



SCHOOL OF  
**PUBLIC HEALTH**

UNIVERSITY OF MINNESOTA

**School of Public Health**

# **2022 Comprehensive Climate Assessment Report**

Report prepared on December 9, 2022  
By Office of Measurement Services (OMS)

# TABLE OF CONTENTS

<b>TABLE OF CONTENTS</b>	<b>1</b>
<b>INTRODUCTION</b>	
EXECUTIVE SUMMARY	<b>2</b>
BACKGROUND	4
METHODOLOGY	4
ACKNOWLEDGMENTS	7
<b>SURVEY FINDINGS &amp; ANALYSIS</b>	<b>8</b>
DEMOGRAPHIC INFORMATION	8
CULTURE & CLIMATE INFORMATION	9
IMPORTANCE OF DEI, ANTI-RACISM, & EQUITY	21
AWARENESS OF MICROAGGRESSIONS AND/OR BIAS	48
DEI POTENTIAL BARRIERS	60
CHANGES DUE TO THE STRATEGIC PLAN FOR ANTI-RACISM	62
GENERAL COMMENTS/SUGGESTIONS	66
<b>SURVEY EVALUATION</b>	<b>68</b>
AREAS OF STRENGTH	68
SPH Commitment to DEI and Anti-racism	68
Sense of Support	68
AREAS FOR IMPROVEMENT	69
Discrimination & Microaggressions	69
Trust in Complaint Filing	69
<b>RECOMMENDATIONS</b>	<b>69</b>
LESS LIP SERVICE, MORE ACTION	69
CONTINUE LEARNING & TRAINING OPPORTUNITIES	70
BUILDING BRIDGES ACROSS DEPARTMENTS	70
LISTEN TO UNDERREPRESENTED & MARGINALIZED VOICES	71
<b>APPENDICES</b>	<b>72</b>
APPENDIX A: SURVEY INSTRUMENT	72
APPENDIX B: QUANTITATIVE DATA TABLES	80

# INTRODUCTION

## Executive Summary

Our first climate assessment assisted us in creating a baseline for our climate —particularly for Black, Indigenous, people of color (BIPOC), and American Indian people. Nearly 400 School of Public Health (SPH) students, staff, and faculty, and alumni responded to this survey. The second biennial climate assessment launched in October 2022. We had just under 500 participants and have seen positive results compared to 2020. The Strategic Plan for Antiracism (SPAR) launched in summer of 2021, has helped guide our work, and the climate assessment results add a means of accountability.

Several changes were made to the 2022 assessment, including a focus on the survey itself instead of focus groups or interviews, rewording of several questions for more accurate responses, and additional questions about antiracism. With this in mind, the survey was largely the same. We maintained the highest standards of confidentiality in both data collection and analysis. No responses are reported where cell size is less than 10. This meant that some comparisons could not be completed as there were three groups that did not meet this requirement (example: American Indian people).

The full report provides data disaggregated by race/ethnicity, division, and primary role. For the purposes of this one page summary, we are only sharing high level response data of **some** of the quantitative questions. The percentages below represent those that agreed or strongly agreed with the statements presented, the rest disagreed or strongly disagreed. The question numbers represent the order of the 2022 survey.

- (Q5) "The School of Public Health (SPH) is welcoming and inclusive for folks who identify as Black, Indigenous, or as people of color": 447 people responded to this question. Of those, 394 (88%) of respondents agreed or strongly agreed with the statement. This is a 21% increase from 2020.
- (Q6). "I feel like I belong at the SPH". Out of 471 total responses, 462 people answered this question. Of those, 399 (86%) strongly agreed or agreed with this statement. This marks a 2% increase from 2020.
- (Q7): "I can share a contrary opinion without fear of negative consequences." 461 answered this question. Of those, 328 (71%) agreed or strongly agreed with the statement. This represents a 4% increase over 2020 results.
- (Q8) "When I share my thoughts at the SPH, my opinion is valued". 350 (79%) agreed or strongly agreed with the statement. This represents a 4% increase from 2020.

- (Q9) “The people with whom I interact in the SPH support me”. 403 (91%) agreed or strongly agreed with the statement in 2022. This represents an 8% increase from 2020.
- (Q10). “SPH makes decisions that reflect a commitment to diversity, equity, and inclusion”. 85% of respondents agreed or strongly agreed with this statement. This represents a 32% increase from 2020.
- (Q12). “SPH graduate program admissions supports equitable processes, policies, and outcomes for BIPOC (Black, Indigenous, People of Color) students.” 313 respondents (84%) agreed or strongly agreed with this statement. This is a 31% increase from 2020.\*
- (Q13). “SPH recruiting and hiring supports equitable processes, policies, and outcomes for BIPOC (Black, Indigenous, People of Color) staff and faculty.” 300 (79%) agreed or strongly agreed with this statement. This is a 41% increase from 2020.\*
- (Q14) “SPH promotions and advancement opportunities support equitable processes, policies, and outcomes for BIPOC (Black, Indigenous, People of Color) staff and faculty.” 292 (82%) agreed or strongly agreed with this statement. This represents a 39% increase over 2020.\*
- (Q18) “I have experienced and/or witnessed what I believe was a microaggression and/or micro-inequity at the SPH.” (48%) responded “Yes” to this statement. This is a 4% decrease from 2020.
- (Q19) “I have experienced and/or witnessed what I believe was discrimination and/or bias around one or more social identities at the SPH”.145 (34%) responded “Yes” to the statement. This is an 8% decrease from 2020.
- (Q21) I know where to go to file a complaint related to discrimination, bias, and/or harassment. 314 (74%) responded “Yes” to the statement. This is a 9% increase from 2020.
- (Q22) “How confident do you feel that filing a complaint related to discrimination, bias, and/or harassment would lead to an unbiased resolution? Of those, 75% felt very or moderately confident. This is a 30% increase in confidence since 2020.\*
- (Q23) SPH does a good job educating its staff and faculty about minimizing bias and creating inclusive workplaces and classrooms. 307 (75%) agreed or strongly agreed with this statement. This is a 26% increase over 2020 results.

**\* represents a question in which the wording was changed from 2020.**

## BACKGROUND

In 2020 and 2021 a strategic planning committee in the School of Public Health convened to develop the 2021-2026 Strategic Plan for Antiracism. Assessing and reporting on progress in the areas of diversity, equity, and inclusion, and anti-racism is part of the strategic plan.

In March 2022, the School of Public Health (SPH) Office of Diversity, Equity, and Inclusion engaged the University of Minnesota Office of Measurement Services (OMS) to conduct an online survey of faculty, staff, students, and recent alumni about attitudes and experiences related to the school's diversity, equity, inclusion, and anti-racism efforts. The results of this climate assessment survey will help decision-makers understand the current climate in SPH and assess what progress has been made since the last climate survey administration in 2020. Every effort was made to keep the survey instrument the same for the current iteration; however, changes were made to question wording and item order for the purpose of updating content and improving data quality. In some cases where changes were made, this affects comparability between the two time points, but it improves understanding of current attitudes and experiences.

The survey first asked a series of demographic questions about racial identity, position in the School of Public Health, divisional affiliation, and length of time employed in SPH. Next it asked about individual experiences with inclusivity, belonging, and support. It moved into questions about individuals' impressions of SPH's commitment, policies, and practices related to diversity, equity and inclusion, and anti-racism. Next were questions about individuals' reports of experiencing or witnessing bias or discrimination, and whether they knew where to report such instances and their impressions of how they would be resolved. At the end of the survey several open-ended questions were asked about various topics such as suggestions for improvement, challenges to achieving DEI and anti-racism goals, and skills and resources needed to achieve those goals.

## METHODOLOGY

Once edits to the survey were finalized, OMS programmed the survey in Qualtrics. After the survey was tested and approved by the client, OMS provided a URL for the client to use for distributions and communications plans. OMS also handled two distributions using the email feature in Qualtrics. Because of the sensitive nature of the survey topic, it was determined that the survey would be kept anonymous. Drawbacks of this approach included the inability to completely control for duplicate responses and the inability to verify the accuracy of self-reported demographic information. However, benefits of this approach included possibly encouraging people to respond more comfortably and truthfully and with higher rates of participation.

The survey was launched on October 3, 2022 to a list of 1,513 faculty, staff, students, and recent alumni provided by the client. OMS sent one reminder, and the School of

Public Health communicated several reminders through various channels to their constituency. When the survey was closed on October 17 there were 515 completed surveys prior to the data review and cleaning process (described in detail in the next paragraph). Afterwards, there were 471 completed surveys for an estimated response rate of 31%. A precise response rate cannot be calculated because we did not track identities of individuals who responded.

The cleaning process involved removing partial surveys and duplicate surveys. Partially completed surveys were retained as long as the respondent answered at least one question beyond the demographics section; otherwise they were removed from the final dataset. Suspected duplicate surveys were flagged by RelevantID, a Qualtrics feature used to improve fraud detection by assessing respondent metadata to determine the likelihood that the same respondent is answering more than once. Of the 21 surveys flagged as duplicates, eight were partial responses in which no questions were answered beyond the demographics section and were removed. After reviewing the remaining 13 flagged responses, one additional response was removed because it was determined that it was a duplicate due to a written-in comment by the respondent that they realized they'd already taken the survey. The remaining 12 flagged responses could not positively be identified as duplicates after a thorough review, so they were kept in the dataset. There were 471 responses, so these 12 possible duplicate responses represent 2.5% of all responses, and their effect on final data calculations is likely negligible. No bot responses were detected.

Demographic questions that allowed a respondent to choose "Other" and write in a response were analyzed to determine if they could be recoded to one of the provided answer options. In addition, there are many breakout comparison charts and tables in this report based on demographic information. Where demographic questions allowed the selection of multiple response options (e.g., racial identity, and faculty/staff/student/alumni role), when reporting out breakout comparisons responses were recoded according to the following rules:

- There are breakout charts that compare responses from Black people, Indigenous people, and People of Color and European-American or White individuals. The question about racial identity allowed respondents to select more than one category. Individuals who identified themselves as African American, African, Afro-Caribbean, or Black; American Indian, Native American, and/or Alaska Native; Asian American; Latinx/Hispanic; Middle Eastern or North African; or Native Hawaiian or Pacific Islander were recoded into the BIPOC group. Individuals who identified themselves as one of the racial identities listed above *and* European-American or White were recoded into the BIPOC group. Individuals who identified themselves as *only* European-American or White were left in that group. There were many respondents who selected "Other" and identified themselves as Asian but *not* American. These individuals were recoded into the BIPOC group. There was a large number of individuals (26) who selected "Prefer not to answer" or left the racial identity question blank, possibly out of concern that their responses would cause them to be identifiable. These were

recoded into a “No answer/Prefer not to answer” group and their responses are also reported in these comparison breakout charts.

- The question asking about the respondent’s position in the School of Public Health also allowed for multiple selections. However, for comparison breakout charts these needed to be recoded to only one category. Respondents who selected Faculty, Staff, or Student *in addition to* Alumni were recoded as their non-Alumni selection only. Respondents who selected Staff and Student were recoded to the Staff group only. Respondents who selected “Other” and wrote in their role were recoded where possible. Postdocs were recoded as staff, and affiliates were recoded as faculty.

Finally, throughout this report, no survey responses are reported where cell size is less than 10. Respondents who identified themselves as members of the Public Health Practice division did not meet this requirement to be reported separately in the division breakout comparison charts, and thus were combined with the Dean’s Office/School-Wide Units group. This also meant that racial identity breakout comparisons could not be completed as there were three racial identity groups that did not meet this requirement.

The research methods included collecting and analyzing both quantitative and qualitative data.

Quantitative information is summarized and presented in various charts throughout this report. Detailed data tables are presented in the appendix. Percentages shown in charts are based on the total number of responses for each question excluding non-responses. Data tables in the appendix show the total number of responses for each item and the count for each response option along with percentages.

The project took a two-person team approach to analyzing the qualitative data. In an effort to bring out the authentic voices of respondents, the approach to coding was open and inductive which means that it was based on the meaning that emerged from the raw data. To reach the final set of codes and themes, the data went through two cycles of coding. One qualitative researcher began with a first pass reading of all comments, question-by-question, without any type of analysis or coding to get a feel for the data. In the next step, referred to as the first cycle of coding, all comments were reviewed again by the same researcher and placed into categories/themes. In the second cycle of coding, the initial codes are discussed and refined by two researchers in order to develop themes and align data with the specific research questions being asked.

An exported version of the survey is included in the appendix of this report.

## ACKNOWLEDGMENTS

SPH leadership engaged OMS to provide objective, third-party support in assessing climate and identifying ways in which SPH can create a more inclusive environment. In its capacity as an entity separate from SPH, OMS's role also involved maintaining strict controls for data anonymity and confidentiality. OMS project managers Obafemi Ogunleye, Deveny Flanagan, and Mark Miazga were involved in the planning, survey design, data collection, and analysis.



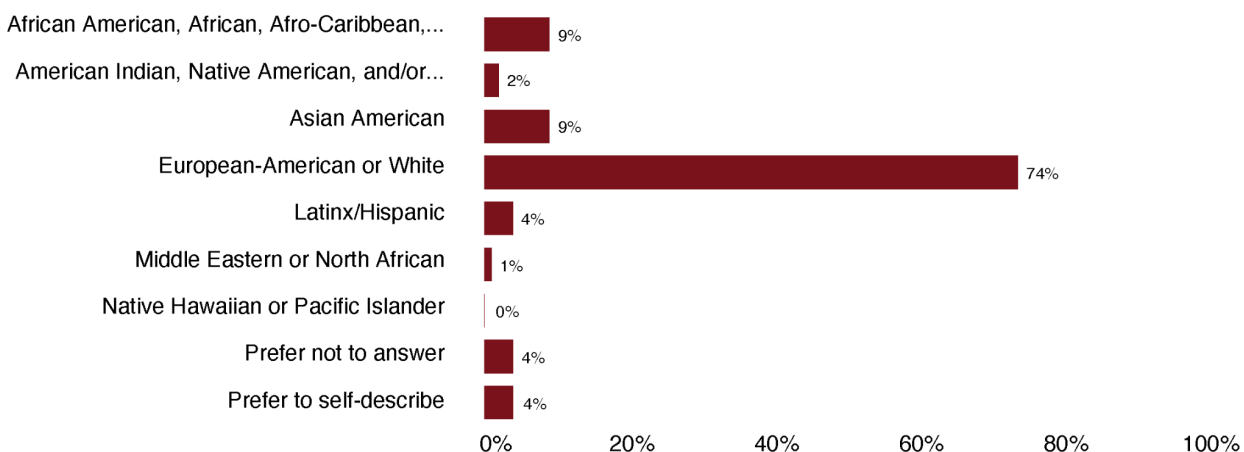
# SURVEY FINDINGS & ANALYSIS

## DEMOGRAPHIC INFORMATION

### Racial/Ethnic Identity (Q1).

Of the 465 people who responded to this question, the majority (344, 74%) identified as European-American or White. 41 (9%) identified as Asian American, and 40 (9%) identified as African American, African, Afro-Caribbean, or Black. 19 (4%) identified as Latinx/Hispanic. Each of the three remaining racial identity response options were selected by fewer than 10 respondents: American Indian, Native American, and/or Alaska Native; Middle Eastern or North African; Native Hawaiian or Pacific Islander. In addition, 18 (4%) of respondents selected “Prefer not to answer,” and 6 (1%) left the question blank. 17 respondents selected “Prefer to self-describe.” Several of these respondents identified themselves as Asian, but *not* American. Respondents were encouraged to select all response options that applied to them, so percentages do not add up to 100% in the chart below.

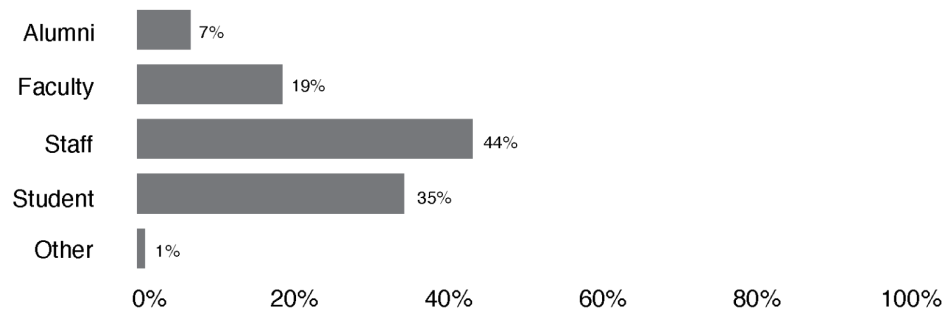
465 Responses



### Position/Role (Q2).

Of the 468 respondents who answered this question, 208 (44%) were staff, 163 (33%) were students, 88 (18%) were faculty, and 35 (7%) were alumni. Again, respondents were encouraged to select all response options that applied to them, so percentages do not add up to 100% in the chart below.

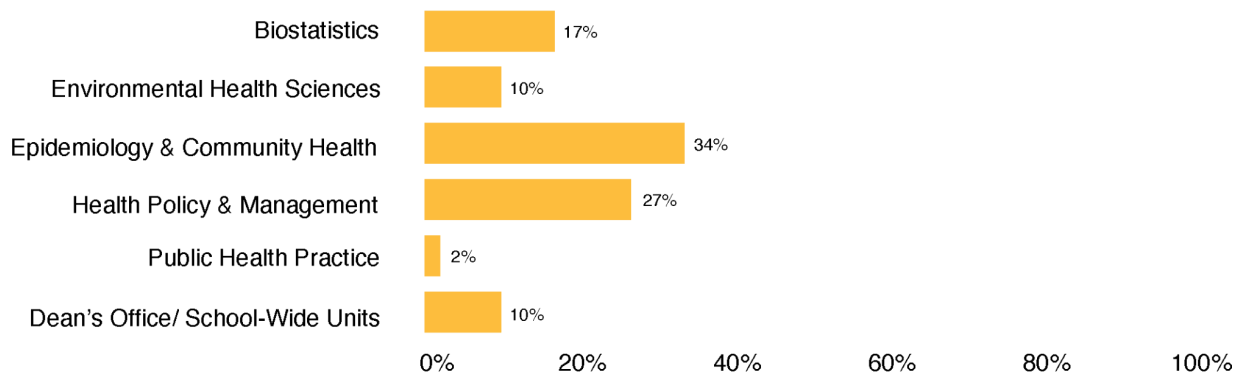
468 Responses



### Division or Program (Q3).

Out of 471 respondents, 463 answered this question. There were 157 respondents (34%) from Epidemiology & Community Health, 124 from Health Policy & Management (27%), 78 from Biostatistics (17%), 48 from the Dean's Office/School-Wide Units (10%), 47 from Environmental Health Sciences (10%), and fewer than 10 from Public Health Practice (2%).

463 Responses



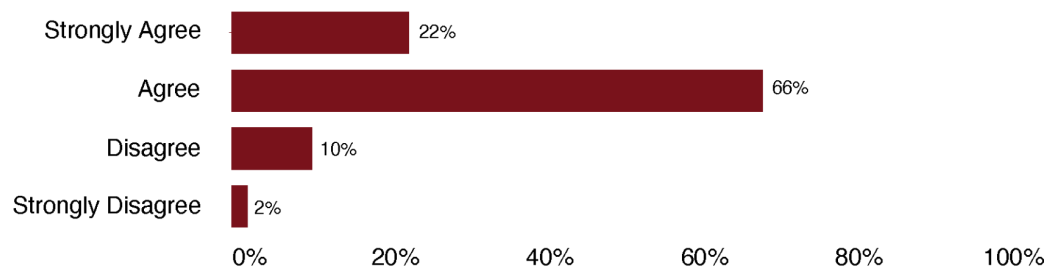
## CULTURE & CLIMATE INFORMATION

This group of questions is intended to provide insights into the culture and climate of the SPH, measured by: Sense of Inclusion; Sense of Belonging; Being Heard; Valued Opinions; and Sense of Support. The reasoning that participants cited for agreeing or disagreeing is included as well as other prominent themes.

**Sense of Inclusion (Q5).** The School of Public Health (SPH) is welcoming and inclusive for folks who identify as Black, Indigenous, or as people of color.

Out of 471 respondents, 447 answered this question. Of those, 394 (88%) either agreed or strongly agreed with the statement that “The SPH is welcoming and inclusive for folks who identify as Black, Indigenous, or as people of color.” 53 (12%) disagreed or strongly disagreed with this statement.

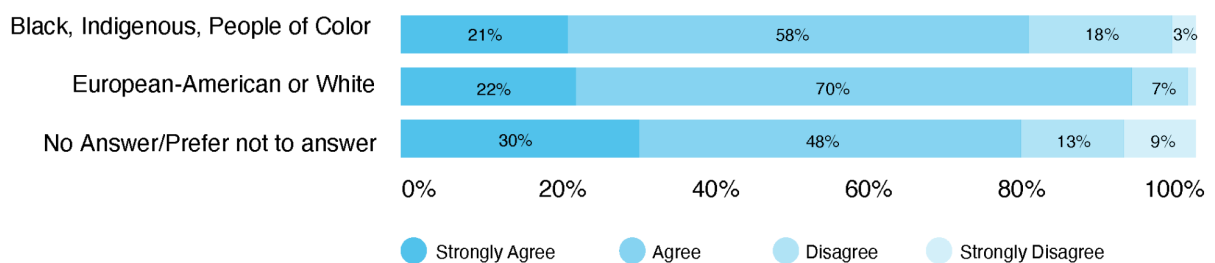
447 Responses



### Breakdown by Race/Ethnicity

When broken out, respondents who identified as BIPOC (79%) agreed/strongly agreed less often with this statement than white respondents (92%). The 23 respondents who were reluctant to provide their racial identity in the survey agreed/strongly agreed with this statement at almost the same frequency as BIPOC respondents (78%), although they strongly agreed (30% versus 21%-22%) and strongly disagreed (9% versus 1%-3%) with this statement more often than the other two breakout groups.

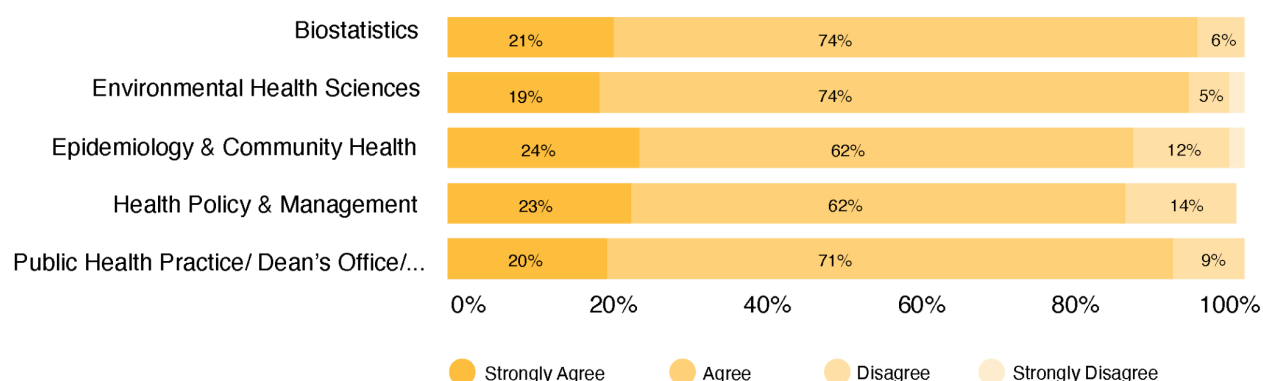
447 Responses



### Breakdown by SPH Division/Program

Examining this question broken out by division reveals that members of the Health Policy & Management (HPM) and Epidemiology & Community Health (EpiCH) divisions agreed/strongly agreed least often with this statement (85% and 86% respectively), while Environmental Health Sciences (EnHS) and Biostatistics divisions agreed/strongly agreed most often with this statement (93% and 95% respectively). In the middle was the Public Health Practice/Dean's Office/School-Wide Unit (PHP/DO/SWU) division breakout group with 91% of those respondents agreeing/strongly agreeing with this statement.

