



BACKGROUND & METHODS

The School of Public Health (SPH) is committed to creating an educational and work environment that is rich in diversity, inclusive, and supportive of all students, faculty, and staff. As part of a process of regular assessment of the School’s climate, the SPH Diversity Council administered an online survey to SPH faculty and staff in Fall 2014. The Climate Survey was completed by 81% (n=100) of SPH faculty members and 90% (n=43) of SPH staff members. Among respondents, there was an underrepresentation of minority faculty, White staff, and exempt staff, and an overrepresentation of tenure-track/tenured faculty.

KEY RESULTS

SPH faculty and staff generally found the School’s climate to be positive, however, there is room for improvement (see detailed report for more information).

Value of Diversity and Inclusion

- Approximately 90% of SPH faculty and staff agreed that diversity and inclusion are important to SPH, to their department/units, and to themselves.

Representation of Diverse Groups within SPH

- High percentages (>76%) of faculty and staff believe that diversity is adequately represented in the SPH’s staff, students, research, curriculum, search committees, and communications/website.

Respectful and Welcoming Workplace

- More than 80% of SPH faculty and staff agreed that their workplace is respectful and welcoming regarding various dimensions of diversity.

Table 1. Belief that SPH has a welcoming and inclusive environment, among SPH faculty and staff

Table with 2 columns: Respondent Group and Percent of respondents who agreed/strongly agreed. Rows include Faculty (overall, minority, non-Hispanic White) and Staff (overall, minority, non-Hispanic White).

RECOMMENDATIONS

- Top priorities identified by faculty and staff for improving the SPH diversity climate included: support for work-life balance; effective mentorship for faculty, staff, and students from diverse backgrounds; and recruitment of faculty, staff, and graduate students from diverse backgrounds.
- Key suggestions for follow-up were: hold key informant interviews with individuals in SPH to obtain feedback about climate challenges and best practices for improving the workplace; require annual reports from departments/units with information about faculty/staff diversity and diversity efforts; provide an annual report on progress made in metrics identified in the SPH Strategic Plan for Diversity and Inclusion at an SPH assembly; and implement a climate survey for SPH students in the 2015-2016 academic year.

STATUS TO DATE

- During 2015-2016, key informant interviews and a SPH student climate survey were implemented.