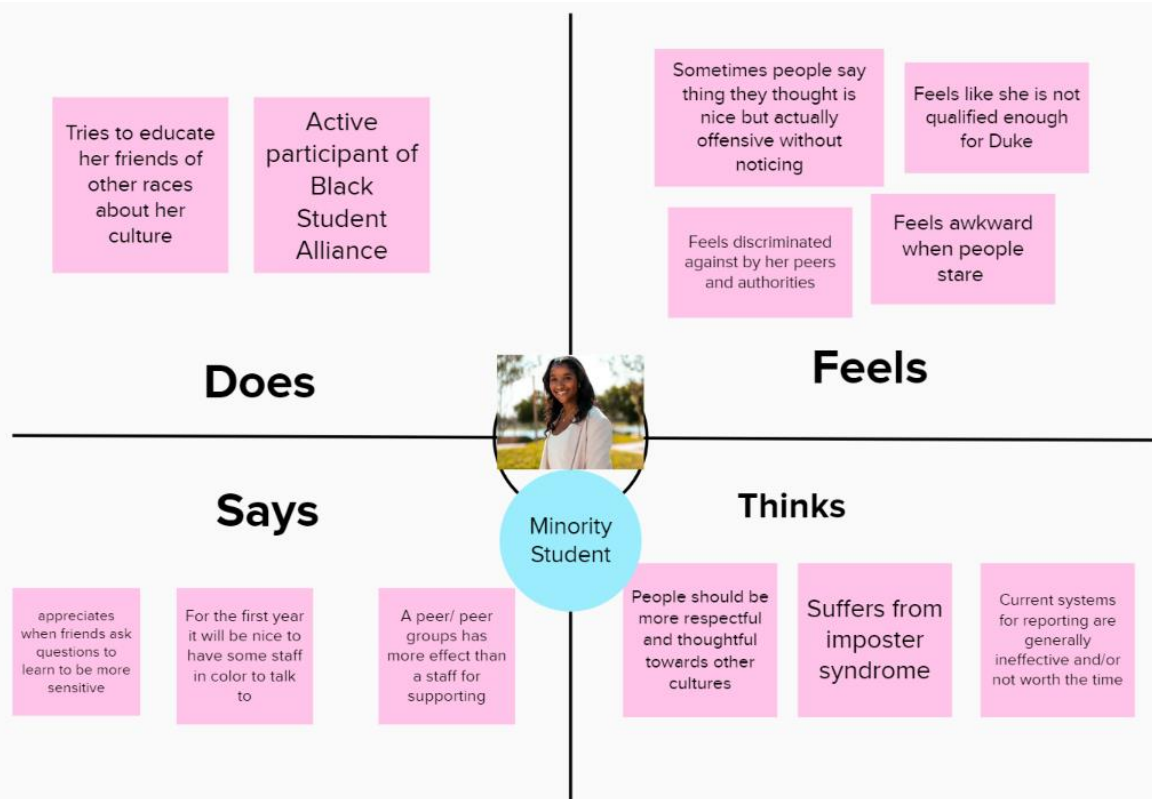


Thank you!