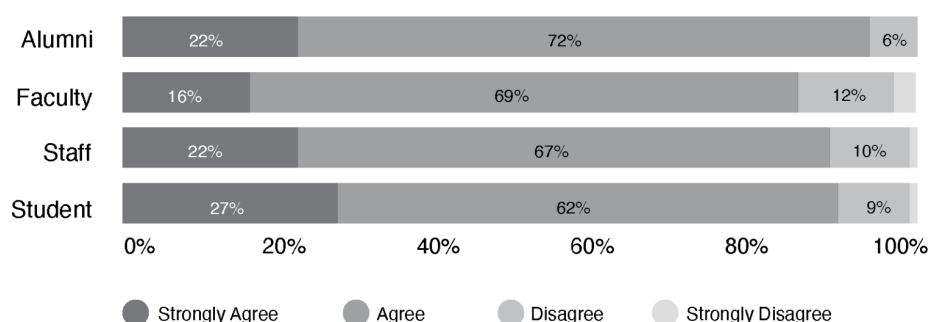
441 Responses



### Breakdown by SPH Position/Role

Looking at the breakout by role, alumni were most likely to agree/strongly agree with this statement (94%) and faculty were least likely to agree/strongly agree with this statement (85%). Between them were students and staff who agreed/strongly agreed with frequencies of 89% and 90% respectively.

446 Responses



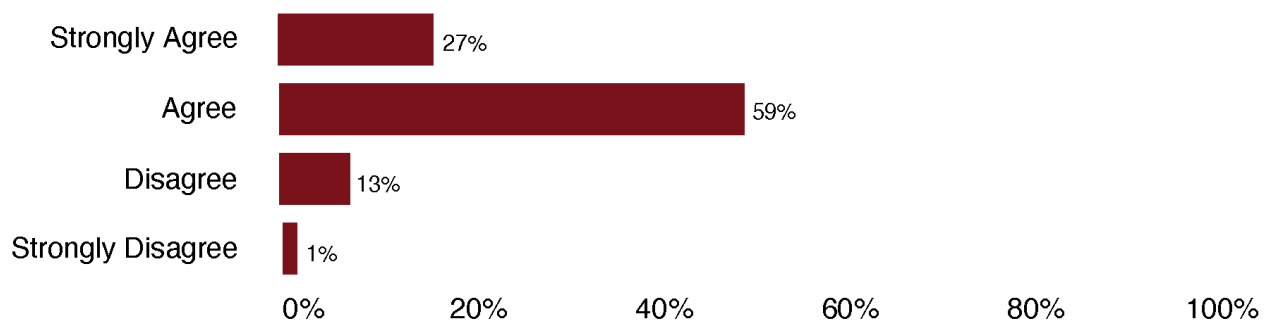
93 comments shared. The following comments are representative of the responses:

- Agree
  - The emphasis on SPAR has made me feel like the school does a very good job of making those folks feel like a vital part of the institution.

- I've noticed a great improvement the past few years and I know this is our goal
- Disagree (11)
  - The fact that I have worked primarily with white women in more than one group for over 10 years tells me there is still work to do.
  - There's a great deal of "we care about black and other underrepresented folks" talk at SPH but there's no meaningful action.
- Making Progress (11)
  - I've noticed a great improvement the past few years and I know this is our goal.
  - Getting better. I think the bipoc community is still not as welcome as they should be.
  - I think we are making headway, but we sort of generally aren't super welcoming.
  - I feel like SPH is creating more opportunities for BIPOC students to meet and network but I'm not sure just yet if that creates an inclusive environment.

## Sense of Belonging (Q6). I feel like I belong at the SPH.

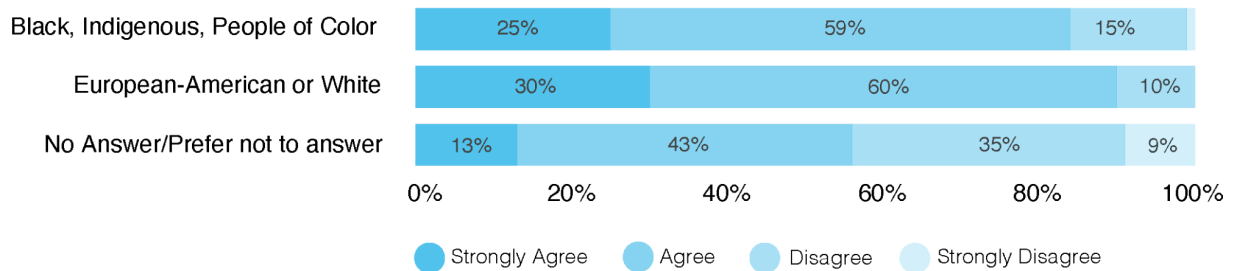
Out of 471 total responses, 462 people answered this question. Of those, 399 (86%) strongly agreed or agreed with the statement "I feel like I belong at the SPH." The remaining 63 (14%) disagreed or strongly disagreed.



### Breakdown by Race/Ethnicity

White respondents were somewhat more likely to agree/strongly agree with this statement than BIPOC respondents (90% versus 84%). Respondents who declined to provide their racial identity agreed/strongly agreed with this statement much less frequently (56%).

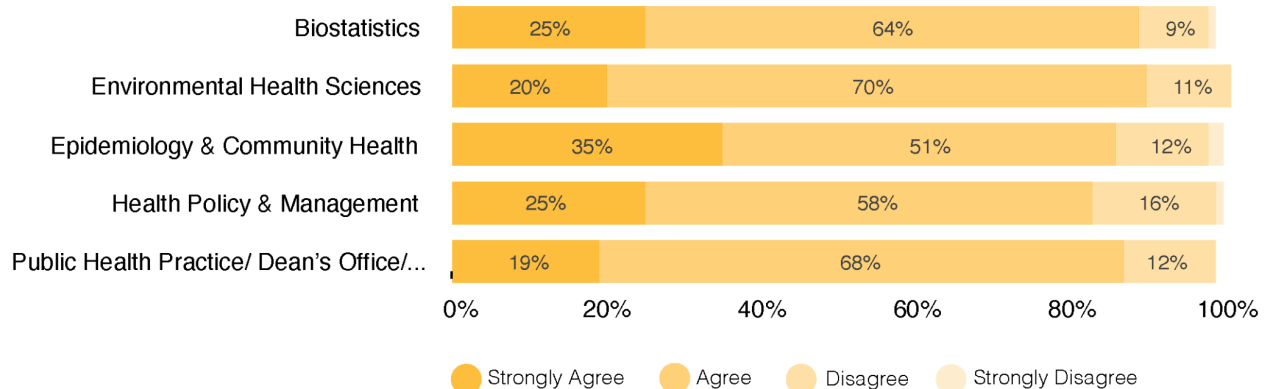
462 Responses



### Breakdown by Division/Program

Members of all divisions agreed/strongly agreed with this statement at very similar levels (between 83-89%, with HPM having the lowest level of agreement). Members of EpiCH were much more likely to strongly agree than the other divisions (35% versus 19-25%).

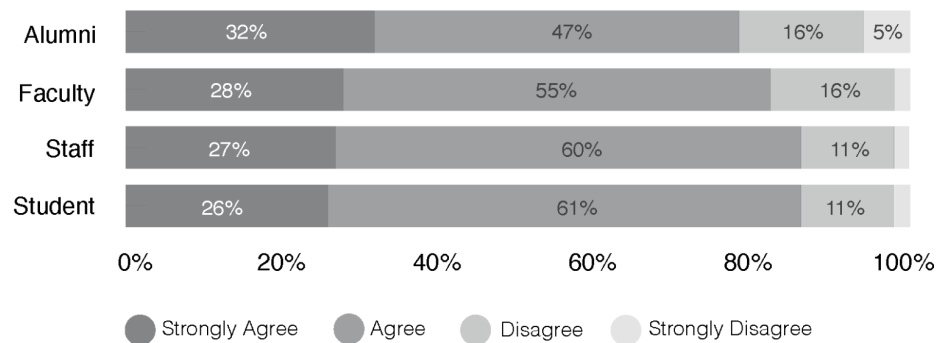
457 Responses



### Breakdown by Position/Role

When broken out by role, alumni were the least likely group to agree/strongly agree with this statement (79%). Following that, 83% of faculty agreed/strongly agreed with this statement. Finally, 87% of both staff and students agreed/strongly agreed with this statement.

461 Responses



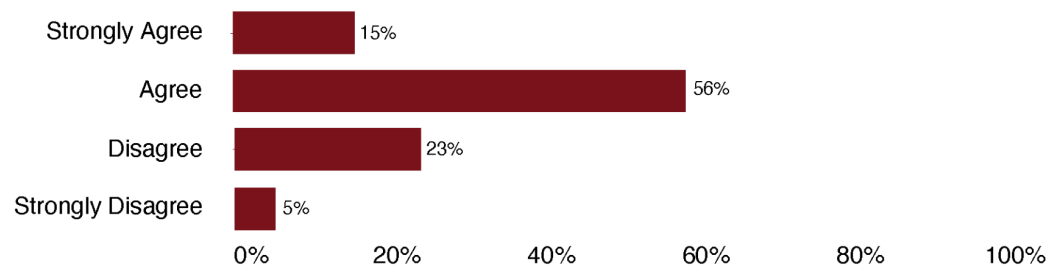
48 comments shared. The following comments are representative of the responses:

- Agree (8)
  - All of my encounters with everyone has been positive. However, I have made a number of observations about the comfort of others and I recognize that some of these experiences are shaped by temporality.
  - I feel like my presence and perspective is generally respected and heard when I am in SPH spaces.
  - I strongly feel like I belong to the SPH because in most of the meetings I participate in, I feel like I contribute and I understand what is going on.
- Disagree (3)
  - No and that does not seem accidental in the slightest.
  - I feel like I belong but in some ways I feel that my more conservative opinions are not welcome.
  - I can't help but feel like a villain being white and being male. It feels like every other conversation or lecture it's an underhanded way of saying something about white supremacy and that I'm by nature beyond racist because I'm white. The irony of that statement blows my mind.
- Belonging by Division (7)
  - I feel welcomed in my division.
  - My division is welcoming. Others less so.

**Being Heard (Q7).** I can share a contrary opinion without fear of negative consequences.

Of the 471 people who responded to the survey, 461 answered this question. Of those, 328 (71%) agreed or strongly agreed with the statement "I can share a contrary opinion without fear of negative consequences." 133 (29%) disagreed or strongly disagreed with this statement.

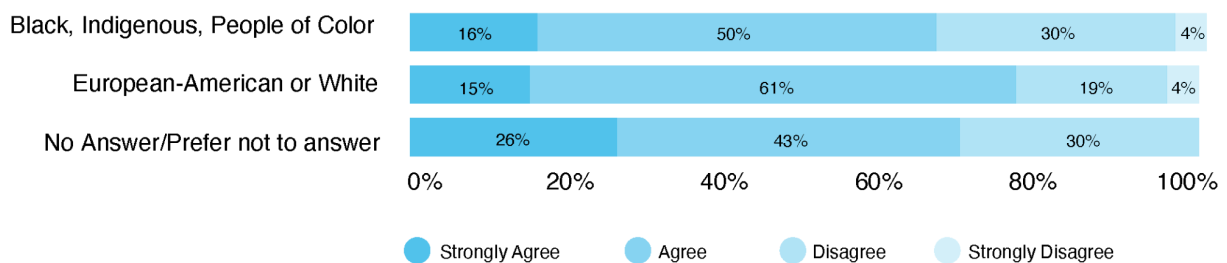
461 Responses



### Breakdown by Race/Ethnicity

BIPOC respondents were less likely to agree/strongly agree with this statement than white respondents (66% versus 76%). None of the 23 respondents who chose not to provide information about their racial identity strongly agreed with this statement, and only 26% of them agreed; the rest (73%) disagreed/strongly disagreed with this statement.

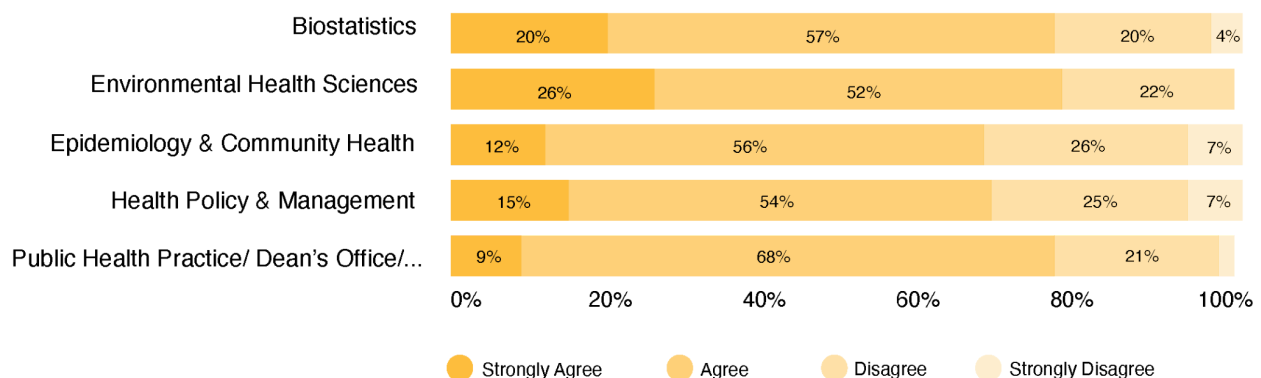
461 Responses



### Breakdown by Division/Program

Biostatistics, EnHS, and PHP/DO/SWU members agreed/strongly agreed with this statement at about the same frequency (77%-78%). EpiCH and HPM division members agreed/strongly agreed somewhat less often (68%-69%).

456 Responses

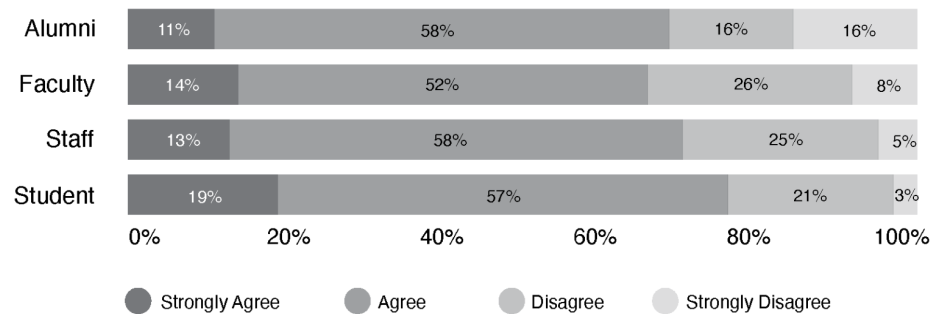




## Breakdown by Position/Role

Students were most likely to agree/strongly agree with this statement (76%) followed by staff, alumni, and faculty, in decreasing frequencies respectively at 71%, 69%, and 66%.

460 Responses



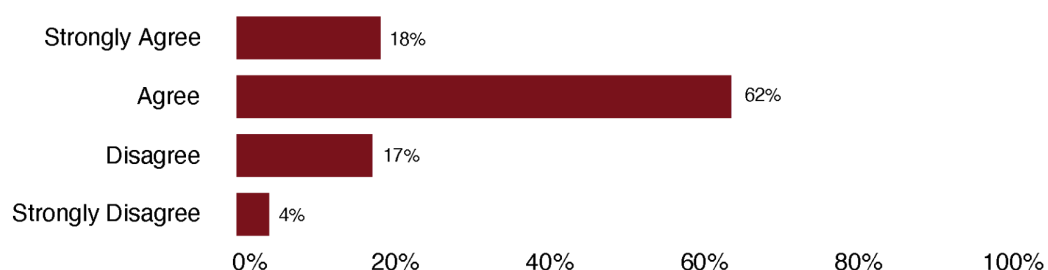
62 comments shared. The following comments are representative of the responses:

- Agree (8)
  - Most of my opinions are not contrary to the general views of people in the SPH, so I don't know how much backlash I would really receive. If I were to share a contrary opinion, I expect that many would disagree/be surprised/argue back, but I would not be ostracized for it.
  - There might be a difference of opinion or thought but I don't feel I have ever had to face any actual consequences (which I define as loss of opportunity, loss of work, demotion, etc)
- Disagree (11)
  - contrary opinions to progressive ideals are met with scorn or negative reactions
  - I haven't encountered negative consequences, but I have encountered people shutting down and not willing to continue the conversation.
- Depends on the topic/issue/audience (11)
  - Mostly, although I think there would be negative social consequences to speak against the DEI initiatives in any way (it's going to far, etc). I haven't actually felt any need to do that, but if I did I think it would be hard.
  - depends on what the opinion is and to/with whom I'm communicating
  - Though it depends on the particular issue, I perceive that the culture has become increasingly more challenging for individuals who hold more conservative political views.
  - Although the nuanced answer is it depends on what the opinion is - if it is against the grain, I'm still likely to fear at least the negative consequence of feeling very uncomfortable with the possibility of disrupting a relationship.

## Valued Opinions (Q8). When I share my thoughts at the SPH, my opinion is valued.

There were 441 people who responded to this question out of 471 total respondents. Of those, 350 (79%) agreed or strongly agreed with the statement “When I share my thoughts at the SPH, my opinion is valued.” 91 disagreed or strongly disagreed (21%).

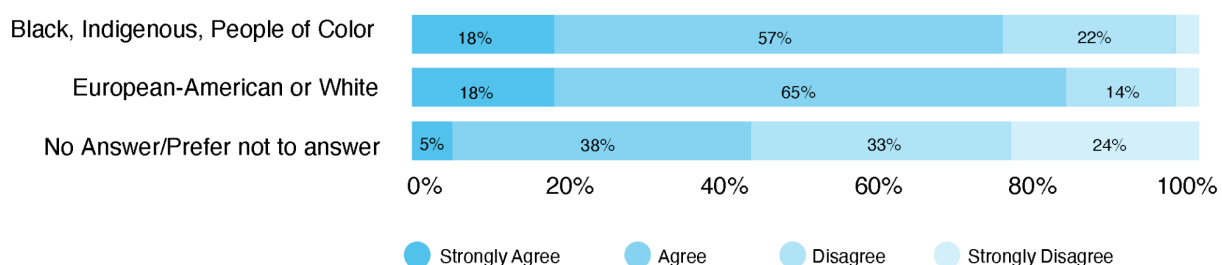
441 Responses



### Breakdown by Race/Ethnicity

White respondents were somewhat more likely to agree/strongly agree with this statement than BIPOC respondents (83% versus 75%). Again, those who declined to indicate their racial identity on the survey were much less likely to agree/strongly agree with this statement than the others (43%).

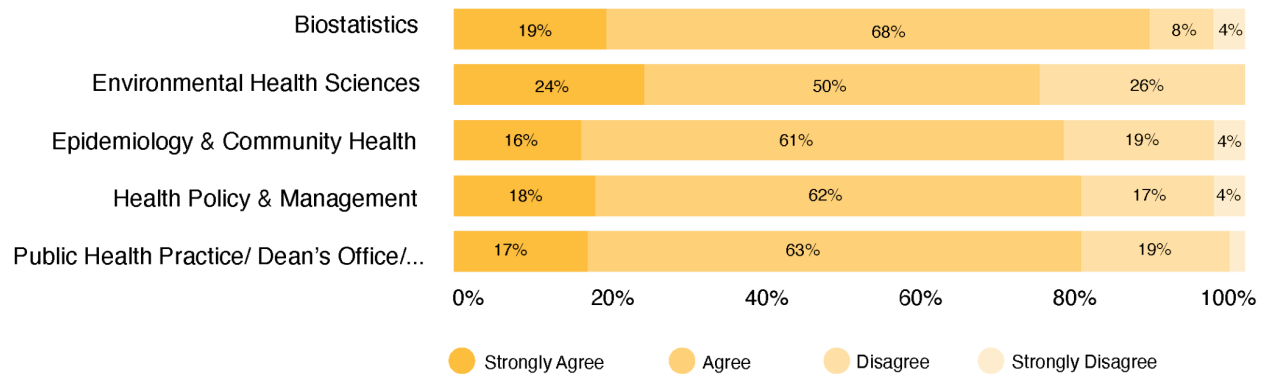
441 Responses



### Breakdown by Division/Program

Biostatistics members were most likely to agree/strongly agree with this statement at 87%. The rest of the divisions agreed/strongly less frequently: HPM and PHP/DO/SWU members at 80%, EpiCH at 77%, and EnHS least frequently at 74%.

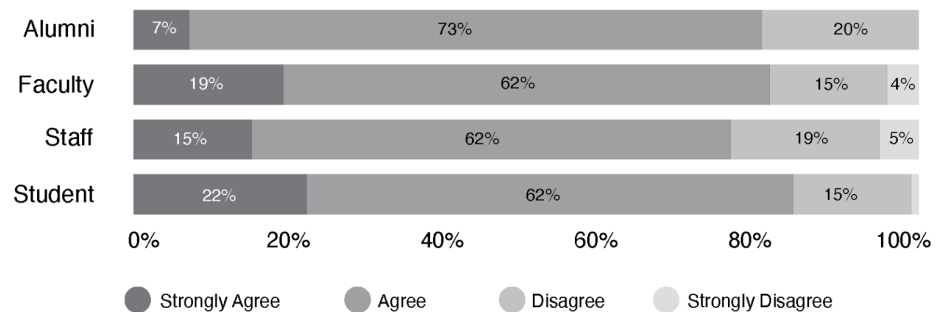
436 Responses



### Breakdown by Position/Role

Students were mostly likely to agree/strongly agree with this statement (84%). Following that, alumni and faculty agreed/strongly agreed with similar frequencies (80-81%). Staff agreed/strongly agreed with this statement least often at 76%.

440 Responses



53 comments shared. The following comments are representative of the responses:

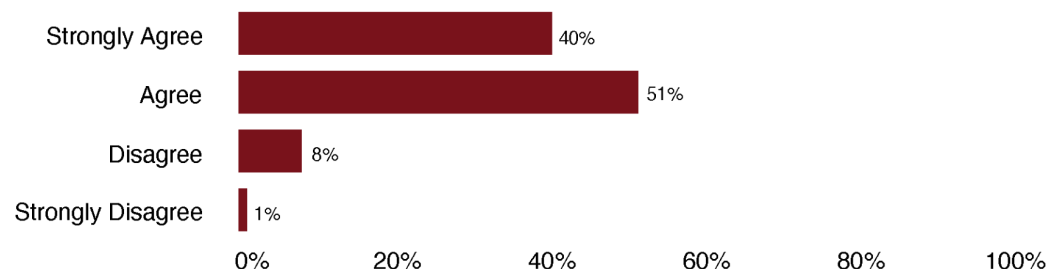
- Agree (6)
  - I think my opinion is certainly valued.
  - Only if you say the right things.
  - My thoughts are valued when they echo whatever leadership already says
  - While I may be able to voice some of my opinions, many of them get boxed in "well that's just how it is" conversations.
- Disagree (9)
  - I believe that my opinion is heard (by a select few) but not often valued.
  - contrary opinions to progressive ideals are met with scorn or negative reactions
  - I haven't encountered negative consequences, but I have encountered people shutting down and not willing to continue the conversation.

- I think that most of the comments/suggestions by staff are either ignored or there is no attempt at real change.
- Valued by Rank (10)
  - "somewhat agree." It feels like the opinions of staff, postdocs, and students have less value than those of faculty.
  - Just not as valued as tenure-track/tenured faculty.
  - This is a hierarchical academic institution and unless you have alphas behind your name with commas - your opinion doesn't matter.
  - At the SPH, I've found that student opinions are typically disregarded in favor of faculty opinions. There are a few examples, but by and large it seems that SPH faculty will ask for feedback from students and then explain why they can't use the feedback. It seems superficial.

### **Sense of Support (Q9).** The people with whom I interact in the SPH support me.

Of the 471 people who submitted the survey, 441 answered this question. Of those, 403 (91%) agreed or strongly agreed with the statement “The people with whom I interact in the SPH support me.” In contrast, 38 (9%) disagreed or strongly disagreed. Overall, this statement had the highest frequency of agreement than any other statement in this section of the survey.

