



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 climate survey to SPH undergraduate and graduate students from November 2015- January 2016. The Student Climate Survey was completed by 36% (n=719) of SPH undergraduate students, 63% (n=162) of graduate students. A total of 121 additional students who did not specify their degree program, for an overall response rate of 39%. There was an overrepresentation of women and Whites among the respondents.

KEY RESULTS:

Survey Respondent Demographics		Satisfied/Very Satisfied
Class	Undergraduate	94%
	Graduate	90%
Gender	Female	93%
	Male	97%
Race/ Ethnicity	Black/ African American	86%
	Hispanic	92%
	Multiracial	93%
	White	97%
Religion	Christian	92%
	Jewish	98%
	Atheist/Agnostic	96%
	Muslim	95%
	Hindu	96%
	Buddhist	88%
	No religious preference	95%
Sexual Orientation	Other	90%
	Straight	94%
	LGBTQ	82%

Table 1: Overall satisfaction of SPH student survey respondents by class, gender, race/ethnicity, religion and sexual orientation

Overall Diversity Climate in SPH

- 94% of undergraduate students and 90% of graduate students are satisfied or very satisfied with the diversity climate in SPH
- Satisfaction with the diversity climate in SPH varied by race/ethnicity (p<0.001), religion (p=0.012), and sexual orientation (p<0.001)
- For example, LGBTQ (18%) were more likely than straight (6%) students to be dissatisfied or very dissatisfied

Diversity experiences in SPH

- 90% of students agree/strongly agree (SA) that their opinions are valued in class
- 80% of undergraduates and 69% of graduate students agree/SA that SPH offers programs and events that promote interaction between diverse students

Respect, Civility & Treatment in SPH

- 93% of students agree/SA that they are treated with respect and civility by SPH faculty, and 91% by staff
- Less than 10% of students report personally experiencing negative treatment in SPH
- Female students had a higher mean number of factors for which negative treatment was personally experienced (p<0.05)

RECOMMENDATIONS:

Many students advocated for a comprehensive, integrated approach to enhancing diversity and inclusion in the School. Key recommendations included: diversify the School community; increase diversity programming within and outside the classroom; and enhance inclusiveness and civility within the School environment. The top five student priorities for improving the diversity climate in SPH included: recruit more persons from underrepresented groups for leadership, faculty, and staff positions; offer more multicultural events; invite more speakers to discuss issues of diversity and inclusion; facilitate intergroup dialogues that bring together diverse groups to discuss issues; and provide diversity training workshops for faculty.