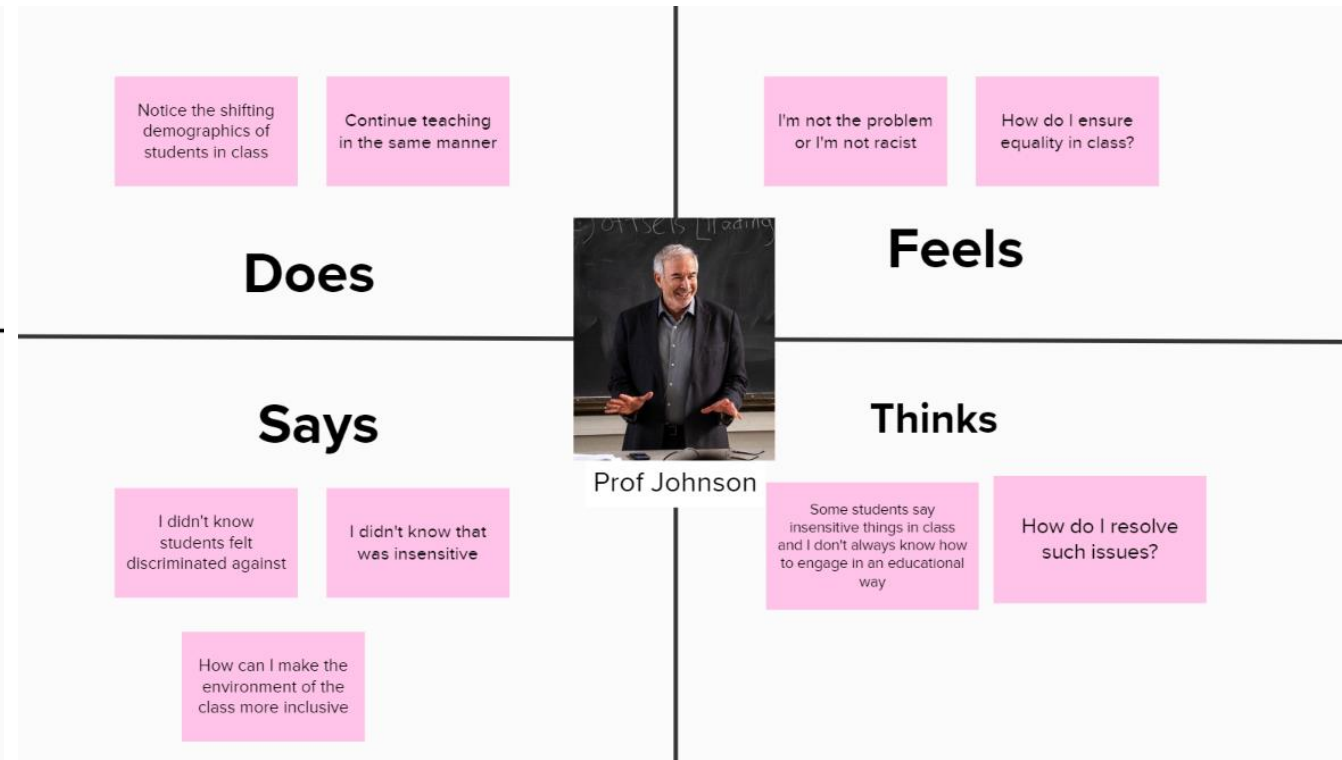
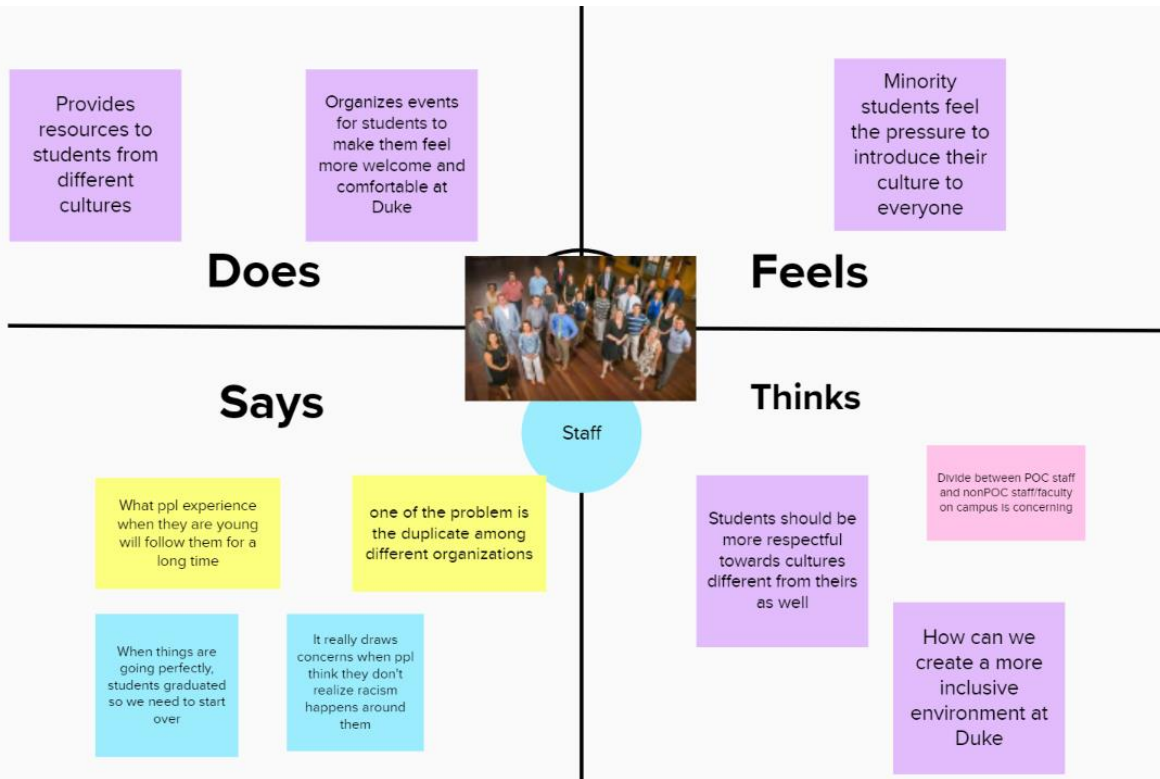