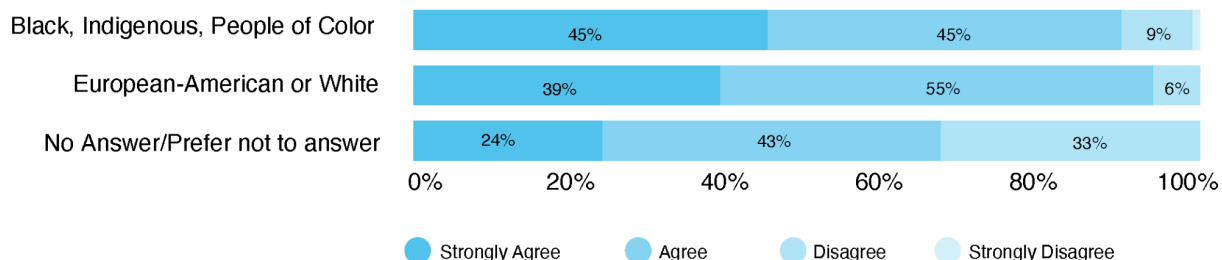
441 Responses



### **Breakdown by Race/Ethnicity**

White respondents were slightly more likely to agree/strongly agree with this statement than BIPOC respondents (94% versus 90%). Once again, those who did not provide racial identity on the survey agreed/strongly agreed at a much lower frequency (67%).

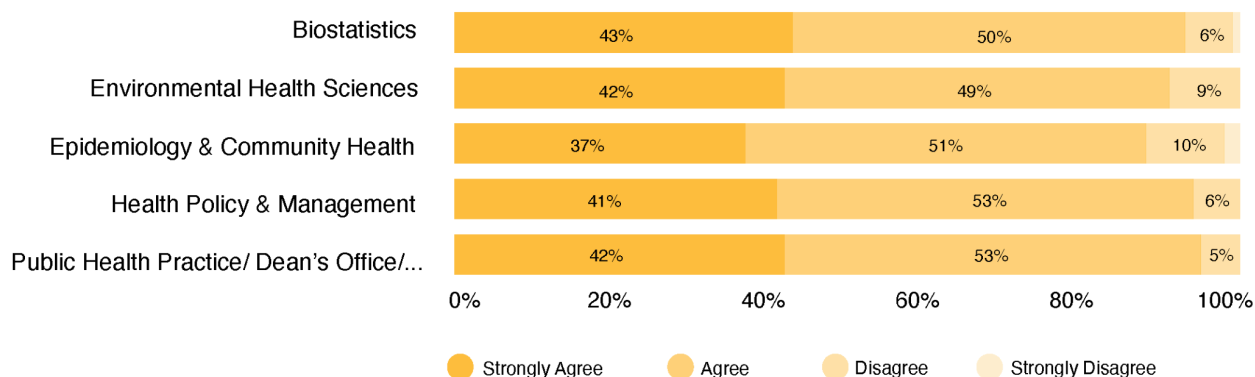
441 Responses



### Breakdown by Division/Program

All divisions reported roughly the same agreement and disagreement across all response option categories. They all agreed/strongly agreed with this statement at frequencies of 90-95%.

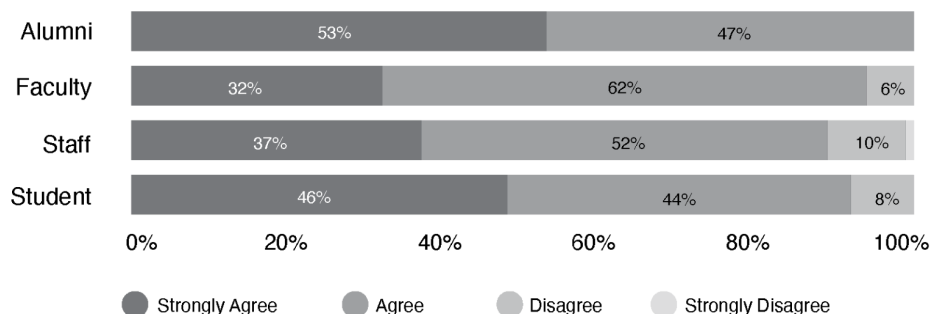
436 Responses



### Breakdown by Position/Role

All alumni either agreed or strongly agreed with this statement. Faculty, staff, and students agreed/strongly agreed somewhat less than often than that with frequencies ranging from 89% to 94%.

440 Responses



45 comments shared. The following comments are representative of the responses:

- Agree (14)
  - Yes. My advisor and program coordinator were really helpful. They supported me throughout the program
  - My division head does, and enough other people do.
  - I don't interact with those that I don't vibe with nor would they want me to interact with them.
  - I am surrounded by a very diverse group (as I have intended) and they are great. The other people that I have to interact with to earn my degree are not as supportive.
- Disagree (7)
  - I haven't felt much support since starting grad school.
  - I felt supported by classmates in my program but as a staff member I do not feel supported by people who are in positions of authority.
  - I feel like I am left on my own. I receive reactive support when I ask for help regarding specific questions or problems, but I don't receive proactive support.
  - The faculty I interact with daily tend to be responsive and thoughtful, but others in administrative and leadership roles are often dismissive.
- Situational (18)
  - This depends on the setting. I feel like I tend to get more negative feedback over positive feedback if I'm getting feedback from others.
  - Most of them do. But "support" means different things to different people.
  - The answer to this question is more nuanced - it depends on who I am interacting with
  - I've had great encounters with some SPH staff, and not so great encounters with others.

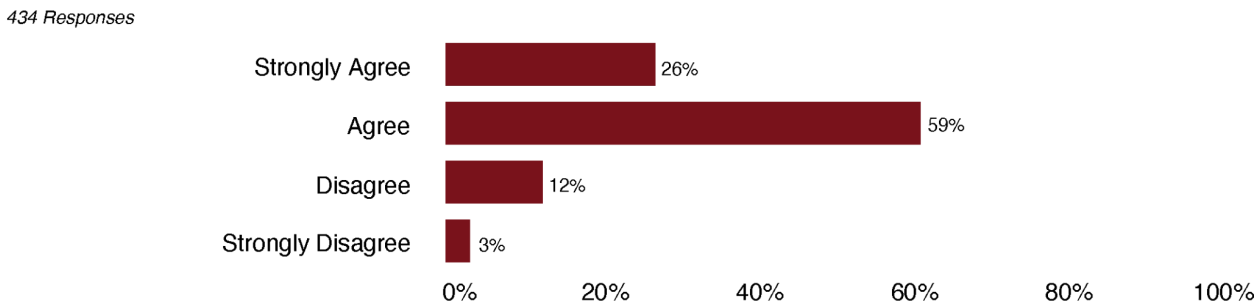
## IMPORTANCE OF DEI, ANTI-RACISM, & EQUITY

This grouping of questions are intended to provide insights into the extent to which SPH (both from an organizational perspective, and an individual member perspective) places an importance on DEI, antiracism, & equity. Importance is measured by: DEI & Anti Racism as a Priority in Decision-Making; Equity as a Priority in Admissions, Recruiting & Hiring, Promotions & Advancement; Personal Priority; and Organizational Priority.

In this section, the most prominent comments that respondents cited for agreeing or disagreeing are included and further divided into sub-themes across all seven questions (Q10-17). The comments from those who agree primarily fell into the following categories: a) DEI, Anti-Racism, & Equity are important, b) Making progress, and c) Well-Intentioned. The comments from those who disagree fell into the following categories: a) DEI, Anti-Racism, & Equity are not important, b) Lip service/Performativity, and c) Lack of Results/Outcomes.

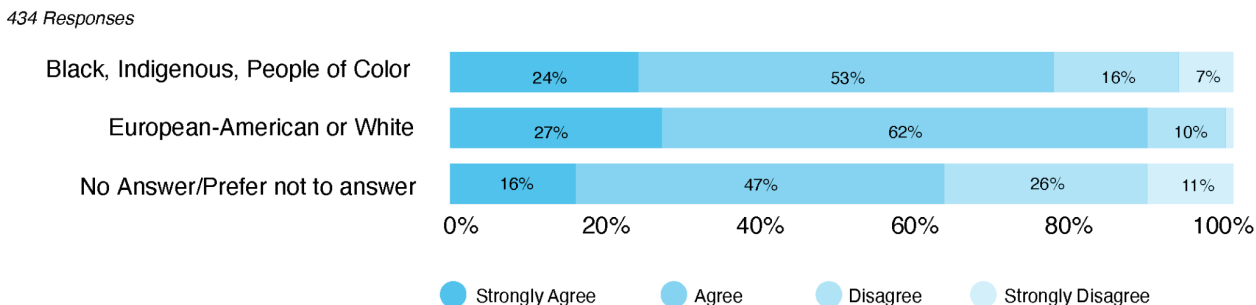
**DEI a Priority in Decision-Making (Q10).** SPH makes decisions that reflect a commitment to diversity, equity, and inclusion.

Out of 471 completed surveys, 434 people responded to this question. Of those, 367 (85%) agreed or strongly agreed with the statement “SPH makes decisions that reflect a commitment to diversity, equity, and inclusion.” That left 67 (15%) who disagreed or strongly disagreed with this statement.



**Breakdown by Race/Ethnicity**

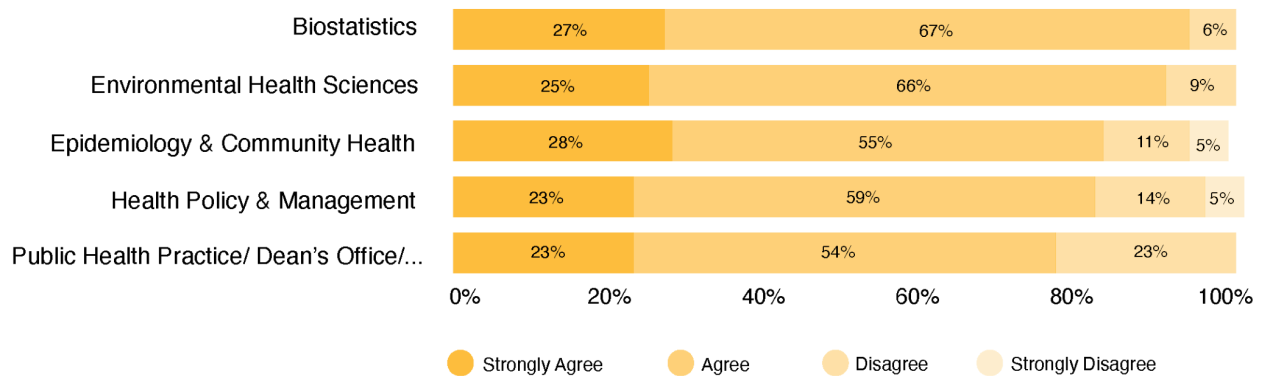
BIPOC respondents were less likely to agree/strongly agree with this statement than white respondents (77% versus 89%). Of those who did not provide their racial identity, 63% agreed/strongly agreed with this statement.



**Breakdown by Division/Program**

Biostatistics division members were most likely to agree/strongly agree with this statement at 94%. Following in order of decreasing agreement were EnHS (91%), EpiCH (83%), HPM (82%), and PHP/DO/SWU (77%).

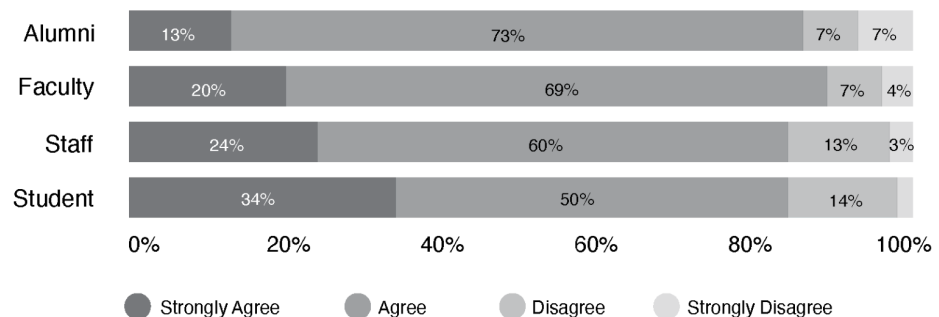
429 Responses



### Breakdown by Position/Role

Faculty agreed/strongly agreed most often with this statement at 89%, with alumni close behind at 86%. Staff and students were least likely to agree/strongly agree with this statement at 84% for both; however, students were also more likely than those in the other roles to strongly agree with this statement at 34% versus 13-24% for the others.

433 Responses



69 comments shared. The following comments are representative of the responses:

### AGREE

- DEI is important (2)
  - In general, I agree. I also feel we need to have greater investment in people and resources to advance DEI and support our Antiracism Strategic Plan and teams. Lauren, Gayle and Andrea are outstanding. We need to ensure we have plans in place to recognize, reward, and retain their leadership and additional leaders and teams advancing our mission and goals.
  - from my perspective they do, but as a white person my opinion on this may be skewed
- Making progress (7)
  - I feel that certainly in language and efforts, big strides are being made in this area. And in my own personal decisions, as well.
  - I feel like the SPH is moving towards this, they have great leadership in the DEI office that are pushing for these changes.



- **It seems that there are people working very hard to make this happen**, but it is not happening in all spaces, specifically the classroom.
- It seems many efforts have been put in motion to show this commitment.
- **I'm proud of the change I've seen in the past years**, driven by leadership from Lauren Jones & Gayle Smaller Jr. But I still see disconnects between stated goals and actual investment, and changes in institutional policies. I think we're on a better path, but we have further to go.
- Well-intentioned (3)
  - Not always 100% effective but do feel the strong intention is there and it isn't just performative.
  - I think people mean well and are trying but most actions seem to be forming committees and requiring trainings which I don't think are the most effective ways to change things.

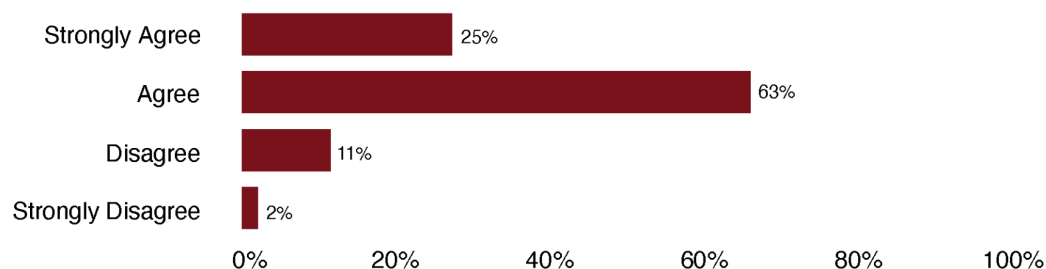
## DISAGREE

- DEI, Anti-Racism, & Equity are not important (5)
  - SPH seems to ignore requests for greater inclusivity, diversity and equity - particularly regarding international students.
  - This is not my experience.
  - I am not aware of any systemic changes that reflect decisions based on those tenants
- Lip service/Performativity (8)
  - I have facilitated several collective efforts to address racism in the Division and in current team, all of which were verbally supported by leaders, however not a single change has been implemented. All of the efforts I've seen to date appear to be lip service with absolutely no actual action steps
  - All lip service, very little actions that actual further DEI
  - The SPH commitment to DEI seems superficial.
- Room for Improvement (4)
  - Could definitely do better. Where are the BIPOC staff, students, and faculty?? I can count on ONE hand how many non-white faculty teach in my program.
  - I think we could do a lot more to recruit a diverse group of students and staff. When we have asked for support in doing this (we hire infrequently) we get very little help.
  - I think SPH is doing a better job at this but there is still much work to be done. More attention to breaking down the systemic barriers that still exist in academia are needed. While prioritizing the hiring of BIPOC faculty members, how is the SPH ensuring success for its BIPOC future faculty members, such as PhD students and postdocs? Some of the divisions in SPH are doing better than others, including considering and promoting their graduates for positions within the Division.

## Anti-racism a Priority in Decision-Making (Q11). SPH makes decisions that reflect a commitment to anti-racism.

Out of 471 total surveys completed, 428 people responded to this question. Of those, 373 (87%) agreed or strongly agreed with the statement “SPH makes decisions that reflect a commitment to anti-racism.” 55 (13%) disagreed/strongly disagreed with this statement.

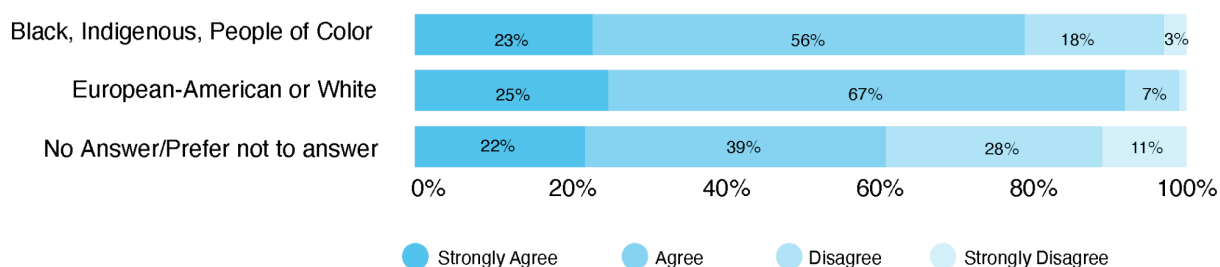
428 Responses



### Breakdown by Race/Ethnicity

BIPOC respondents were less likely than white respondents to agree/strongly agree with this statement (79% versus 92%). Of those who did not indicate their racial identity in the survey, 61% agreed/strongly agreed with this statement.

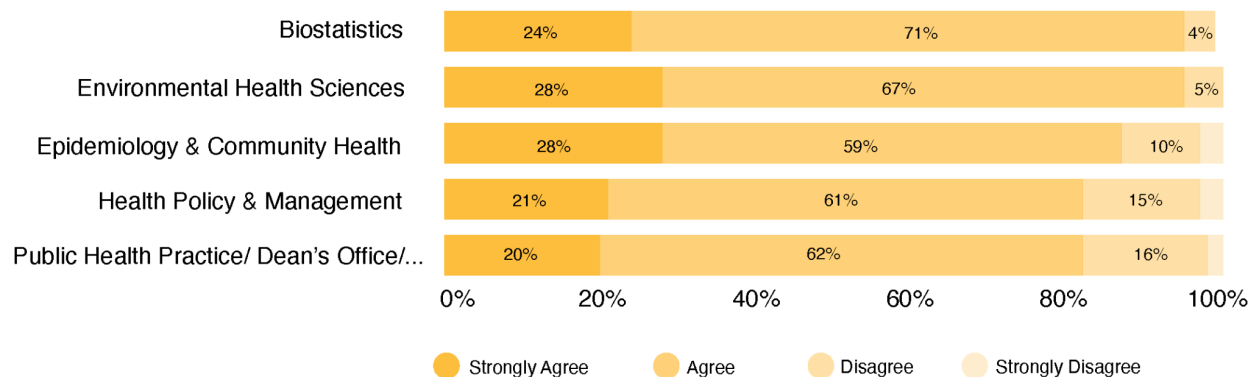
428 Responses



### Breakdown by Division/Program

Biostatistics and EnHS divisions were most likely to agree/strongly agree with this statement, both at 95%. In the middle, 87% of EpiCH division members agreed/strongly agreed. Finally, HPM, and PHP/DO/SWU divisions both agreed/strongly agreed with this statement only 82% of the time.

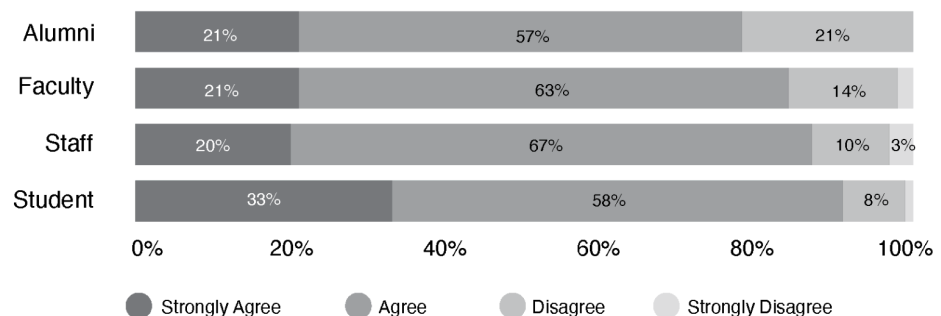
423 Responses



### Breakdown by Position/Role

Students agreed/strongly agreed with this statement most often with a frequency of 91%. Next, staff, faculty, and alumni agreed/strongly agreed with this statement at 87%, 84%, and 78% respectively. In addition, alumni, faculty, and staff all strongly agreed at roughly the same frequency (20-21%), but students were much more likely to strongly agree (33%).

427 Responses



59 comments shared. The following comments are representative of the responses:

### AGREE

- Anti-racism is important (6)
  - I think it seems new, but yes, it seems like the SPH has started making decisions to reflect that commitment.
  - from my perspective they do, but as a white person my opinion on this may be skewed
  - CARHE is the reason why I agree with this statement. They are doing a majority of the anti-racism work. I would like to see other efforts throughout SPH that also show a commitment to this type of work.
- Well-intentioned (3)
  - I think the school WANTS to, but it's not there yet. Cluster hires need to happen for faculty, but it's not for some reason.

- Again, I think the intentions are there, but there are still some assumptions that need to be unlearned. A curriculum that better accommodates students who need to work might better serve more students of color.
- Even if it is misguided or a half-attempt, there is movement to be as forward thinking as possible.

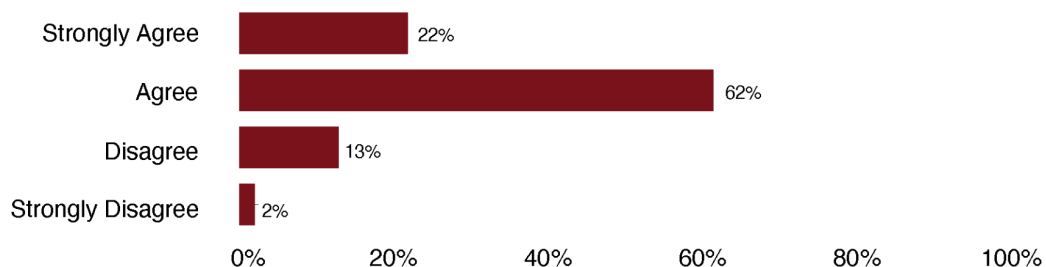
## **DISAGREE**

- Anti-Racism is not important (3)
  - NO NO and NO decisions in the school reflect the desires of the individual's goals - how can you have a commitment to anti-racism when the strategic plan has goals that the SPH has not and will never honestly deal with. They can't and haven't changed any systems . NO stop thinking you can make those kinds of decisions when there hasn't been any change to the systemic inequities of the organization.
  - The work is mostly related to DEI and not anti-racism or justice. What are the structures that SPH is dismantling? It is still not clear. Several times, I have provided this input and haven't seen any major changes.
- Lip service/Performativity (8)
  - All of the efforts I've seen to date appear to be lip service with absolutely no actual action steps
  - From what I can tell, most of our deliverables center around communications/public face. It's not that people are doing nothing, but institutionally I don't know. Colleagues who are BIPOC have shared similar sentiments with me.
- Room for Improvement (7)
  - at the individual level (especially when combined with power), it appears to be an area of development.
  - The school can take a much stronger advocacy role. The school does this for other areas, but not antiracism. CAHRE is going good work and advocacy, but this is NOT the school.
  - I was shocked when I read the Strategic Plan for Antiracism--it looked like the "plan" was to make a plan. This is somewhat misleading and has not yet led to a large amount of concrete action in my opinion. However, I do think the principles behind the plan are good, and I hope the work will continue.
  - I think more can be done, especially teaching anti racist approaches in the classroom.

**Equity a Priority in Admissions (Q12).** SPH graduate program admissions supports equitable processes, policies, and outcomes for BIPOC (Black, Indigenous, People of Color) students.

Of the 471 people who responded to the survey, 372 answered this question. Of those, 313 (84%) agreed or strongly agreed with the statement “SPH graduate program admissions supports equitable processes, policies, and outcomes for BIPOC (Black, Indigenous, People of Color) students.” The remaining 59 (16%) disagreed or strongly disagreed.

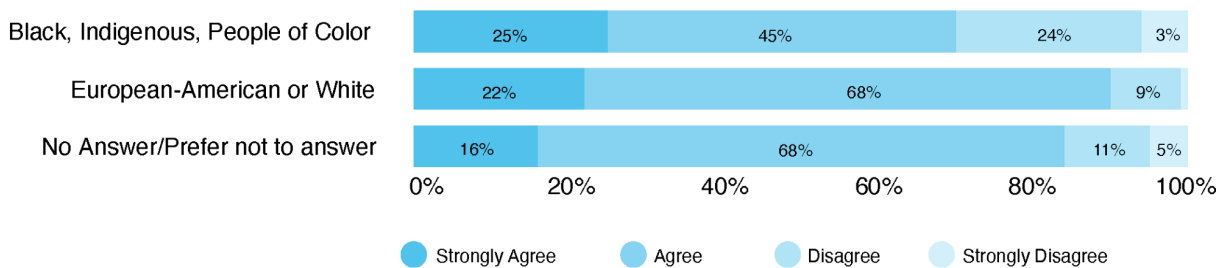
372 Responses



### Breakdown by Race/Ethnicity

Only 70% of BIPOC respondents agreed/strongly agreed with this statement. In contrast, 90% of white respondents and 84% of respondents who did not indicate their racial identity agreed/strongly agreed with this statement.

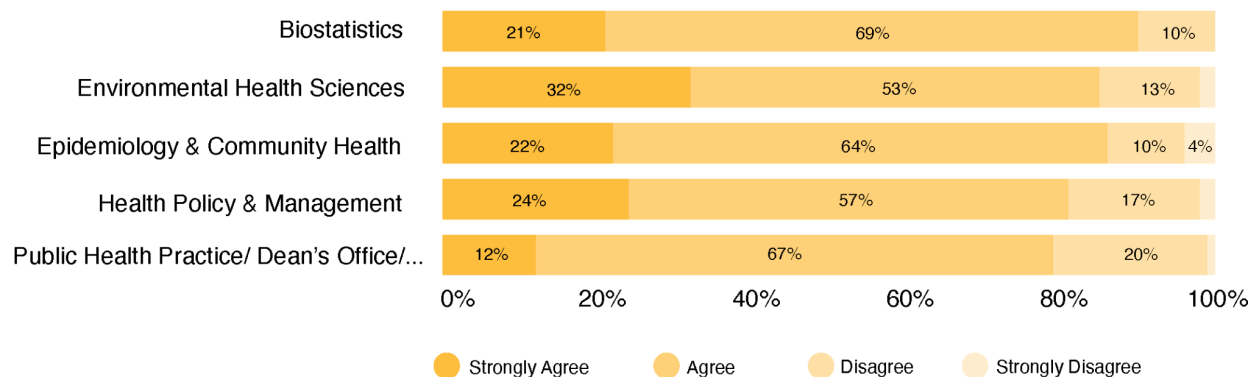
372 Responses



### Breakdown by Division/Program

Respondents in the Biostatistics division were mostly likely to agree/strongly agree with this statement (90%). Following that in decreasing order were EpiCH at 86%, EnHS at 85%, HPM at 81%, and PHP/DO/SWU at 79% agreeing/strongly agreeing with this statement.

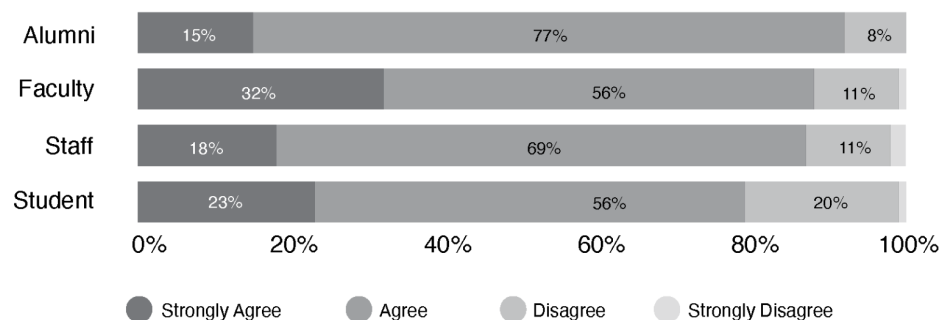
368 Responses



### Breakdown by Position/Role

Alumni agreed/strongly agreed with this statement most often at 92%. Next, faculty and staff agreed/strongly agreed at similar frequencies (88% and 87% respectively), although faculty were almost twice as likely as staff to strongly agree (32% versus 18%). Finally, students were least likely to agree/strongly agree with this statement (79%).

371 Responses



108 comments shared. The following comments are representative of the responses:

### AGREE

- Equity is important (4)
  - I think the current practices are good
  - That is my experience in HPM
  - Seem to be always thinking about accessibility and minimizing barriers.
  - They have eliminated barriers.
- Making progress (2)
  - A work in progress.
  - the "agree" is a reflection of the progress made, but I wouldn't always "agree."

### DISAGREE

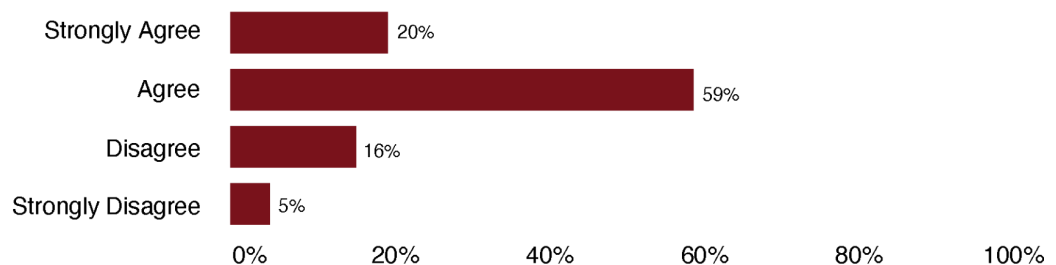
- Equity is not important (3)

- I think the lack of BIPOC students is a pretty clear sign that's not the case.
- There would be more monetary funding funneled towards BIPOC students if this was true to offset systematic and institutional racism.
- Getting rid of the GRE was a step in the right direction, but there is still a long way to go towards actual equity. BIPOC students are still underrepresented in GA, RA, and TA positions. Additionally, there is not any financial backing to help these students succeed. This institution makes decisions that are superficial.

## Equity a Priority in Recruiting and Hiring (Q13). SPH recruiting and hiring supports equitable processes, policies, and outcomes for BIPOC (Black, Indigenous, People of Color) staff and faculty.

Out of 471 completed surveys, 379 people responded to this question. Of those, 300 (79%) agreed or strongly agreed with the statement “SPH recruiting and hiring supports equitable processes, policies, and outcomes for BIPOC (Black, Indigenous, People of Color) staff and faculty.” The other 79 (21%) disagreed or strongly disagreed.

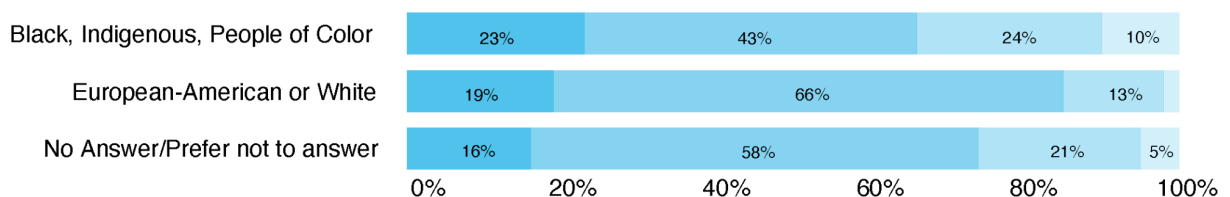
379 Responses



## Breakdown by Race/Ethnicity

BIPOC respondents were much less likely to agree/strongly agree with this statement than white respondents (66% versus 85%). Those who did not provide racial identity on the survey agreed/strongly agreed with the statement 74% of the time.

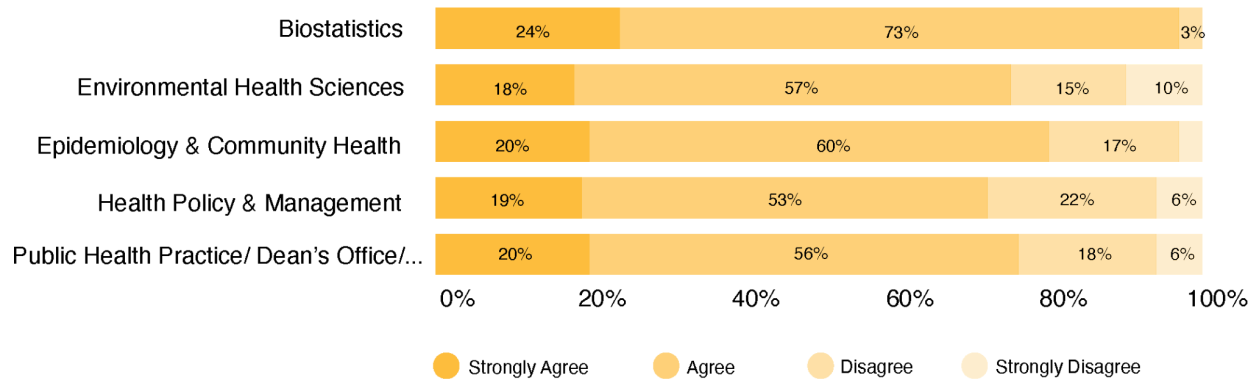
379 Responses



### Breakdown by Division/Program

Almost all Biostatistics division members agreed/strongly agreed with this statement (97%), a frequency much higher than the other divisions. EpiCH division members agreed/strongly agreed 80% of the time, PHP/DO/SWU and EnHS agreed/strongly agreed 76% and 75% of the time respectively, and HPM agreed/strongly agreed least frequently at 72%.

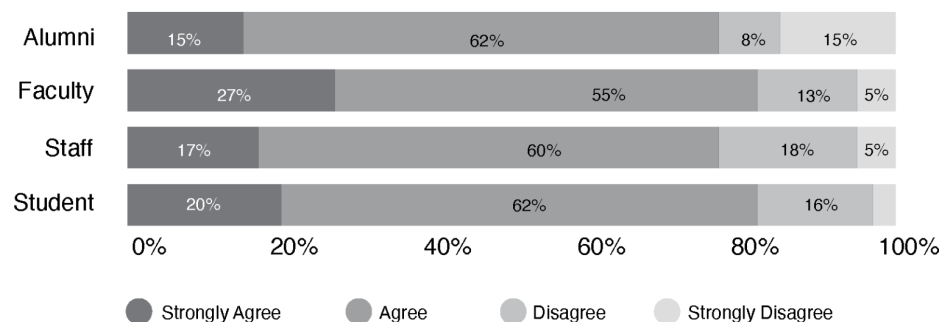
374 Responses



### Breakdown by Position/Role

The differences in frequencies of combined agreement/strong agreement for all roles were minimal, with faculty and students highest (82%) and alumni and staff lowest (77%).

378 Responses



92 comments shared. The following comments are representative of the responses:

#### AGREE

- Making progress (3)
  - Building momentum and making progress in the right direction but we are a work in progress.
  - It seems like most faculty and staff are White. However, I recognize that the Strategic Plan is very new, and these initiatives are just starting to be



implemented, so I would say that the SPH is working toward equitable processes, policies, and outcomes.

- Well-Intentioned (3)
  - I think the school wants to do this and has made some limited gains with faculty, but they offer little support to actually reach diverse pools of people.
  - There is space to catch up to an effective approach, but the efforts in place thus far are taken very seriously.

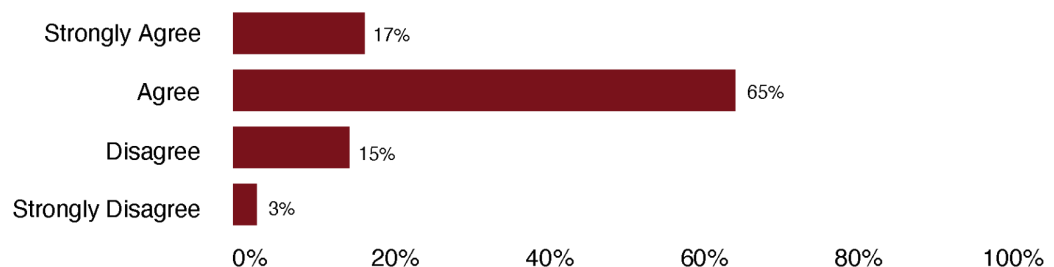
## DISAGREE

- Equity is not important (3)
  - In my division, I've seen no movement toward these efforts
  - Is the program recruiting more BIPOC staff and faculty? I can't tell (because I don't see the faculty or staff).
- Lack of Outcomes (3)
  - Support is there, outcomes are poor
  - I think the intention is there; I don't know that the outcomes have caught up.

**Equity a Priority in Promotions/Advancement (Q14).** SPH promotions and advancement opportunities support equitable processes, policies, and outcomes for BIPOC (Black, Indigenous, People of Color) staff and faculty.

Of the 471 completed surveys, 358 people answered this question. Of those, 292 (82%) agreed or strongly agreed with the statement “SPH promotions and advancement opportunities support equitable processes, policies, and outcomes for BIPOC (Black, Indigenous, People of Color) staff and faculty.” In contrast, 66 (18%) disagreed or strongly disagreed with this statement.

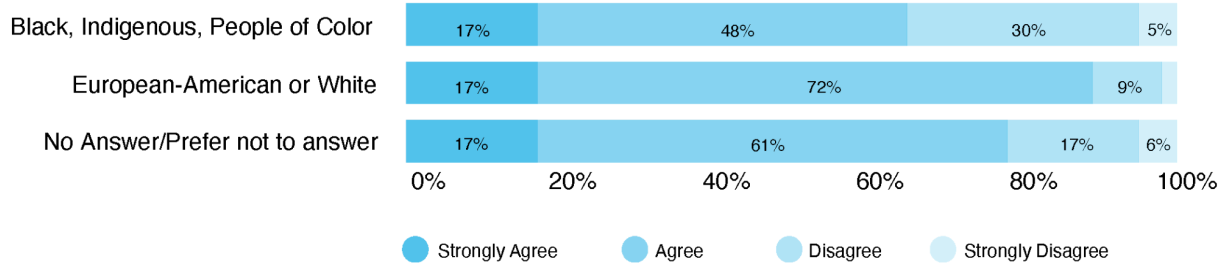
358 Responses



## Breakdown by Race/Ethnicity

BIPOC respondents were much less likely than white respondents to agree/strongly agree with this statement (65% versus 89%). Those who did not provide racial identity agreed/strongly agreed 78% of the time.

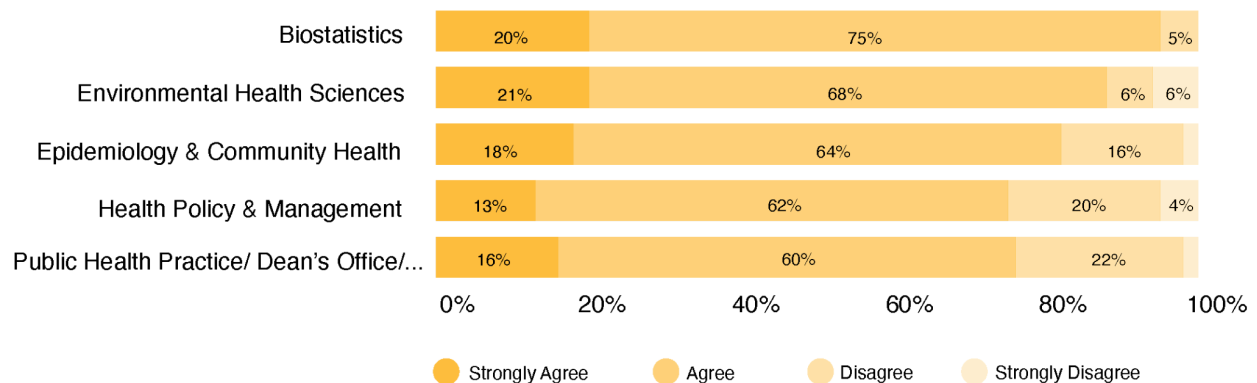
358 Responses



### Breakdown by Division/Program

Biostatistics division members agreed/strongly agreed 95% of the time with this statement. Next, EnHS division members agreed/strongly agreed 89% of the time and EpiCH division members 82% of the time. The least likely respondents to agree/strongly agree with this statement were from PHP/DO/SWU and HPM divisions at 76% and 75% respectively.

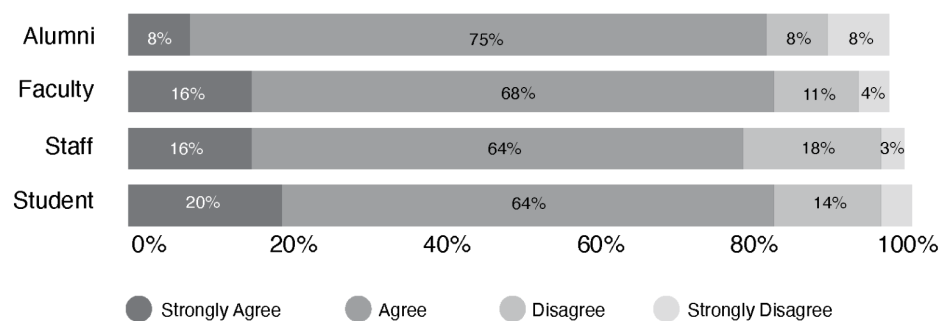
353 Responses



### Breakdown by Position/Role

Faculty, students, alumni, and staff all agreed/strongly agreed with this statement at roughly the same frequencies (84%, 84%, 83%, and 80% respectively).

357 Responses



75 comments shared. The following comments are representative of the responses:

### **AGREE**

- Making progress (3)
  - Good advancement in progress but there is unfinished work.
  - Removing the GRE was a great step but other departments continue to have these requirements for example the Health Informatics PHD programs. It needs to be more inclusive and the same in all those programs.
- Well-Intentioned
  - I think the school wants to do this and has main some limited gains with faculty, but they offer little support to actually reach diverse pools of people.
  - There is space to catch up to an effective approach, but the efforts in place thus far are taken very seriously

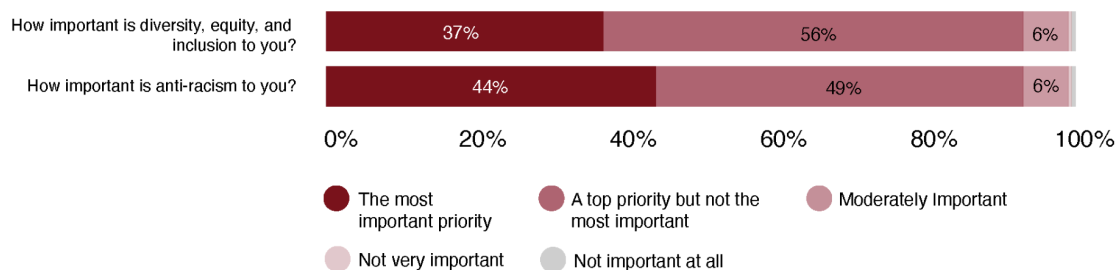
### **DISAGREE**

- Equity is not important (2)
  - There are very few opportunities, if any, for staff to receive promotion. So, I guess it is equitable in the fact that no one gets promoted.
  - I don't know anything about SPH's staff and faculty recruiting practices but there's only one professor of my race so I don't think they do.
  - FALSE - there has not been a review and/or adjustment of salaries to remove the well researched and known inequities for women of color At that meeting last year with JRF and Susan Rafferty - her response of taking years to review and adjust the staff salaries that are known to be inequitable for women of color. No one wants a promotion nor advancement without earning it - they do want and deserve to have pay that is in align with everyone else. Research has shown consistently that women of color have been and continue to be underpaid. What has the SPH done to remedy this inequality? When are you going to show your ability to remedy some injustice?

**Personal Priority (Q15).** How important is diversity, equity, and inclusion, and anti-racism to you?

Out of 471 survey respondents, 423 answered these two questions: “How important is diversity, equity, and inclusion to you?” and “How important is anti-racism to you?” The purpose of situating these two questions together was to determine if there was a difference in attitudes towards DEI versus anti-racism. For both items, 93% of respondents said they were the most important priority, or a top priority but not the most important; however, 44% said anti-racism was the most important priority, while only 37% said DEI was the most important priority.

423 Responses

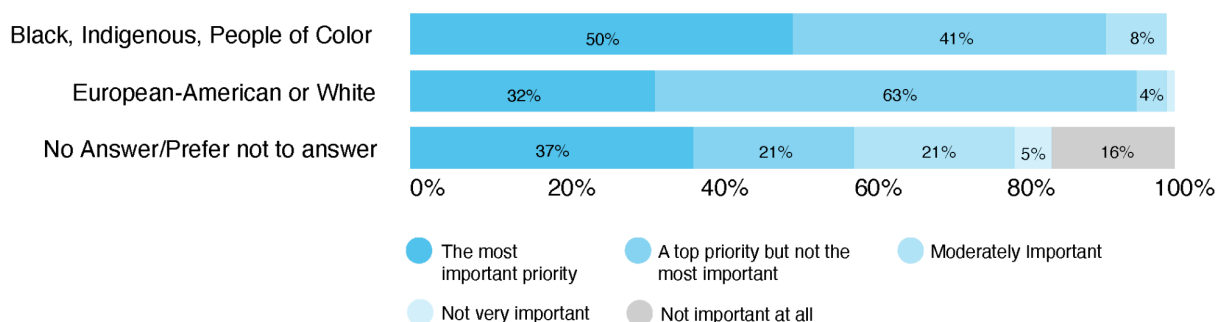


### Breakdown by Race/Ethnicity

Similar to overall results above, both BIPOC and white respondents rated DEI and anti-racism as the most important priority, or a top priority but not the most important priority, at similar frequencies (91% and 95% respectively for DEI, and 95% and 94% respectively for anti-racism). Again, however, major differences emerged when looking at frequencies for just the highest rating category: 50% of BIPOC respondents rated DEI as the most important priority versus 32% of white respondents, and 62% of BIPOC respondents rated anti-racism as the most important priority versus 37% of white respondents. In contrast to self-identified BIPOC and white respondents, those who did not indicate their racial identity on the survey rated both DEI and anti-racism as either moderately important, not very important, or not at all important 42% of the time, while these frequencies totaled less than 10% for the other two groups.

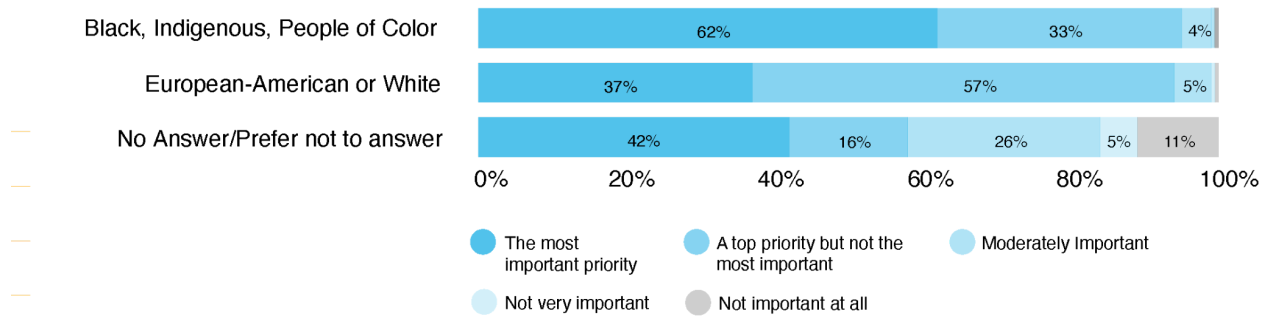
How important is diversity, equity, and inclusion to you?

423 Responses



### How important is anti-racism to you?

419 Responses

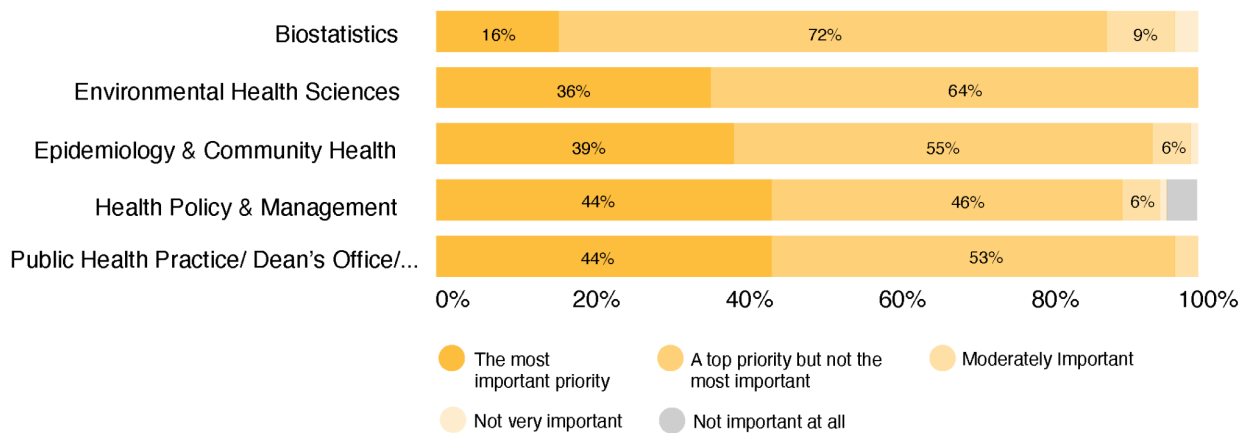


### Breakdown by Division/Program

Biostatistics division members were less than half as likely as any other division to rate DEI and anti-racism as the most important priority (16% and 22% respectively). In contrast, EnHS, EpiCH, HPM, and PHP/DO/SWU divisions rated DEI the most important priority between 36% and 44% of the time, and anti-racism as the most important priority between 45% and 51% of the time.