Appendix

Empathy Maps



Empathy Maps



Customer Personas



Kate

Biography and Demographics:

- Duke University Student (senior year)
- Major in Math, Minor in Cultural Anthropology
- White-appearing race status
- Jewish community member
- LGBTQ+ community member
- FAC Board member (First Year orientation leader)

Behaviors/Activities:

- Leads conversations with freshmen on identity as a FAC during OWeek
- Actively seeks out ways to improve the campus and greater Durham community
- Supports/consols friends who experience acts of discrimination
- Talks internally in SLG about how rush invites biases, but maybe can facilitate friendships across social boundaries
- Most friends were built from random chance: classes, OWeek, etc

Stories/Scenarios:

- "DukeltOut was more of a presentation... You@Duke has shifted it to a more interactive experience."
- After NZ mosque shooting, Jewish and Muslim students came together in support
- Shared experiences with gender discrimination help her understand racial discrimination to a limited extent

Pain points:

- Currently the conversation on diversity (the You@Duke) ends after OWeek
- Although faculty participate in OWeek discrimination activities, some still make microaggressions

Customer Personas



Pain points:

- Lack of awareness among students at Duke about minority cultures
- Implicit and explicit discrimination against minorities like microaggression or other discriminatory practices

Brianna

Biography and Demographics:

- Duke university student (Junior year)
- Pre-medical track: Major in Neuroscience and minor in Chemistry and Biology
- African American ethnicity
- Active member of Black Student Alliance at Duke University

Behaviors/Activities:

- Tries to educate her friends of other races about her culture to spread awareness
- Faces discrimination by peers and authorities frequently because of her race
- Actively interacts with African American authority figures at Duke for advice
- Interacts with people from other races who are respectful of her culture
- Shares incidents of discrimination with friends, avoids reporting to authorities

Stories/Scenarios:

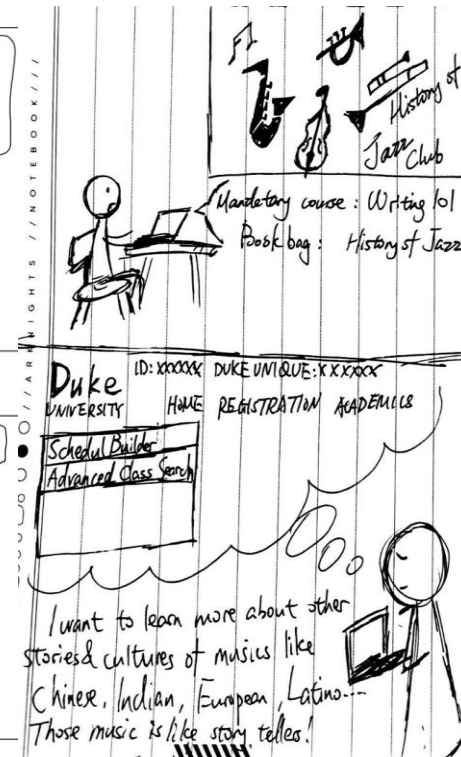
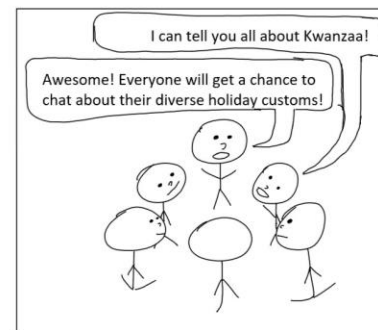
- Suffers from imposter syndrome as she is made to feel like she did not get into Duke because of her capabilities and hard work but due to affirmative action
- “All of my friends of color and I face some form of discrimination pretty frequently”

Story Boards



"ANOTHER WEEK OF FAC CHATS"

In a world where they don't end in October...



Porter's Six Forces

- **Industry Competitors:**

- Since our focus is on improving the orientation experience for new members of the Duke Community, we are simply in a competition for people's time. Many organizations have a claim to importance for new entrants, so our goal is to maximize the impact of the time given with an excellent program to combat unconscious bias and implicit racism.

- **Potential Entrants:**

- Barriers include the lack of time given for orientation events and the length of time permitted for these programs. Most orientation-type events happen during O-Week or the first two weeks of school. Reactions include the potential backlash from conservative leaning donors due to our so-called "indoctrination" of students in a mandatory manner rather than an optional one. School administrators absolutely must be in support of this program to minimize this concern.

- **Customers:**

- The entire student body must buy in to whatever program we determine is our recommendation. If this program isn't mandatory, we will have a difficult time convincing students to participate. Even if it is mandatory, some students will resist out of apathy and others will intentionally resist for ideological reasons.