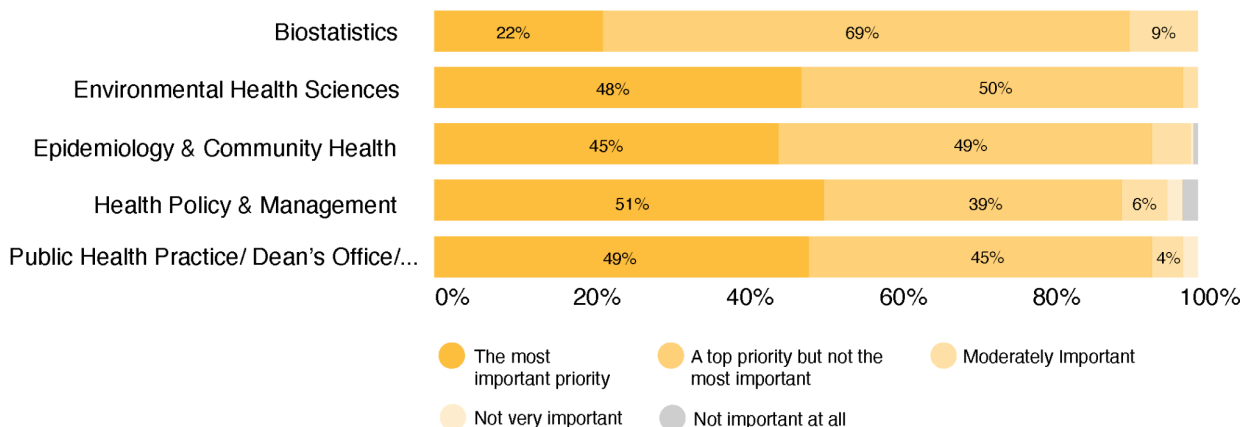
### How important is diversity, equity, and inclusion to you?

418 Responses



## How important is anti-racism to you?

414 Responses

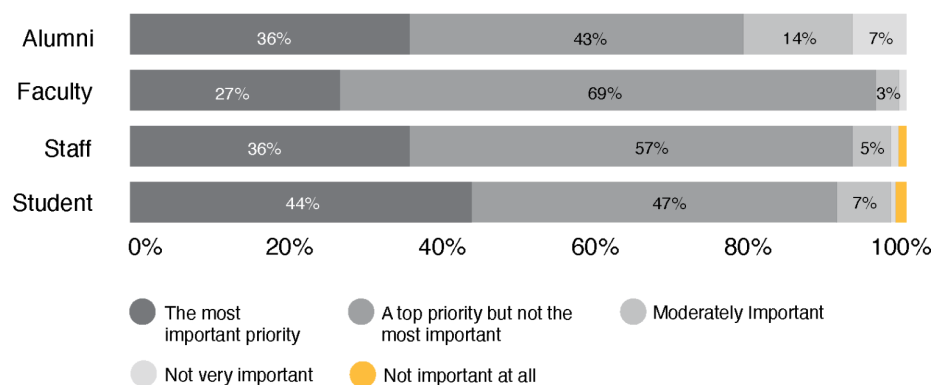


## Breakdown by Position/Role

Alumni were less likely to rate DEI and anti-racism as important overall than those in the other role categories (79% rated DEI as the most important priority, or a top priority but not the most important; and 77% rated anti-racism as the most important priority, or a top priority but not the most important). Faculty, staff, and students all rated DEI and anti-racism as the most important priority, or a top priority but not the most important, more than 90% of the time. Breaking it down further, students rated DEI and anti-racism the most important priority 44% and 51% of the time. Next, staff rated DEI and anti-racism the most important priority somewhat less often than students at 36% and 44% respectively. Finally, faculty were the least likely to rate DEI as the most important priority (27%), and were less likely than staff and students to rate anti-racism as the most important priority (34%). Alumni were the only breakout group for this item that rated DEI as the most important priority more often than anti-racism (36% versus 31%).

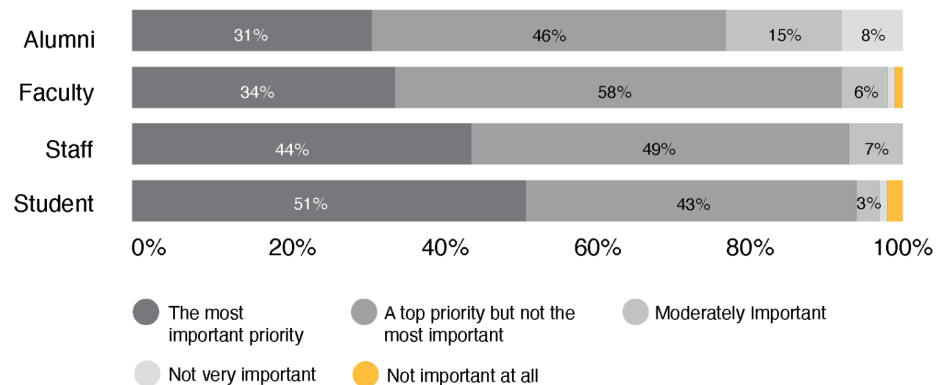
## How important is diversity, equity, and inclusion to you?

422 Responses



## How important is diversity, equity, and inclusion to you?

422 Responses



35 comments shared. The following comments are representative of the responses:

### AGREE

- DEI and Anti-Racism are important (14)
  - Very important but I do not want them to be buzzwords; commitment requires action
  - I believe that without these, SPH is failing its students and staff of color - and therefore not fulfilling its mission and functions.
  - "Color blind" public health is racist public health. Antiracism is fundamental to the values of public health.
  - DEI and anti-racism are long-standing public health emergencies. Consequently, as a School of Public Health, they should be our highest priorities if we strive to be leaders in advancing and transforming public health in our communities.

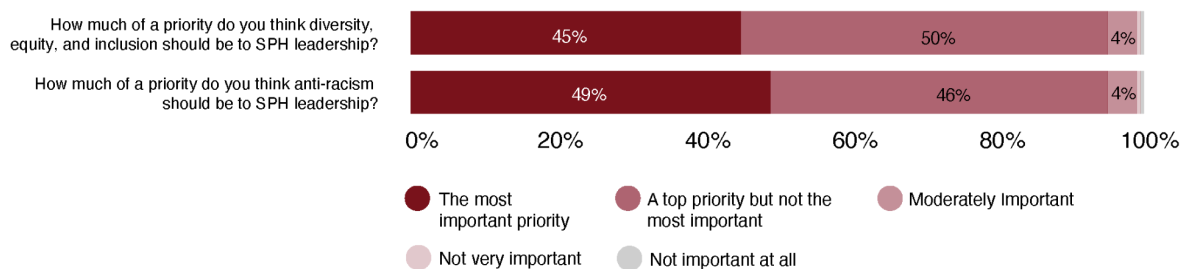
### DISAGREE

- DEI and Anti-Racism are not important (5)
  - There is bigger fish to fry and we don't need to hear it every single day.
  - I care very much about equity and treating everyone with respect, and not making harmful judgements based on skin color and I value that for myself. Many of my friends are of a different skin color and I model that to my own children. However, I think some of the efforts to be "anti-racist" at the U or more generally in our community are causing harm and back-firing. It feels like it's more virtue signaling without actually making meaningful differences in quality of life to BIPOC community.
  - DEI as a 'movement' this is not important. As a movement, it creates less inclusion. DEI as a moral obligation of every person to see people as people, then very important. That is my approach to life. I see people as the diverse, unique special individuals that they were created as. I love learning peoples histories and there culture. They are people to me. Anti-racism needs to go away.

## SPH Priority (should be) (Q16). How much of a priority do you think diversity, equity, and inclusion, and anti-racism *should be* to SPH leadership?

Out of 471 survey respondents, 419 answered these two questions: “How much of a priority do you think diversity, equity and inclusion should be to SPH leadership?” and “How much of a priority do you think anti-racism should be to SPH leadership?” For both DEI and anti-racism, 95% of respondents said they should be the most important priority, or a top priority but not the most important, to SPH leadership; 49% said anti-racism should be the most important priority to SPH leadership, while slightly fewer (45%) said DEI should be the most important priority to SPH leadership.

419 Responses



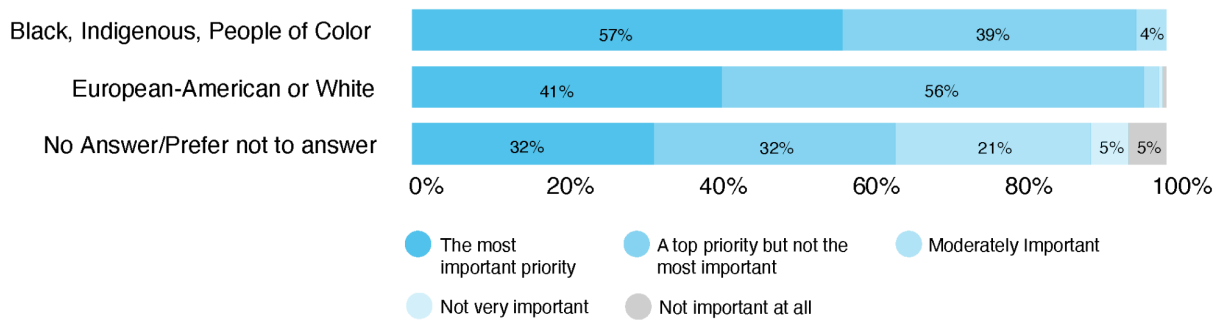
### Breakdown by Race/Ethnicity

Again, as in the previous question, both BIPOC and white respondents rated the degree to which DEI and anti-racism should be important to SPH leadership as either the most important priority, or a top priority but not the most important, over 95% of the time. However, BIPOC respondents were much more likely to say DEI and anti-racism should be the most important priority to SPH leadership (57% and 63% respectively) compared to white respondents who said they should be the most important priority to SPH leadership at 41% and 44% respectively. While those who self-identified as BIPOC and white respondents indicated DEI and anti-racism should be either moderately important, not very important, or not important at all to SPH leadership less than 5% of the time, those who did not provide a response to racial identity said DEI and anti-racism should be moderately important, not very important, or not important at all to SPH leadership 36% and 50% of the time respectively.



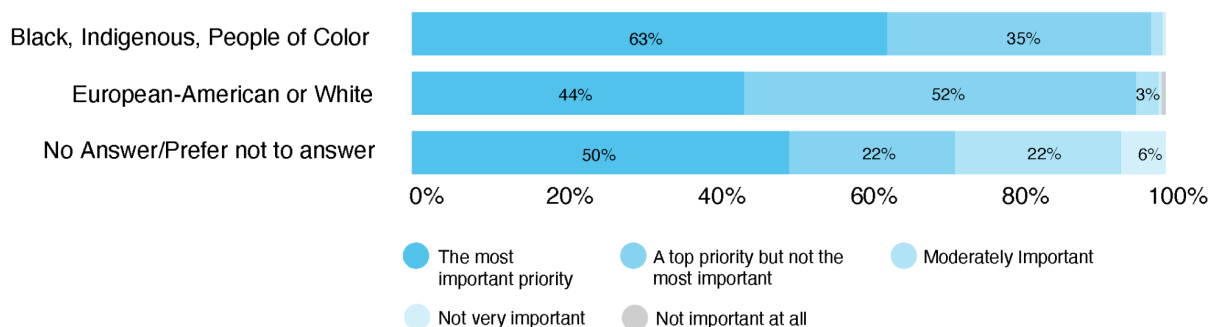
How much of a priority do you think diversity, equity, and inclusion should be to SPH leadership?

418 Responses



How much of a priority do you think antiracism should be to SPH leadership?

416 Responses

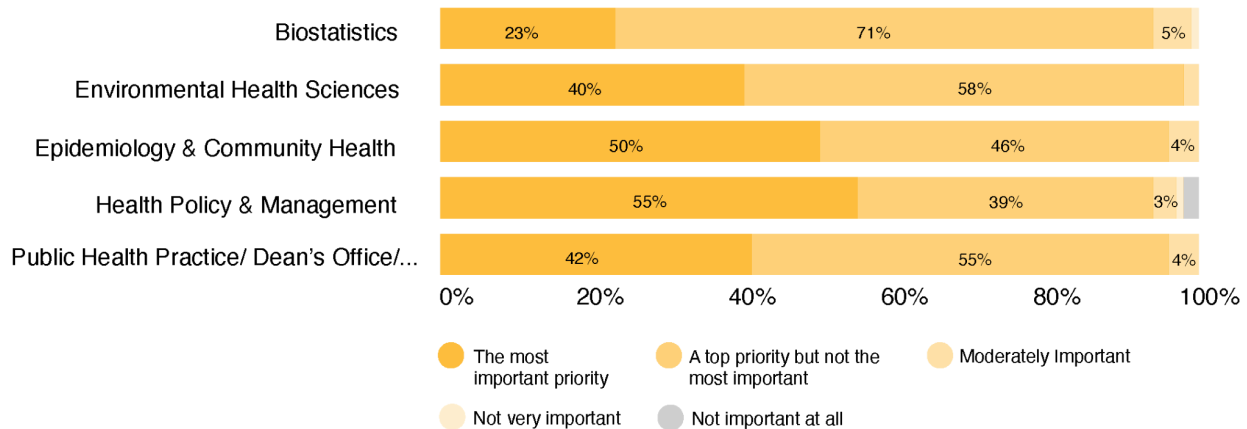


### Breakdown by Division/Program

Again, all divisions rated the degree to which DEI and anti-racism should be important to SPH leadership very highly, with over 90% saying it should be the most important priority, or a top priority but not the most important. HPM division members said DEI and anti-racism should be the most important priority to SPH leadership most frequently at 55% and 56% respectively. In the middle, EnHS, EpiCH, and PHP/DO/SWU divisions said DEI and anti-racism should be the most important priority to SPH leadership between 40% and 50%, and between 45% and 53% of the time respectively. Biostatistics division members selected the highest rating least frequently, saying DEI and anti-racism should be the most important priority to SPH leadership at 23% and 34% respectively.

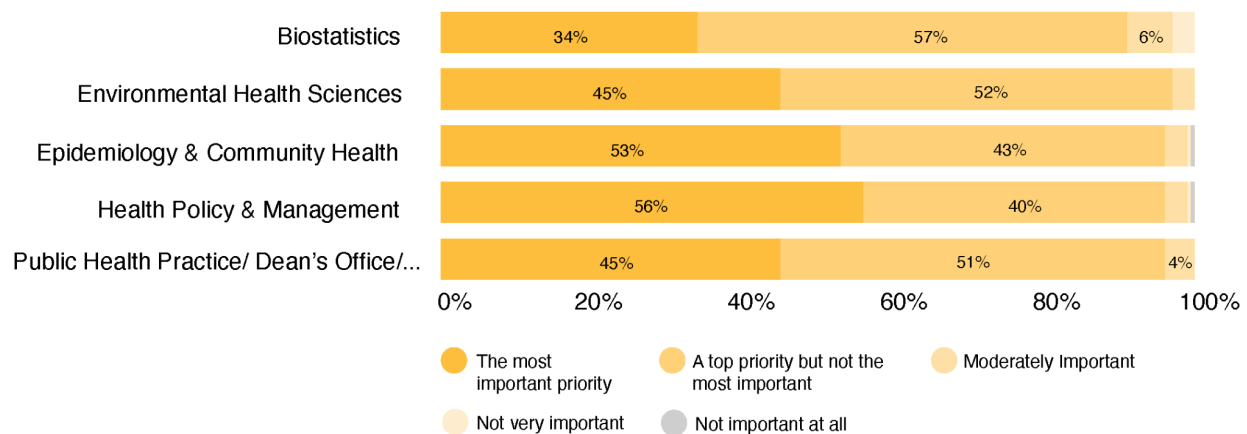
### How much of a priority do you think diversity, equity, and inclusion should be to SPH leadership?

413 Responses



### How much of a priority do you think antiracism should be to SPH leadership?

412 Responses

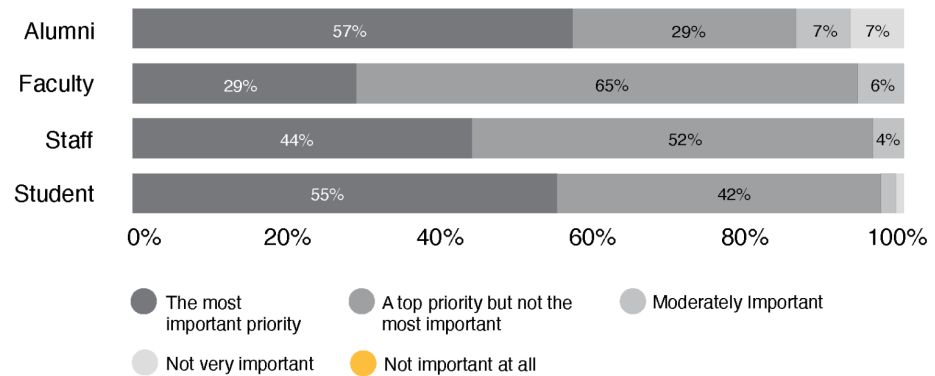


### Breakdown by Position/Role

Overall, alumni were the least likely to say DEI and anti-racism should be either the most important priority, or a top priority but not the most important to SPH leadership (86% for both DEI and anti-racism, versus over 90% for both in all other role categories). However, alumni did say DEI should be the most important priority more often than any other role group (57%) and 50% said that anti-racism should be the most important priority. For students, 55% said DEI and 59% said anti-racism should be the most important priority. Staff said DEI and anti-racism should be the most important priority to SPH leadership at frequencies of 44% and 50% respectively. Faculty were the least likely to say DEI and anti-racism should be the most important priority to SPH leadership at 29% and 30% respectively.

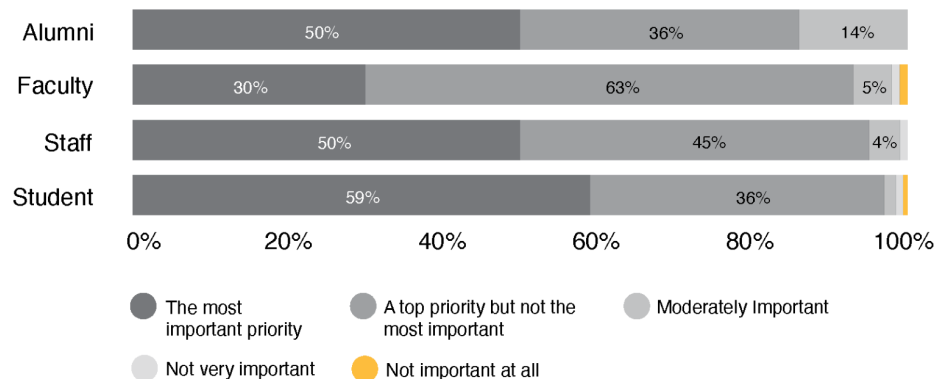
## How much of a priority do you think diversity, equity, and inclusion should be to SPH leadership?

417 Responses



## How much of a priority do you think anti-racism should be to SPH leadership?

415 Responses



30 comments shared. The following comments are representative of the responses:

### AGREE

- DEI and Anti-Racism are important (8)
  - If SPH becomes an antiracism leader in the country, we will be THE public health leader in the country.
  - I don't think an organization can have just one 'most important priority'. With that said, I believe DEI and anti-racism should be in the set of 'most important priorities'.
  - I struggle with singling out one top priority, but I would elevate it to top priority among a couple others
  - The options for this question suggest that there should only be one top priority for the SPH. A better answer would be that DEI and anti-racism should have equal status as top priorities for the SPH.
  - DEI and antiracism are a priority on their own but also should be inextricably linked with all our priorities.

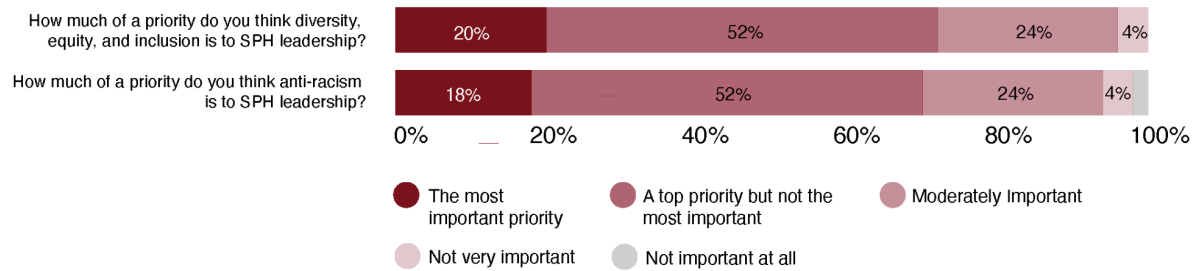
## DISAGREE

- DEI and Anti-Racism are not important (7)
  - SPH leadership should look at the leaders in all Divisions. At least at the CCBR, there is very little diversity at the leadership level -- race, age, gender.
  - I do not want to be taught or represented by leadership who do not want to make it a priority. This school is falsely advertising if it makes slow progress on undoing constraints on what faculty and leadership can do towards making a positive change.
  - I take the commitment that SPH has made towards becoming an antiracist school seriously, but I acknowledge that the structures of higher education institutions in this country perpetuate racism and inequity at their core. So if we are ambitious enough to say that we want to be an "antiracist school," then we have to act on it constantly and with the fullest intentionality. This work has to be priority number one, because anything else is just lip service.
  - But it is presently not. To be a priority and commitment requires SPH to challenge ALL current practices. Ivory tower was not designed with these tenets in mind and current practices do not include them.

**SPH Priority (is) (Q17).** How much of a priority do you think diversity, equity, and inclusion, and anti-racism *is* to SPH leadership?

Out of 471 survey respondents, 418 answered these two questions: "How much of a priority do you think diversity, equity and inclusion is to SPH leadership?" and "How much of a priority do you think anti-racism is to SPH leadership?" For both items, 70-72% of respondents said DEI and anti-racism were the most important priority, or a top priority but not the most important, to SPH leadership; however, only 20% said DEI was the most important priority to SPH leadership, and only 18% said anti-racism was the most important priority to SPH leadership. Comparing these responses to the previous question about how important these issues *should* be to SPH leadership reveals a gap between the perceived and desired importance of DEI and anti-racism. 45% of respondents said DEI *should be* the most important priority, but only 20% feel that it actually is. And 49% said anti-racism *should be* the most important priority to SPH leadership, but only 18% feel that it actually is.

418 Responses

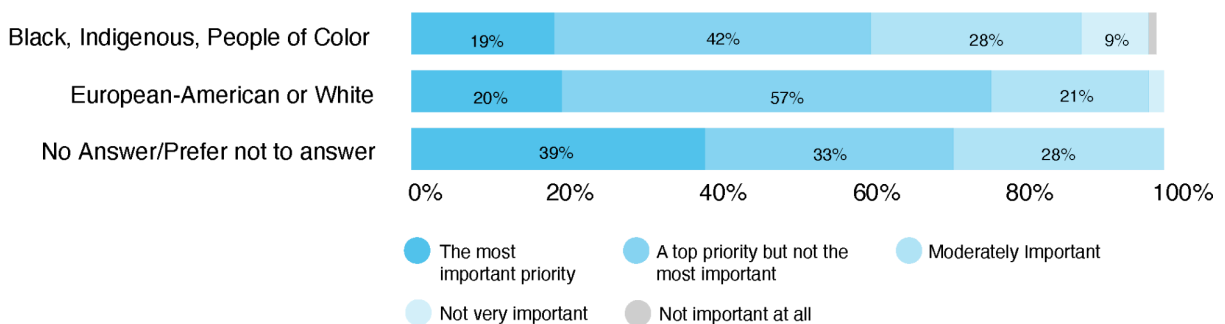


## Breakdown by Race/Ethnicity

White respondents rated the perceived importance of DEI and anti-racism to SPH leadership higher than BIPOC respondents overall: 77% of white respondents felt DEI was the most important priority, or a top priority but not the most important priority, compared to 61% of BIPOC respondents. Similarly, 75% of white respondents felt anti-racism was the most important priority, or a top priority but not the most important priority, compared to 57% of BIPOC respondents. However, when broken down further, both BIPOC and white respondents felt that DEI and anti-racism were the most important priority to SPH leadership at nearly the same frequency (20% and 17% respectively for white respondents versus 19% and 18% for BIPOC respondents). Those who did not indicate their racial identity on the survey said that DEI and anti-racism were the most important priority to SPH leadership at nearly twice the rates of BIPOC and white respondents (39% and 37% respectively).

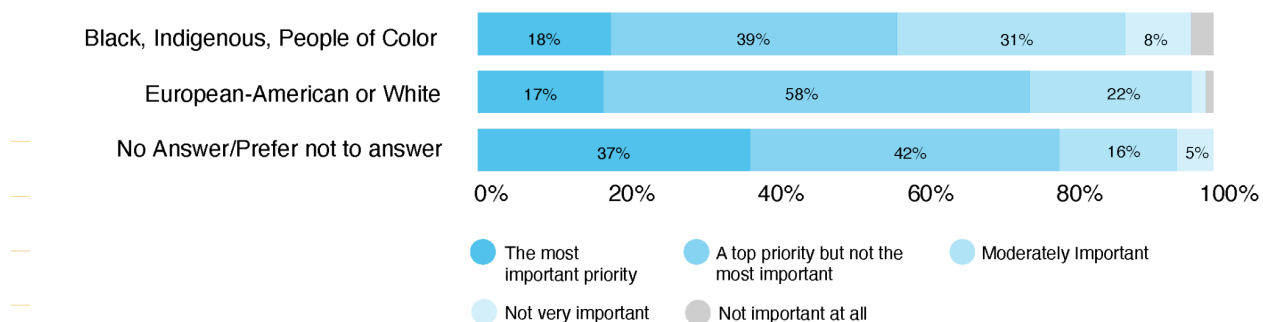
How much of a priority do you think diversity, equity, and inclusion is to SPH leadership?

417 Responses



### How much of a priority do you think antiracism is to SPH leadership?

416 Responses

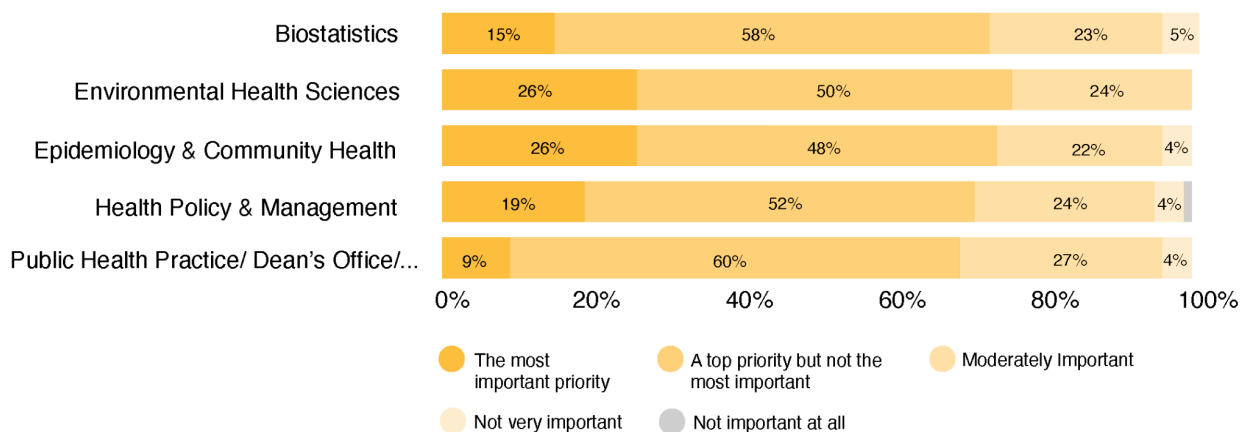


### Breakdown by Division/Program

As with other results for this series, the divisional breakout showed that respondents think DEI and anti-racism are less of a priority for SPH leadership than they should be. EpiCH division members perceived DEI and anti-racism to be the most important priority for SPH leadership most often at 26% for both. EnHS also rated DEI as the most important priority to SPH leadership 26% of the time, but rated anti-racism as the most important priority somewhat lower at 17%. Biostatistics and HPM rated DEI and anti-racism as the most important priority to SPH leadership between 14% and 19% of the time. The PHP/DO/SWU group rated the DEI and anti-racism as the most important priority to SPH leadership least frequently at 9% and 7% respectively.

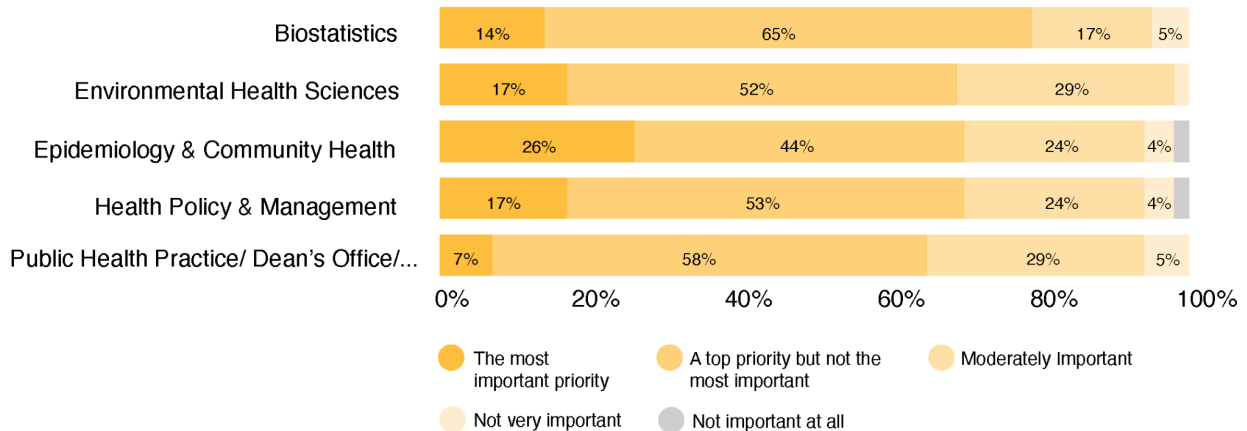
### How much of a priority do you think diversity, equity, and inclusion is to SPH leadership?

413 Responses



## How much of a priority do you think antiracism is to SPH leadership?

412 Responses

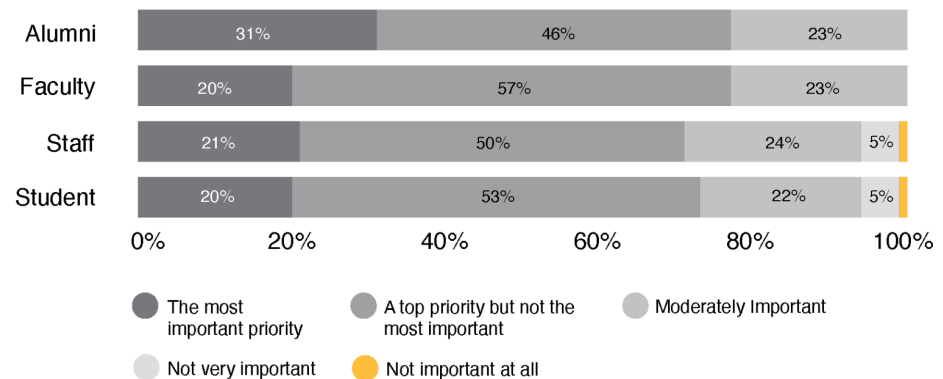


## Breakdown by Position/Role

Alumni perceived the importance of DEI and anti-racism to SPH leadership as the most important priority more often than all the other role categories (31% and 23% respectively). Faculty, staff, and students' ratings were very similar - they said DEI was the most important priority to SPH leadership between 20% and 21% of the time, and that anti-racism was the most important priority between 16% and 19% of the time.

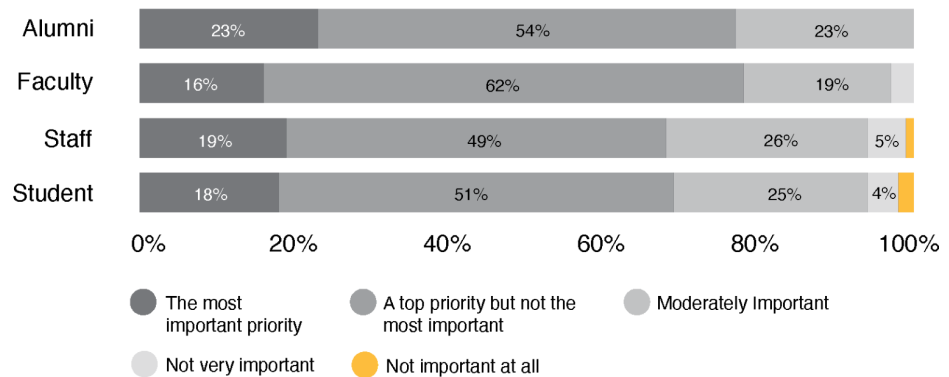
## How much of a priority do you think diversity, equity, and inclusion is to SPH leadership?

416 Responses



How much of a priority do you think antiracism is to SPH leadership?

415 Responses



40 comments shared. The following comments are representative of the responses:

### AGREE

- DEI and Anti-Racism are important (6)
  - I actually do believe that leadership is taking this seriously. I'm grateful for the progress that is being made. But I hope leadership never gets comfortable or complacent. Antiracism needs to be an ongoing mission and driving purpose.
  - Academic institutions are slow to change. Very slow. Yet the enormous strides through the strategic plan, Dean's office, and down to the Division level in a very short amount of time have shown that this is a top priority of the school.

### DISAGREE

- DEI and Anti-Racism are not important (22)
  - I think they promote it to look good - but how many resources have they put to it?
  - There is more talk than action
  - It seems like SPH engages in a lot of performative prioritization of these topics, without much happening in the day to day.
  - One concern is that efforts and resources go into communications/external audiences with less attention given to conditions within the school and SPH culture
  - I think people support DEI initiatives in theory (including SPAR), but I don't think they really care if they can just minimize student complaints and make it look like we care to the outside.

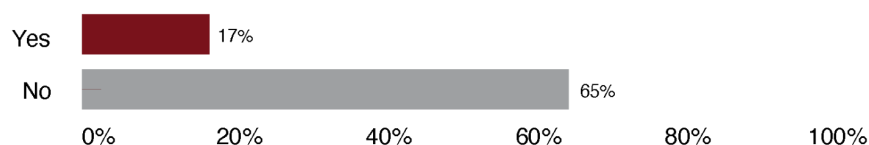


## AWARENESS OF MICROAGGRESSIONS AND/OR BIAS

**Experiencing/Witnessing Microaggressions (Q18).** I have experienced and/or witnessed what I believe was a microaggression and/or micro-inequity at the SPH.

Of the 471 people who completed the survey, 425 responded to this question. Of those, 205 (48%) responded “Yes” to the statement “I have experienced and/or witnessed what I believe was a microaggression and/or micro-inequity at the SPH.” 220 (52%) responded “No.”

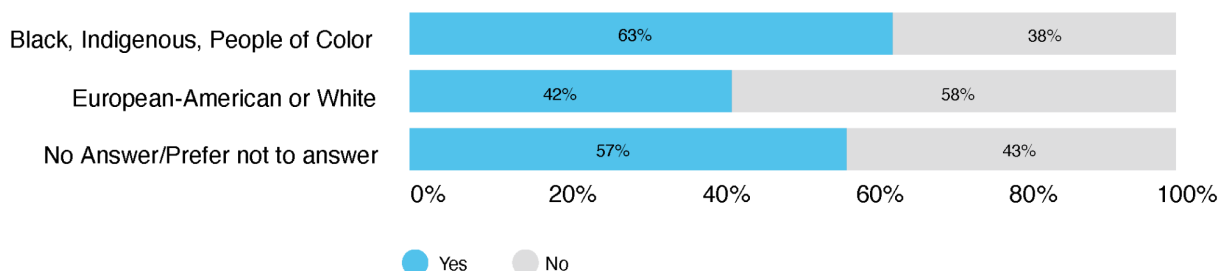
425 Responses



### Breakdown by Race/Ethnicity

BIPOC respondents reported much more frequently than white respondents that they had experienced/witnessed a microaggression/micro-inequity (63% versus 42%).

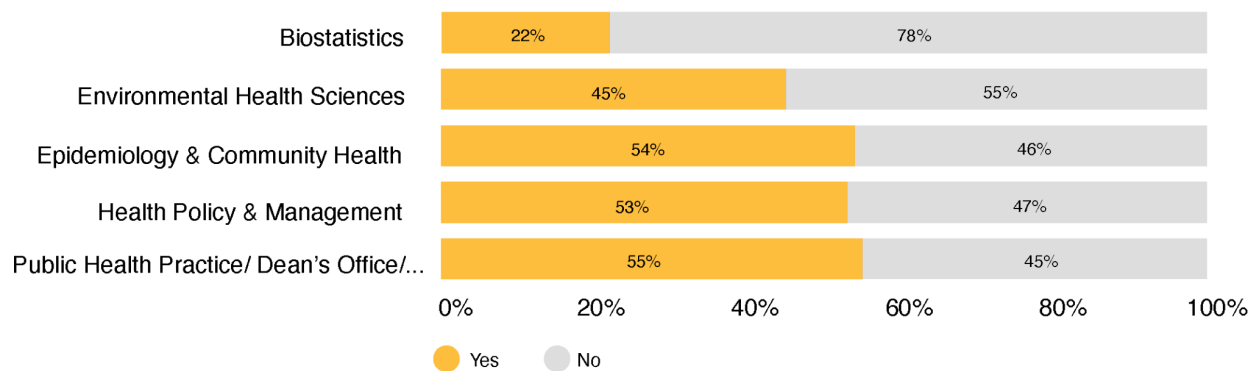
425 Responses



### Breakdown by Division/Program

Looking at the divisional breakout, respondents in Biostatistics were much less likely than those in other divisions to have experienced/witnessed a micro-aggression/micro-inequity (22%). Next, 45% percent of EnHS division members had experienced/witnessed these instances. And finally, between 53% and 55% of EpiCH, HPM, and PHP/DO/SWU members had experienced/witnessed these instances.

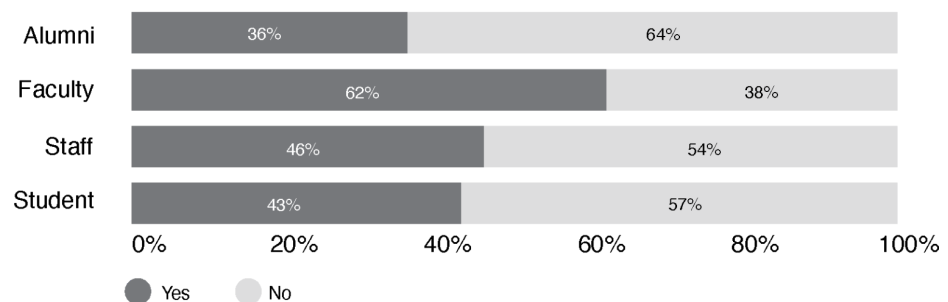
420 Responses



### Breakdown by Position/Role

Faculty were by far most likely to have experienced/witnessed a micro-aggression or micro-inequity (62%). Staff were next highest at 46%. Following that, 43% of students experienced/witnessed such instances, and finally, 36% of alumni experienced/witnessed these instances.

424 Responses



50 comments shared. The following comments are representative of the responses:

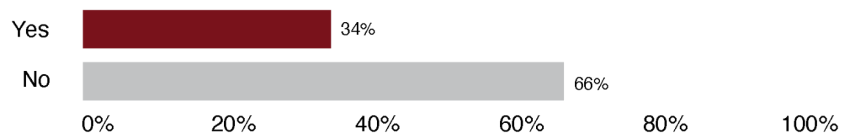
- No (3)
  - Not in the past year. I have heard indirectly about situations, but not experienced and/or witnessed them directly.
  - Although I haven't experienced or witnessed microaggressions, I firmly believe they occur.
- Yes (39)
  - I don't think I have ever entered a space at SPH without experiencing or witnessing microaggressions.
  - While there are processes put in place to increase equity, I believe on an individual level, some folks still show microaggressions and implicit biases without being aware of it.
  - There are some faculty that have made clear they do not like some groups and individuals. These groups/individuals are typically ignored, singled out, or dismissed.

- I think we often talk about folks from marginalized groups as if they are not in the room--sort of at a looking at the other from the outside perspective, when ideally all people should be in the room and the topics should be treated as such. I think this is a microaggression.
- the coursework for fundamentals of epidemiology erases my existence as a trans nonbinary person. The materials inappropriately conflate sex and gender, and it's clear that they do not think people like me exist.

## Experiencing Discrimination/Bias (Q19). I have experienced and/or witnessed what I believe was discrimination and/or bias around one or more social identities at the SPH.

Of the 471 completed surveys, 426 responded to this question. Of those, 145 (34%) responded “Yes” to the statement “I have experienced and/or witnessed what I believe was discrimination and/or bias around one or more social identities at the SPH.” 281 (34%) responded “No.”

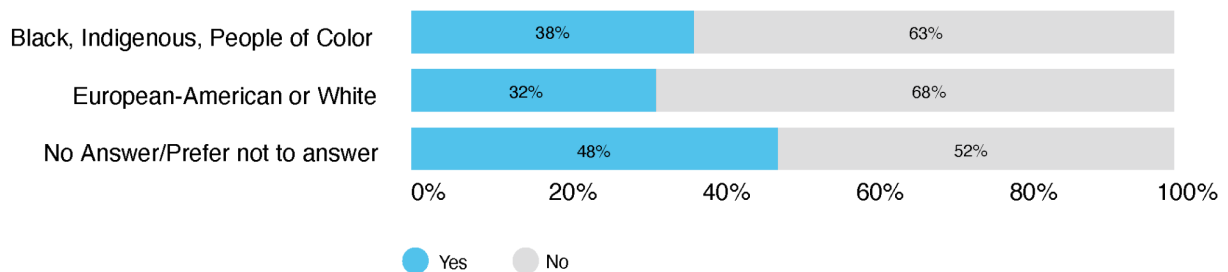
426 Responses



## Breakdown by Race/Ethnicity

BIPOC respondents were somewhat more likely to respond “yes” to this item than white respondents (38% versus 32%). Those who did not provide their racial identity in the survey were the most likely to have witnessed/experienced discrimination/bias at 48%.

426 Responses

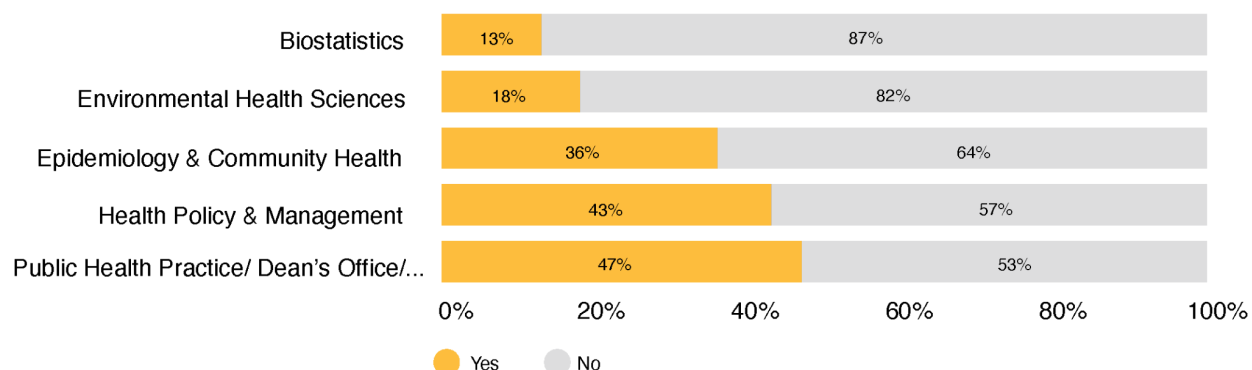


## Breakdown by Division/Program

Biostatistics division members were the least likely to report having experienced/witnessed discrimination/bias at 13%. Next, in EnHS 18% of respondents said they had experienced/witnessed these incidents. Next, with a large increase in

frequency from the lower two departments, 36% of EpiCH respondents had experienced/witnessed these incidents, and in HPM 43% of respondents had experienced/witnessed these incidents. And finally, the highest frequency was PHP/DO/SWU with 47% of respondents having experienced/witnessed these incidents.

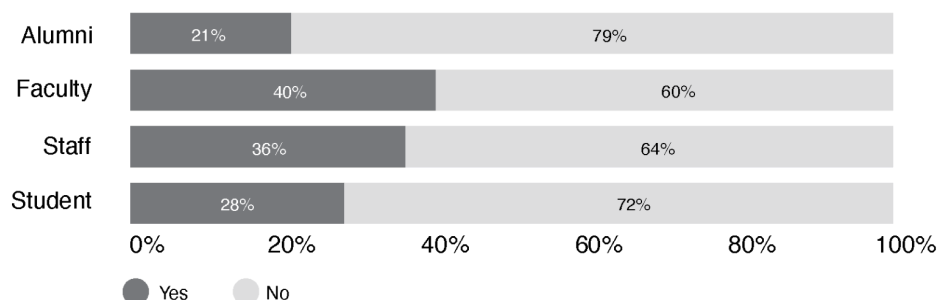
421 Responses



### Breakdown by Position/Role

Alumni were the least likely to report having experienced/witnessed discrimination/bias (21%). At a somewhat higher frequency, 28% of students reported having experienced/witnessed these incidents. At the highest point, 36% of staff and 40% of faculty said they had experienced/witnessed these types of incidents.

425 Responses



29 comments shared. The following comments are representative of the responses:

- No (0)
- Yes (11)
  - Yes - I have concrete memories of this behavior on the part of faculty over the years. But it is rare in recent years. The attitudes may still exist but I am seeing less of these behaviors.
  - I have witnessed enforcement of heteronormative ideas, weight bias in the classroom, and bias surrounding other social identities that have been historically marginalized.
  - Witnessed implicit bias but group had a safe discussion to name and identify it

- In an attempt to be inclusive in a process, they ended up excluding other marginalized people, both based on race.

**Social Identities Involved (Q20).** If you are comfortable, please share the social identities and roles of the people involved in the microaggression/micro-inequity and/or discrimination/bias that you experienced or witnessed.

81 respondents submitted comments to the question, “If you are comfortable, please share the social identities and roles of the people involved in the microaggression/micro-inequity and/or discrimination/bias that you experienced or witnessed.” The two social identities and roles that came up most in the comments were white people and faculty members. In addition, the following were mentioned as committing harmful acts: TAs, graduate students, university leadership, BIPOC students and faculty. The range of perpetrators suggests that microaggressions can be attributed to part of the culture at SPH.

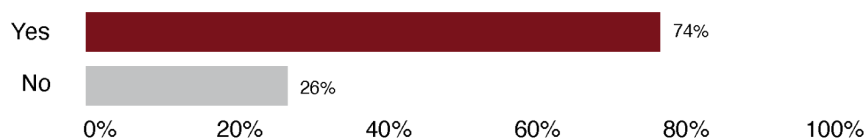
The following comments are representative of the responses:

- White professors and TAs making rude comments about identity and purposely docking off points without justification.
- Professors who absolutely REFUSE to update their terminology when referring to people of color, ex: "the blacks"
- Faculty members in the department have belittled women in front of an entire classroom of students (mostly women!!), transgender-related "jokes" during staff meetings, faculty teachers refusing to learn Black students' names.
- myself, when I was pregnant. it was not micro - it was flat out aggression/rudeness. this was from two professors in my division.
- perpetrator - white
- It's white people talking to each other in a discriminatory way about those with marginalized identities - whether those in question are faculty, students, or the general public.
- White professors
- I have observed microaggressions against LGBTQ students/faculty/staff. The origins have been diverse. I have observed microaggressions against persons of American Indian heritage. These aggressions have come from both Black and White individuals

**Knowing Where to File a Complaint (Q21).** I know where to go to file a complaint related to discrimination, bias, and/or harassment.