Porter's Six Forces Continued

- **Suppliers:**
 - There are many options for how to conduct unconscious bias training sessions. Even LinkedIn offers a course that Duke can extend to its students. However, the best way to provide a program for new entrants into the Duke Community is with a human-based event(s). Duke has access to Departments of Cultural Anthropology, African American Studies, History, and many others that could be applicable in helping deliver a program that educates all Duke entrants on the context of race and racism in America.
- **Substitutes:**
 - Students during O-Week are pulled in all directions. Competing for their time and attention is very difficult. Cheaper alternatives for courses that take less time and/or cost less money will be considered substitutes for our program. If professors are possibly involved, their time on this program will be considered an expense by administrators. We must show the value of any potential program we recommend.
- **Complements:**
 - Providing students with suggestions for courses or even Minors to consider to continue their studies on these topics. For example, the Cultural Anthropology department offers an undergraduate course, "Anthropology of Race", that would be an in-depth semester-long course that contextualizes racism throughout history to today, from the blatant hate crimes, the implicit microaggressions, and systemic laws and programs that hold down minorities today.

Drucker's Principles of Innovation

- **Industry & Market Changes:**

- The Industry is changing from mostly on manufacturing to service, entertainment and new technology. In the past people of color mostly did blue collar and heavy physical work however now the difference between races is getting smaller when every race can be the main customer segment for any service or entertainment facilities and technology. Some people may still hold the old impression [from one interview the student mentioned people said "you only got into Duke because of affirmative action"] because the information about them is incorrect and disrespectful, but Duke should and can fix the wrong impressions among students before they carry this thought process into the industries and market when they start working.

- **Changes in Perception:**

- Change in perception of a situation can foster many innovative ideas. Although the facts stay as they are, a new perspective can bring about new ideas and new opportunities. In the case of student affairs, we have been looking at the problem as "Dealing with racism". Instead of looking at it from the angle of preventing discrimination we could look at the reasons for discrimination and strive to spread awareness and teach everyone about different cultures. And give minority students an opportunity to tell their story and gain respect from others to provide a great campus experience to all the students irrespective of their backgrounds and ethnicities. This would then include creating support resources for students and at the same time increase peer-peer intercultural communication that can bring about a change in the outlook that students have towards other cultures.

- **New Knowledge:**

- New knowledge can lead to innovation that makes you the leader in the market. In the case of our client, we have realized that even with some efforts in the orientation and providing list of resources to new students, minority students are discriminated against and suffer from imposter syndrome which leads to decrease in self-confidence. Along with focusing on the root cause of racism at Duke and discovering methods to create awareness among majority students about other cultures, we also need to focus on mental health of minority students. It should be a two-way approach where we help and provide resources to minority students (connect them with same race faculty, provide counselling sessions, create peer-peer programs) and to educate majority students (By thinking of creative ways such as plays, short films, culture history classes through which we can educate students and help them empathize with students from different cultures).

Drucker's Principles of Innovation Continued

- **Unexpected Occurrences:**

- When it comes to racism, we should always also consider the worst-case scenario as due to lack of awareness or respect for other cultures people may create uncomfortable situations for other students/staff from different cultures. For people with lack of acceptance for other cultures hate may lead to impulsive action and cause injuries. However, there must be a reason related to this hatred and by studying extreme unexpected occurrences in the past [for example, when it happens, who is more likely to do such thing, how students vent out] we may be able to find the root cause of racism and correct it before the worst case happens at Duke.

- **Incongruities:**

- There is a chance we may ignore incongruities because all the people we are interviewing with are either staff or victims of racism behaviors, but not the culprit. Staffs feels sorry and empathetic towards victim students and those students describe the process and possible reasons from their perspective and assumptions. Which means there may be hidden aspects from the guilty side. Therefore we need to consider possible incongruities while trying to identify pain points and root cause.

- **Process Needs:**

- Duke organizes events to spread awareness about minority cultures and advocates against racism in the orientation week, we should study more on the needs and problem Duke students are facing and figure out potential improvements in their experiences. And according to the interview with students, we already know their needs and expectations [for instance, they mentioned it will be great to have some staff in color to talk to during the first semester after they start their school; Also the peers have more influence on them] so that we can consider them on those guidelines provide some innovative suggestions to make changes.

- **Demographic Changes:**

- Considering the population demographics in terms of age, gender, education and ethnicity is important to properly segment, target the customers and successfully innovate. The changing population leads to a change in the demand and change in the needs, which creates an opportunity for innovation. In case of our client, depending on the backgrounds, ethnicities, genders, age of the students a solution can be designed that caters specifically to the different needs of the student population and aims to solve their problems related to discrimination.