Out of 471 survey respondents, 423 responded to this question. Of those 314 (74%) responded “Yes” to the statement “I know where to go to file a complaint related to discrimination, bias, and/or harassment.” 109 (26%) responded “No.”

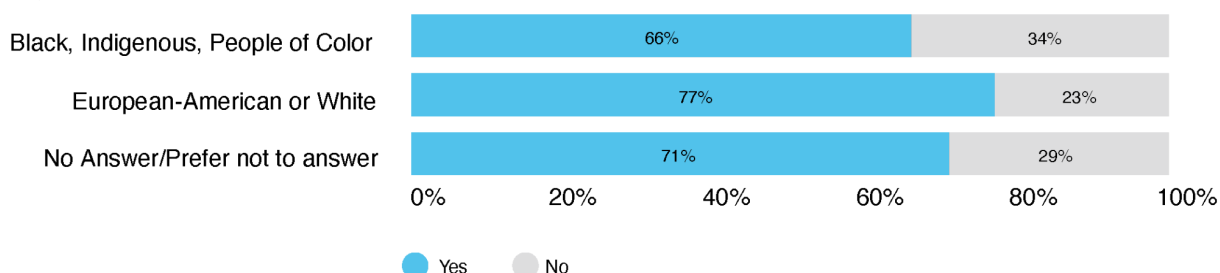
423 Responses



### Breakdown by Race/Ethnicity

White respondents were more likely to say they knew where to go to file a discrimination complaint than BIPOC respondents (77% versus 66%).

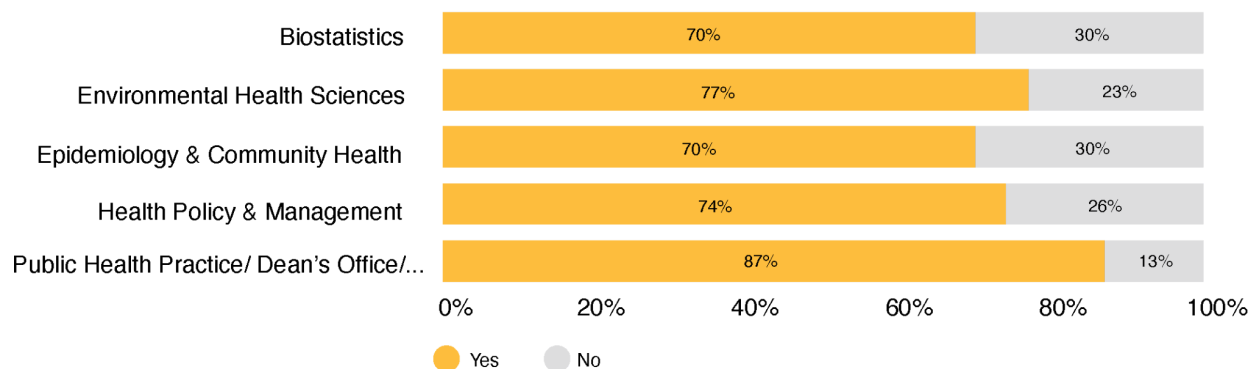
423 Responses



### Breakdown by Division/Program

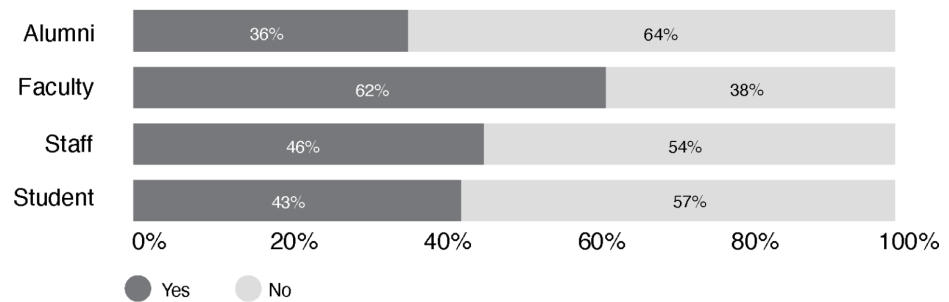
Looking at the divisional breakout, those in PHP/DO/SWU were most likely to know where to go to file a discrimination complaint (87%). Respondents in the other four divisions (Biostatistics, EnHS, EpiCH, and HPM) knew where to go to file a discrimination complaint between 70% and 77% of the time.

418 Responses



### Breakdown by Position/Role

Faculty were most knowledgeable about where to go to file a discrimination complaint (62%) followed by staff (46%), students (43%) and alumni (36%).



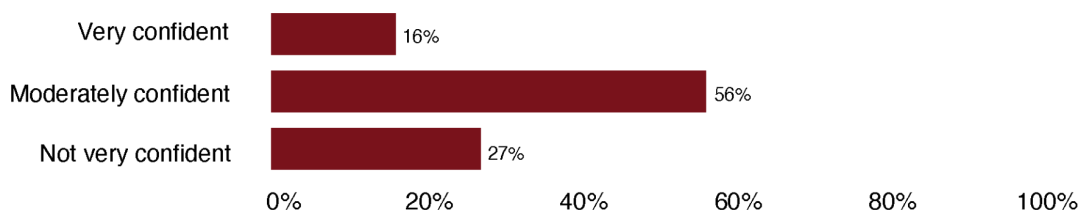
16 comments shared. The following comments are representative of the responses:

- Yes (2)
  - I am confident I could find where to do this should I need it in the future.
  - I strongly believe that I could easily find this information.
- No (2)
  - I know I can bring up my concerns with faculty but I don't know who to contact at the university.
  - I would go to HR, but don't know if this is necessarily the correct answer.
- Little to No Confidence in our System (10)
  - I think our HR is slow and I would prefer not to take anything to them
  - As I understand, I would not go to our Office of DEI as that is not "what they do" and I do not think they would do anything to solve the issue. For sure it will never be the SPH Office of Human Resources.
  - But rarely does administration do anything if the complaint is from a non-favored identity
  - I have little confidence that we could report these issues without professional retribution in forms that the equal opportunity office could not intervene on (e.g., recommendations, professional networking, etc.)
  - The avenues of complaint aren't necessarily helpful. I never got an answer when I made a complaint. Rather, I was basically told 'nothing really happened here'.
  - I have attempted to file a complaint, but was afraid of negative consequences, given the lack of anonymity since there are so few minoritized people in SPH.

**Achieving Conflict Resolution (Q22).** How confident do you feel that filing a complaint related to discrimination, bias, and/or harassment would lead to an unbiased resolution?

Out of 471 completed surveys, 416 people responded to this question: “How confident do you feel that filing a complaint related to discrimination, bias, and/or harassment would lead to an unbiased resolution?” Of those, 67 (16%) felt very confident, 235 (56%) felt moderately confident, and 114 (27%) felt not very confident. More people felt “not very confident” than “very confident” about achieving an unbiased resolution.

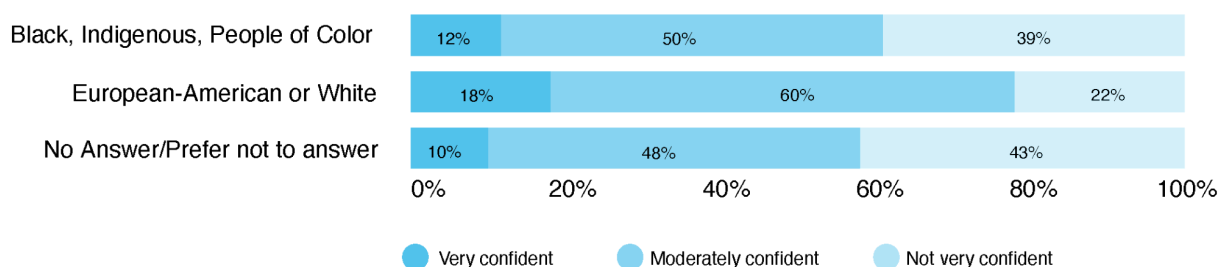
416 Responses



### Breakdown by Race/Ethnicity

BIPOC respondents were somewhat less likely than white respondents to feel very confident that filing a discrimination-related complaint would lead to an unbiased resolution (12% versus 18%). Only 10% of the respondents who did not select a racial identity felt very confident that filing a complaint would lead to an unbiased outcome. BIPOC respondents were almost twice as likely as white respondents to say they felt “not very confident” about an unbiased resolution (39% versus 22%).

416 Responses

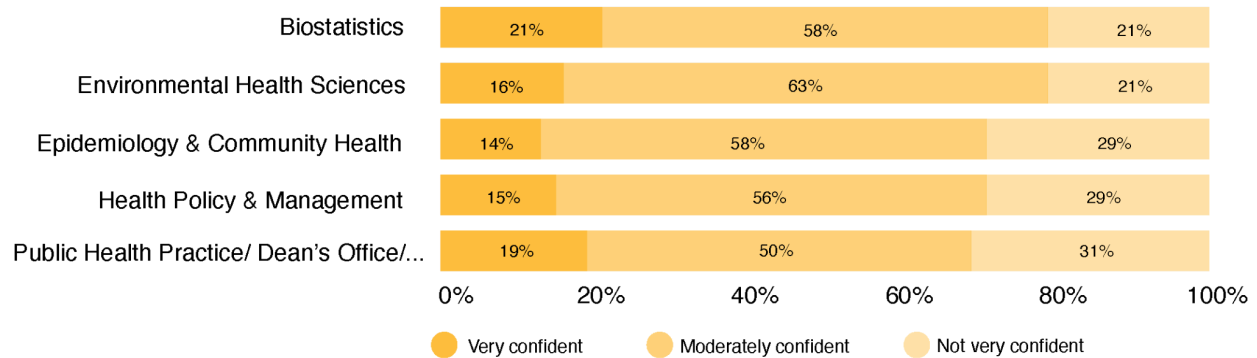


### Breakdown by Division/Program

Biostatistics division members felt very confident that filing a discrimination-related complaint would lead to an unbiased outcome most frequently at 21%. PHP/DO/SWU division members felt very confident next most frequently at 19%. EnHS, EpiCH, and HPM division members felt confident that filing a complaint would lead to an unbiased outcome between 14% and 16% of the time.



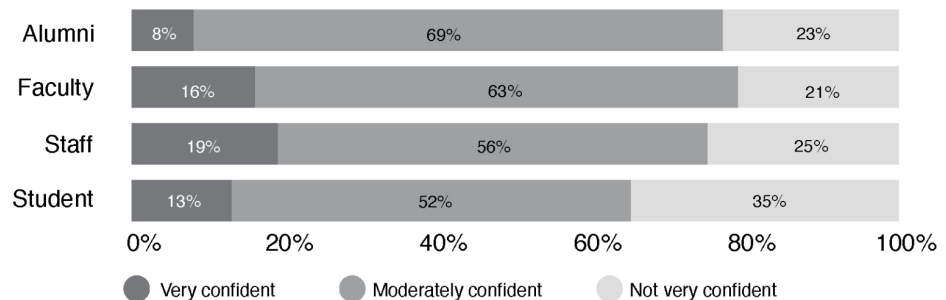
411 Responses



### Breakdown by Position/Role

Staff were the most frequent role group to report they felt very confident that filing a discrimination-related complaint would lead to an unbiased resolution (19%). Next were faculty at 16%, and students at 13%. Alumni were the least likely to say they felt very confident about an unbiased resolution at only 8%.

415 Responses



25 comments shared. The following comments are representative of the responses::

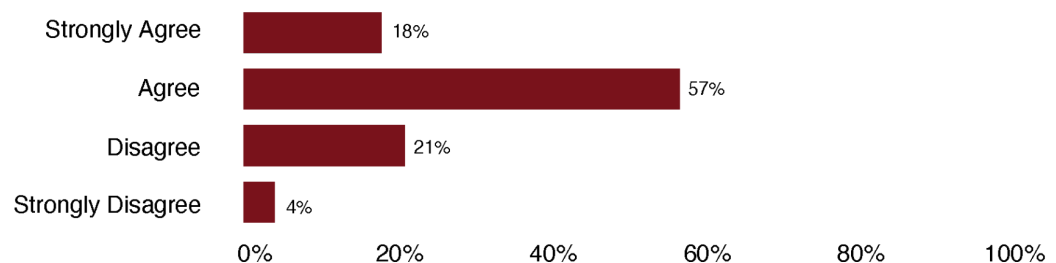
- No (5)
  - I don't know the process or the actors involved in order to answer the question.
  - I am unsure. While I feel very supported by my direct supervisor and their direct supervisor, I do not know what happens after that.
- Little to No Confidence in our System (11)
  - No confidence
  - Based on previous experience, the response to these issues seems to be solely performative and no real changes occur.
  - I'm generally very jaded about these processes. I feel like SPH has the genuine intent of complaints being handled in an unbiased way, but things tend to work out differently in practice.
  - Tenure faculty that bring in money tend to not get punished for microaggressions.

- It wouldn't make a bit of difference if I filed a complaint. My career would be tanked if I did so. I would be labeled as just a 'privileged' non-BIPOC racist who was complaining.
- It just seems unlikely in large institutions, nothing specific about SPH suggests this other than that they are a large institution.
- The university does not actually protect people from retaliation because there are no retaliation PREVENTION strategies. The university only has reaction/responses to retaliation, which unfortunately occurs after the harms of retaliation have happened. The risk of retaliation, paired with my belief that formal complaints will lead to a biased resolution, make reporting seem unfeasible.
- HR protects the university, as it was designed to do. This is part of the reporting problem, and they don't always have the student, employee or reporter's interest at heart.
- I once filed a complaint as a student, but it didn't lead anywhere. Since then I have come to realize UofM- SPH doesn't really care
- Unfortunately, it is often the person in the lower position/not in a position of power who is punished for reporting.

**Education around Bias (Q23).** SPH does a good job educating its staff and faculty about minimizing bias and creating inclusive workplaces and classrooms.

Out of 471 completed surveys, 409 people responded to this question. Of those, 307 (75%) agreed or strongly agreed with the statement: “SPH does a good job educating its staff and faculty about minimizing bias and creating inclusive workplaces and classrooms.” The remaining 102 respondents (25%) either disagreed or strongly disagreed.

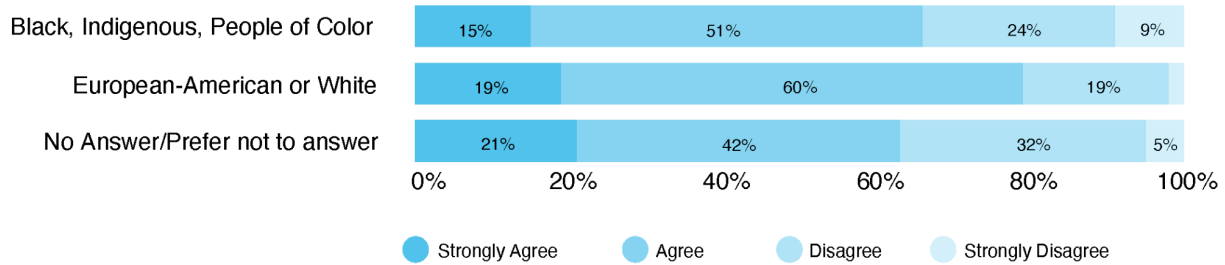
409 Responses



#### **Breakdown by Race/Ethnicity**

White respondents were much more likely than BIPOC respondents to agree/strongly agree with this statement (79% versus 66%).

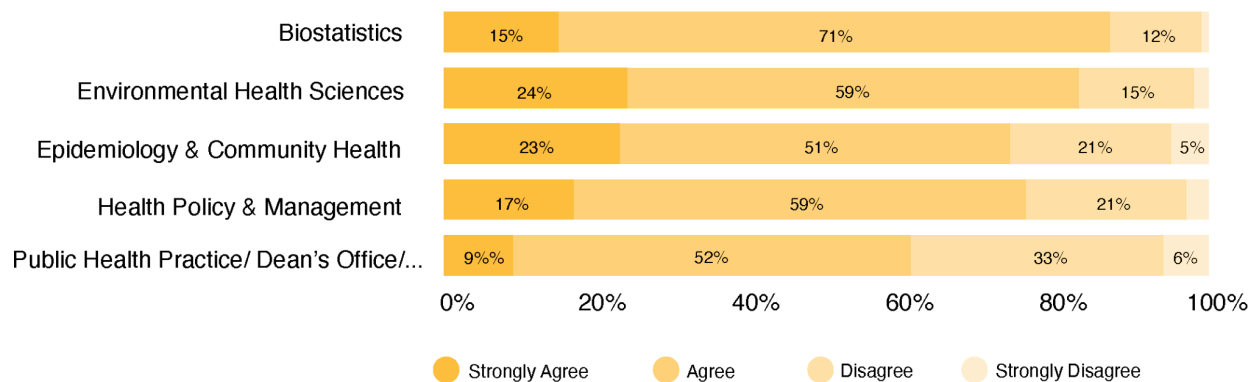
409 Responses



### Breakdown by Division/Program

Respondents in Biostatistics were most likely to agree/strongly agree with this statement (86%). Slightly behind that was EnHS with 83% agreeing/strongly agreeing with this statement. HPM and EpiCH agreed/strongly agreed at roughly the same frequency (76% and 74% respectively). Respondents in PHP/DO/SWU were least likely to agree/strongly agree (61%).

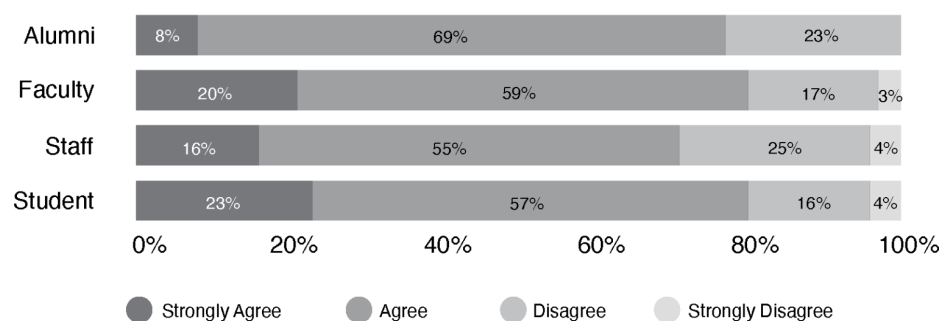
404 Responses



### Breakdown by Position/Role

Students and faculty agreed/strongly agreed with this statement at very similar frequencies (80% and 79% respectively). Alumni came very closely next in line with 77% agreeing/strongly agreeing with this statement. Finally, staff were least likely to agree/strongly agree (71%).

408 Responses



57 comments shared. The following comments are representative of the responses:

**AGREE (6)**

- the recent training activities are helping
- I think the training is out there and available, but it isn't always acted upon by faculty or staff.
- Good job educating staff and faculty but will they actively practice these skills?

**DISAGREE (6)**

- Do not see it reflected in the curriculum. At most we get a land acknowledgement.
- I feel that disabilities are not addressed very well in trainings.
- At least for CCBR leadership, I don't believe the director received any formal training on how to be a leader. This is evident as the director has not created an inclusive environment that encourages people to voice opinions.
- DEI ideology restricts discussion rather than enhancing it.

**Suggested Ways to Increase Belonging (Q24).** What does the SPH need to do to become a school where everyone feels noticed, acknowledged, and valued?

158 comments shared. The most cited ways that respondents commented on were: training & awareness, prioritizing DEI, listening, BIPOC in leadership, and accountability & transparency.

**TRAINING & AWARENESS (10)**

- Leaders within the SPH (at all levels) should be trained on how to be a leader that creates an environment where everyone feels noticed, acknowledged, and valued.
- Educate people about microaggressions - including all faculty
- More supervisor training and collaboration across the School, incl. requiring faculty to complete certain level(s) of supervisor training.

**PRIORITIZE DEI (8)**

- Always prioritize DOING DEI work and making changes (rather than just talking about DEI issues).
- More pressure on department heads to prioritize DEI
- All faculty and staff need to embrace and incorporate DEI as part of the culture of this school across all divisions and in the classroom

**LISTEN (10)**

- Keep doors open and people in power listening.
- Be quiet enough to listen to all levels and be inclusive in all levels of discussion

- listen better to all viewpoints - more focus on interactions between colleagues without bias

#### BIPOC IN LEADERSHIP (6)

- Diverse leadership in the dean's office and communications office (so not just diverse staff working as support staff but the ones Leading the work).
- We haven't seen many minority faculty being in leadership roles (Dean, Associate Deans, Division Heads) in this school historically. This does not necessarily mean that there haven't been people qualified. Some chose to leave the school and get better/leadership positions in other universities.
- There needs to be more BIPOC faculty and staff on leadership.

#### ACCOUNTABILITY & TRANSPARENCY (10)

- Show the faculty, staff and students the concrete steps that leadership is doing for SPAR more regularly.
- be intentional and transparent about processes like decision making and asking for input and feedback (how will a decision be made, why people are being asked for input, how will it be used and following up on that).
- Bring clarity to the roles people play at all levels of the organization and how they intersect.
- I think white individuals need to be held more responsible for their actions. I also feel like the DEI teams at the Division level may need more guidance and leadership because I don't feel like my division's DEI team is well-suited to meet goals.

## DEI POTENTIAL BARRIERS

**Potential Barriers to DEI (Q25).** What challenges, obstacles, or patterns of resistance, if any, would hinder the SPH's ability to become more diverse, inclusive, and equitable?

The most cited barriers that respondents commented on were: resistance to change, recruiting BIPOC, and a predominantly white culture.

151 comments shared. The following comments are representative of the responses:

#### RESISTANCE TO CHANGE (20)

- Many people don't want to change the practices they have been doing for their entire careers (e.g., hiring practices).
- A general resistance to change feels like it sometimes stagnates progress with DEI initiatives or anti-racism initiatives.
- Probably resistance from those with money and power. A lot of resistance from inertia or the way things have always been done. Systems of oppression exist

outside of here and influence who is able to be a part of the SPH community in the first place.

- Faculty who are not willing to change with the times and change their teaching in the classroom to be more in line with DEI (e.g. faculty who won't let other faculty teach a class from a more up to date and inclusive perspective because they're too senior and are holding on to their class)

#### RECRUITING BIPOC (14)

- Retention of diverse staff
- Systemic inequality leading to lack of career pipelines for BIPOC
- Leadership is not diverse. How can DEI be at the heart of the values SPH is trying to change if leadership is not even reflecting that? Hiring BIPOC into positions of just DEI is missing the mark. There needs to be a critical review of who is getting into positions of power and if those processes are unbiased.
- Hard to recruit people from diverse backgrounds when selection committees do not seem diverse, but we can't overburden diverse faculty and staff by assigning them to every selection committee.

#### PREDOMINANTLY WHITE CULTURE (7)

- A predominately white leadership team
- Lack of diversity in leadership
- The Deans have all be white in the history of the school.
- We have quite a few white / caucasian people in SPH. This in itself could hinder acceptance of becoming more diverse, inclusive, and equitable. We've made strides but could do much better. SPH leadership is too white.
- HPM faculty is mostly white and all white in the health economics track. The ability of a mostly white faculty to facilitate diversity, inclusion, and equity is limited owing to different life experiences.
- Most of the older faculty members are male, and all but two members of the faculty are either Asian or white. To the extent that we have black professors in the biostatistics department, they are from Africa, not African American. We have no Latino/a professors. I understand that this is likely a pipeline issue, as very few under-represented minorities get PhDs in (bio)statistics in the US, but it does mean that those voices are completely absent from any discussions within the faculty on DEI, which I do think hinders the departments efforts to become more diverse, inclusive, and equitable
- SPH is a change-averse organization with a long history of whiteness (mostly male) in decision making roles. SPH needs to become more adaptive and innovative to create space for diverse ideas and individuals to thrive.

## CHANGES DUE TO THE STRATEGIC PLAN FOR ANTI-RACISM

The SPAR has had an impact on respondents at SPH. Out of all comments shared, many were positive with a willingness/eagerness to engage with the related concepts.

**How have respondents changed (Q26).** How have you changed due to the SPAR (Strategic Plan for Antiracism) over the past year, if at all?

142 comments shared. The following comments are representative of the responses:

### AWARENESS (44)

- I'm more aware of my actions in the workplace/meetings.
- Become more self aware of my own bias and worked to change
- I've learned so much from webinars and mailings.
- I think I have become more aware of how racist systems act, and I think I have gained a greater capacity for empathy and anti-racist ways of responding towards those who have been harmed by them.
- I think I am more aware of the resources available at SPH for reporting discrimination and bias and have been made more aware of what SPH is doing to recruit BIPOC students into programs
- I am more cognizant of my actions and behavior. It is mostly little changes, gleaned from discussions, conversations, and trainings. A lot of times it relates to language choice.

### INFLUENCE ON WORK (18)

- I am committed to this work regardless but love having the SPAR to point to as we make decisions to make sure we align with the vision.
- I certainly consider the SPAR in project planning, product/report development, and interpretations/conclusions in a broader way than I had previously.
- Added interview questions around DEI
- I have been much more attentive to how I talk about racism (racism, not race) and the diversity of the authors and perspectives I assign to attempt to decenter whiteness in public health.
- I have taken a different approach to recruiting and hiring, changed our job description, updated language in student-facing documents, been more direct in my wording around racism and land acknowledgements. SPAR gave me license to do this, and I know this is not true at all Universities.
- I think I'm a better teacher. SPAR has forced me to think about how much gatekeeping I'm doing vs teaching.
- Including more accessible and inclusive language in communications. Trying to create an inclusive work environment for new staff and students.

### INTENTIONALITY (21)

- More direct and intentional with staff conversations regarding behavior in order to support SPAR.
- I take ownership for my actions and take advantage of training and resources to support my continuous improvement.
- Active conscious daily effort to to place BIPOC needs, perspectives, and equitable treatment above prior unconscious bias' that likely existed for me in the form of white privilege.
- More consciously thinking about implicit biases and addressing these.
- anti-racism has become a top priority of mine

### NO CHANGE (31)

- Not changed at all because of it.
- I receive the emails but they have not changed me.
- Not sure that has had much effect on me personally, I try to work on myself outside of work plans or strategies.
- I feel increasingly like there is no hope for change at SPH
- I've become angrier ... because really what's changed?
- I've ignored it for the most part. Not because it's bad or any such reason. I'm just tired.
- I've gotten more demoralized. The things that really need to change aren't. It feels very surface level.
- I continue to seek out training and self-study to implement anti-racism in my work and professional life. This is entirely unrelated to SPAR

**How has the SPH changed (Q27).** In what ways has SPH changed due to SPAR over the past year, if at all? (Please be specific.)

118 comments shared. The following comments are representative of the responses:

### MORE DISCUSSIONS (20)

- In being more open about talking about SPAR, but there's still a long way to go.
- More open to conversations about race.
- More meetings and discussion about the topic.
- I don't know. We do talk about it a lot more.
- More conversation is happening around Anti-racism
- We talk about racism and antiracism more openly. We are more honest about our failings, and we are more courageous in demanding solutions.

### EMPHASIS ON LEARNING & TRAINING (19)

- Many changes such as increased training, more diverse faculty hires, more student support, policies regarding hiring students, staff, and faculty, courses offered on relevant topics, and more discussions.



- Emphasis on provision of activities and opportunities to learn and experience more has increased
- Seems to be more effort into educating about antiracism, unsure who is getting most of this effort.
- offered more opportunities for education and awareness
- Many educational opportunities are available to SPH faculty and staff, a plan with specific steps was written and can be used as a guide, and it's a topic of frequent conversation at meetings and school-wide events.
- Faculty and staff are completing trainings to educate themselves and develop needed skills. Some policies and practices have changed.

#### MORE AWARE & INTENTIONAL (10)

- Become more aware and active in becoming anti racist, becoming explicit
- Conversations in meetings about privilege, whiteness, and definitions of inclusion vs. diversity vs. antiracism.
- I feel that I have seen an increase in intentional calls for respect and acknowledgement of anti-racism practices by SPH.
- Bringing to light a lot of issues that were previously ignored and shifting its strategies from just bringing more diversity to the school and focusing on priming the environment first (looking within).
- more targeted/specific goals/actions (beyond value statements), commitment to measuring progress
- I think that most faculty are trying harder
- I think the way we interact is more intentional and we question more what we are doing, how and why. I have been in a couple of search committees and the work we do in the hiring space is much more intentional and built now into our process.
- More inclusive in language and deed (for the most part).

#### NO CHANGE (11)

- Not at all that is visible to me.
- Not enough change to respond to this question.
- I am not aware of specific changes.
- I don't think things are a lot different from last year, but I know it's a long game.
- There is a lot more lip service to anti-racism without any fundamental change
- I have exactly no evidence that SPH has changed due to SPAR over the past year. In my experience, tensions have actually gotten worse in my division and I've seen "whitelash" arise in response to feedback.

**What do you need to be anti-racist? (Q28).** What specific skills or resources do you need in your role in order to be antiracist?

107 comments shared. The following comments are representative of the responses:

## LEARNING & TRAINING OPPORTUNITIES (35)

- People willing to teach me about hard lessons of history.... I really learned a lot in the Native American health care system course I took, from the social-behavioral course with concepts of “othering”. Intersectionality, and cultural humility and in “Sexuality/reproductive /perinatal course the “bamboo ceiling”, the effects of the repeal of Roe v. Wade on vulnerable women/ people.
- More education on microaggressions and micro-inequities.
- I really valued the training by voices for racial justice. I would love to have more opportunities like that to educate myself.
- continued opportunities for training, education, discussion
- Like to have access to trainings, webinars, reading resources.
- Continuing work - accessible to people at all levels. Some interactive, some didactic, various ways of learning and keeping a focus on antiracism and equity.

## MORE DISCUSSIONS (12)

- More trainings and spaces for discussion with faculty and staff.
- Less resources, more opportunity to share stories and narratives that challenge traditional "legacy" cultures within SPH and the University.
- Opportunities to engage in discussion about being antiracist.
- I'd love to see more discussions surrounding how to advocate for anti-racist practices within the workplace. How can we continue our commitment to anti-racism after graduating our programs?
- Opportunities to talk, practice, and 'play' with ideas and tools.

## EXAMPLES OF PRACTICAL, REAL-WORLD APPLICATIONS (12)

- I need concrete examples of things that I can/should do differently (I feel my values align with being antiracist but may not always be aware of microaggressions, ways in which I am not being equitable, etc.)
- Faculty committed to all types of diversity - not more training, but more practical real-world experience with diverse communities.
- continued discussions/trainings, articles and examples of real-world application
- I think varied resources of antiracist practices and examples would be helpful.
- Role play opportunities so I can practice how and when to intervene

## MENTORSHIP (6)

- Mentorship or coaching to navigate being a fairly new employee. Let's keep having the all-SPH conversations, education and training so build our antiracism muscles.
- Mentors who understand antiracism
- Acknowledgments of activities such as including BIPOC faculty/student/staff in programs/projects, mentoring BIPOC student/staff, participation in DEI activities.

## GENERAL COMMENTS/SUGGESTIONS

43 people responded to the prompt, **“Feel free to share any other information related to your experience around diversity, equity, and inclusion at the SPH”**. The following comments are representative of the sentiments shared that address positive experiences and important considerations:

### POSITIVE EXPERIENCES (10)

- So far, people seem very warm and engaging to all.
- It's in transition and further along
- I have had a positive experience. I am also well equipped to address DEI issues.
- I have sought counsel from Lauren and Gayle which has helped me prepare to navigate challenging conversations and achieve positive results. I appreciate their accessibility, confidentiality, and insights. They are truly there to help anyone and groups who reach out with good intent and desire to make changes in alignment with SPAR and DEI principles. I feel very supported in my community outreach and engagement with diverse cultural communities. I have been given resources to build and fund a Community Advisory Board which ensures we are addressing the needs and priorities of the communities facing the greatest inequities and disparities. We are building long term, authentic relationships to link and support communities and partners to advance health equity and improve the quality of life and care for older adults.
- Of all of the schools I have been a part of over the years, SPH is the most openly active about increasing DEI.
- I applaud SPHs financial commitments to DEI, their consistent conversations about equity, and the staff that have been working hard to support these initiatives. While I think it is still not fulfilling the strategic plan fully, I think that the steps that have been taken are positive. I think more decision making power needs to be distributed to those most affected by marginalization, especially in the academic environment. I also think more work must be done in supporting faculty and staff to have inclusive conversations that stimulate critical discussion with respect to the nuances around race, gender, and socioeconomic status. For instance, adoptees and biracial people are hugely impacted by these conversations but can be excluded in discussion that tends to only focus on broad groups and stereotypes
- There are some amazing bubbles at the SPH of true antiracism. CARHE, DEI, HEWG come to mind first as examples of what we should be striving towards. I want those bubbles to become the norm.

### IMPORTANT CONSIDERATIONS

- The people who show up to meetings are at least starting the work. But there are A LOT of people who aren't showing up. I realize everyone is busy, and you can't force people to change without backlash, but we don't become antiracist passively.
- The survey conflates DEI with SPAR. This is a longtime issue with language. Which are we prioritizing first? I thought SPAR. I think people get confused with

this. What are we talking about in a DEI meeting? Is a DEI meeting about SPAR or is it about DEI (broader). Please be specific about scope for meetings. We get stuck talking about issues that aren't about race (obviously DEI covers that), but that detracts from focus on SPAR when I think that's what we're supposed to talk about.

- Sometimes I feel that policies can be challenged without offering a solution (i.e. I think this policy is problematic but don't have a recommendation on resolving). This leaves those enforcing policies in a difficult position on how to move forward.
- I'm in my second year of an MPH program and have had one (1) total professor of color, yet the subject matter I am learning is directly related to how systems adversely impact BIPOC individuals. Why aren't BIPOC faculty teaching this subject matter?

# SURVEY EVALUATION

The survey results highlighted key areas of strength (SPH's commitment to DEI and Anti-racism, and the sense of support) and areas for growth (discrimination and microaggressions, and trust in complaint filing).

## AREAS OF STRENGTH

### SPH Commitment to DEI and Anti-racism

93% of respondents said that both DEI and anti-racism were either the most important priority or a top priority for themselves (Q15). Furthermore, many respondents believe that SPH makes decisions that reflect a commitment to DEI (85%) and anti-racism (88%) as cited in questions 10 and 11 respectively.

Comments that reflect this commitment include:

- I view diversity, equity, inclusion, and belonging as an incredibly important priority and view anti-racism to be a part of that work.
- I feel like I personally don't have many opportunities to make decisions that would affect racism or anti-racism, but hope to be anti-racist if I do have an opportunity. And I think SPH would generally support that.
- I hear it and I see the dedication via CARHE

### Sense of Support

In total, 91% of respondents agreed (51%) or strongly agreed (40%) with the statement, "The people with whom I interact in the SPH support me" (Q9). This percentage is up from the 76% total mark from the last survey.

Comments that reflect this support include:

- Yes. My advisor and program coordinator were really helpful. They supported me throughout the program
- My direct supervisor, my team, and my adjacent teams are very supportive.
- I feel very supported by my director and team. I appreciate the flexibility, resources, and level of autonomy to achieve the objectives. Once we agree on the end goals and the general parameters of operations, I have the ability to determine the best path and partnerships to achieve the goals. I have the respect of most colleagues and feel valued on the SPH teams.

## AREAS FOR IMPROVEMENT

### Discrimination & Microaggressions

The number of respondents who reported witnessing discrimination and microaggressions is an area for improvement. For example, 48% of respondents reported witnessing microaggressions (Q18) and 30% of reported witnessing discrimination (Q19). Conversely, BIPOC respondents reported witnessing microaggressions (63%) and discrimination (38%) at higher rates than the average sample population.

When asked if they have experienced and/or witnessed microaggressions and/or discrimination, comments included:

- Yes, each and every day. Do you have a plan to solve or stop these from people being micro-aggressive?
- Absolutely. Someone at the Director level towards me.
- I have multiple students report about bias in the classroom and in SPH committees where they are not heard.
- having to explain my own negative experiences to a room of white people

### Trust in Complaint Filing

Many survey respondents expressed their doubts and concerns about leadership actually taking action on complaints filed. For example, only 16% of respondents reported that they felt very confident that filing a complaint would lead to an unbiased resolution. Also, a considerable number of respondents (26%) did not know where to go to file a complaint related to discrimination, bias, and/or harassment. A significant number of respondents expressed that they have little to no confidence in the system for filing complaints at SPH (See Q21 above for illustrative comments).

## RECOMMENDATIONS

Throughout the survey, many recommendations for improvement of DEI and the overall learning and workplace climate were provided. In this section, four main recommendations are listed as significant findings based on the frequency of their mentions.

### LESS LIP SERVICE, MORE ACTION

While many respondents agree and support DEI and Antiracism, there is a clear recommendation that more actions with significant impact be made. One common critique is that these initiatives are merely lip service and that actions are more performative than anything. This sentiment of less lip service, more action refers to the

notion that respondents have heard enough talk and want to know how progress is being measured towards meaningful results.

Specific examples of these recommendations include:

- Lots of lip service around DEI, but very little attention to it in the policies, conduct, etc.
- There's a great deal of "we care about black and other underrepresented folks" talk at SPH but there's no meaningful action.
- Actions speak a lot louder than any words or SPAR. Do something besides talking from a powerpoint. What tools are you giving to people?
- a community of practice or group of folks with similar roles could be helpful to translate antiracism principles into antiracist action as staff
- Providing resources about potential action items that could be taken at every level.

## CONTINUE LEARNING & TRAINING OPPORTUNITIES

Although constant training sometimes feels repetitive, respondents reported that the trainings are helpful in their journey towards being anti-racist and promoting DEI. This is particularly true for students who are more transient and bring a diverse set of backgrounds and experiences. Respondents often requested for more hands-on learning opportunities through practical examples for how to address situations and 1:1 mentorship.

Specific examples of practical steps include:

- More opportunity and time for training. School wide days/times where everyone is allotted the time and expected to attend trainings.
- More training specifically related to issues in higher ed (grad school). More specific examples instead of theory.
- Strategies for effectively handling public displays of discrimination -- knowing how to respond in the moment (call out) rather than after (call in)
- SPH toolkit for how to be antiracist in (1) study designs, (2) methods/analyses, (3) interpreting results, etc...
- It would be helpful to have a list of potential guest speakers who address substantive areas/topics of our courses from the perspective of anti-racism based on lived experiences, their organization's learnings in the field, or research.
- Guidance/wording for talking to faculty about inclusion

## BUILDING BRIDGES ACROSS DEPARTMENTS

The SPH is structured in a way that lends itself to operating in silos and this became evident through the comments. When describing issues related to DEI and Antiracism, respondents made stark distinctions between their department and others in the School.

Many recommended the concept of building bridges/coalitions across departments as a way to have the culture of DEI and Antiracism permeate through SPH.

Specific examples of these recommendations include:

- My division is welcoming. Others less so.
- I feel like I belong to some parts of the school. I feel like we still have many faculty who see themselves as more important than, smarter than, and better than myself and my peers.
- While I feel connected to my division, I wish there were more ways to connect with other teaching faculty throughout the division.

## LISTEN TO UNDERREPRESENTED & MARGINALIZED VOICES

Racial equity requires gathering feedback from individuals who are most disproportionately harmed by current policies and practices. In this survey, many students, faculty, and staff from underrepresented and marginalized backgrounds expressed the issues that they deal with on a daily basis. By listening to these voices with the intent to do better, the SPH can continue making progress in its goals. However, one glaring critique from respondents is that the people in leadership making decisions are predominantly white. The recommendation is to create channels for contribution from all members of the SPH community.

- Listen to the people who don't currently feel noticed, acknowledged, or valued and then put money and resources to make it happen.
- Listen to those affected and make changes based on their lived experiences.
- Intentional outreach to communities not in the majority to hear their experiences and make sure school practices and policies are equitable.
- Faculty and staff also need to acknowledge the expertise that students bring. I have been the only expert in a specific area, and faculty have repeatedly dismissed my expertise and preferred to hear the voices of their "preferred" male, white students.



# APPENDICES

## APPENDIX A: SURVEY INSTRUMENT

### SPH Climate Assessment Survey

Thank you for participating in the SPH 2022 Climate Assessment! Participation in this survey is entirely voluntary, and your individual responses will be kept anonymous and confidential. The Office of Measurement Services (OMS) will share the results and analysis of the survey with SPH in such a way where no one answer or comment can be attributed to an individual.

We appreciate your time and energy spent on this survey, as it will help facilitate our implementation of the Strategic Plan for Antiracism and improve the climate for marginalized folks in the School of Public Health.

Q1 I identify as:

(Select all that apply)

- ☐ African American, African, Afro-Caribbean, Black (1)
- ☐ American Indian, Native American, and/or Alaska Native (2)
- ☐ Asian American (3)
- ☐ European-American or White (4)
- ☐ Latinx/Hispanic (5)
- ☐ Middle Eastern or North African (6)
- ☐ Native Hawaiian or Pacific Islander (7)
- ☐ ☒Prefer not to answer (8)
- ☐ ☒Prefer to self-describe: (9) \_\_\_\_\_

Q2 What best describes your position at the School of Public Health?

(Select all that apply)

- ☐ Alumni (1)
- ☐ Faculty (2)
- ☐ Staff (3)
- ☐ Student (4)
- ☐ Other (please describe): (5) \_\_\_\_\_

Display This Question: If Q2 = Alumni

Q2a What year did you graduate? \_\_\_\_\_

Q3 What best describes your division and/or program?

- ☐ Biostatistics (1)
- ☐ Environmental Health Sciences (2)
- ☐ Epidemiology & Community Health (3)
- ☐ Health Policy & Management (4)
- ☐ Public Health Practice (5)
- ☐ Dean's Office / School-Wide Units (6)

Display This Question: If Q3 = Biostatistics Or Q3 = Environmental Health Sciences Or Q3 = Epidemiology & Community Health Or Q3 = Health Policy & Management  
Q3a Based on the division you selected above, what program are you in?

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Q4 How long have you been at the SPH?

- ☐ Less than 5 years (1)
- ☐ 5-10 years (2)
- ☐ 11-15 years (3)
- ☐ 16-20 years (4)
- ☐ More than 20 years (5)

How much do you agree or disagree with each of the following statements?

Q5 The School of Public Health (SPH) is welcoming and inclusive for folks who identify as Black, Indigenous, or as people of color.

- ☐ Strongly agree (4)
- ☐ Agree (3)
- ☐ Disagree (2)
- ☐ Strongly disagree (1)

Q5a Comments: \_\_\_\_\_

Q6 I feel like I belong at the SPH.

- ☐ Strongly agree (4)
- ☐ Agree (3)
- ☐ Disagree (2)
- ☐ Strongly disagree (1)

Q6a Comments: \_\_\_\_\_

Q7 I can share a contrary opinion without fear of negative consequences.

- ☐ Strongly agree (4)
- ☐ Agree (3)
- ☐ Disagree (2)
- ☐ Strongly disagree (1)

Q7a Comments: \_\_\_\_\_

Q8 When I share my thoughts at the SPH, my opinion is valued.

- ☐ Strongly agree (4)
- ☐ Agree (3)
- ☐ Disagree (2)
- ☐ Strongly disagree (1)

Q8a Comments: \_\_\_\_\_

Q9 The people with whom I interact in the SPH support me.

- ☐ Strongly agree (4)
- ☐ Agree (3)
- ☐ Disagree (2)
- ☐ Strongly disagree (1)

Q9a Comments: \_\_\_\_\_

Q10 SPH makes decisions that reflect a commitment to diversity, equity, and inclusion.

- ☐ Strongly agree (4)
- ☐ Agree (3)
- ☐ Disagree (2)
- ☐ Strongly disagree (1)

Q10a Comments: \_\_\_\_\_

Q11 SPH makes decisions that reflect a commitment to anti-racism.

- ☐ Strongly agree (4)
- ☐ Agree (3)
- ☐ Disagree (2)
- ☐ Strongly disagree (1)

Q11a Comments: \_\_\_\_\_

Q12 SPH graduate program admissions supports equitable processes, policies, and outcomes for BIPOC (Black, Indigenous, People of Color) students.

- ☐ Strongly agree (4)
- ☐ Agree (3)
- ☐ Disagree (2)
- ☐ Strongly disagree (4)

Q12a Comments: \_\_\_\_\_

Q13 SPH recruiting and hiring supports equitable processes, policies, and outcomes for BIPOC (Black, Indigenous, People of Color) staff and faculty.

- ☐ Strongly agree (4)
- ☐ Agree (3)
- ☐ Disagree (2)
- ☐ Strongly disagree (1)

Q13a Comments: \_\_\_\_\_

Q14 SPH promotions and advancement opportunities support equitable processes, policies, and outcomes for BIPOC (Black, Indigenous, People of Color) staff and faculty.

- ☐ Strongly agree (4)
- ☐ Agree (3)
- ☐ Disagree (2)
- ☐ Strongly disagree (1)

Q14a Comments: \_\_\_\_\_

Q15 Please rate the following:

How important is diversity, equity, and inclusion to you? (Q15\_1)

- ☐ The most important priority (5)
- ☐ A top priority, but not the most important (4)
- ☐ Moderately important (3)
- ☐ Not very important (2)
- ☐ Not important at all (1)

How important is anti-racism to you? (Q15\_2)

- ☐ The most important priority (5)
- ☐ A top priority, but not the most important (4)

- ☐ Moderately important (3)
- ☐ Not very important (2)
- ☐ Not important at all (1)

Q15a Comments: \_\_\_\_\_

Q16 Please rate the following:

How much of a priority do you think diversity, equity, and inclusion should be to SPH leadership? (Q16\_1)

- ☐ The most important priority (5)
- ☐ A top priority, but not the most important (4)
- ☐ Moderately important (3)
- ☐ Not very important (2)
- ☐ Not important at all (1)

How much of a priority do you think anti-racism should be to SPH leadership? (Q16\_2)

- ☐ The most important priority (5)
- ☐ A top priority, but not the most important (4)
- ☐ Moderately important (3)
- ☐ Not very important (2)
- ☐ Not important at all (1)

Q16a Comments: \_\_\_\_\_

Q17 Please rate the following:

How much of a priority do you think diversity, equity, and inclusion is to SPH leadership? (Q17\_1)

- ☐ The most important priority (5)
- ☐ A top priority, but not the most important (4)
- ☐ Moderately important (3)
- ☐ Not very important (2)
- ☐ Not important at all (1)

How much of a priority do you think anti-racism is to SPH leadership? (Q17\_2)

- ☐ The most important priority (5)
- ☐ A top priority, but not the most important (4)
- ☐ Moderately important (3)
- ☐ Not very important (2)
- ☐ Not important at all (1)

Q17a Comments: \_\_\_\_\_

Q18 I have experienced and/or witnessed what I believe was a microaggression and/or micro-inequity at the SPH.

- ☐ Yes (1)
- ☐ No (2)

Q18a Comments: \_\_\_\_\_

Q19 I have experienced and/or witnessed what I believe was discrimination and/or bias around one or more social identities at the SPH.

- ☐ Yes (1)
- ☐ No (2)

Q19a Comments: \_\_\_\_\_

Display This Question: If Q18 = Yes Or Q19 = Yes

Q20 If you are comfortable, please share the social identities and roles of the people involved in the microaggression/micro-inequity and/or discrimination/bias that you experienced or witnessed.

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Q21 I know where to go to file a complaint related to discrimination, bias, and/or harassment.

- ☐ Yes (1)
- ☐ No (2)

Q21a Comments: \_\_\_\_\_

Q22 How confident do you feel that filing a complaint related to discrimination, bias, and/or harassment would lead to an unbiased resolution?

- ☐ Very confident (3)
- ☐ Moderately confident (2)
- ☐ Not very confident (1)

Q22a Comments: \_\_\_\_\_

Q23 SPH does a good job educating its staff and faculty about minimizing bias and creating inclusive workplaces and classrooms.

- ☐ Strongly agree (4)
- ☐ Agree (3)
- ☐ Disagree (2)
- ☐ Strongly disagree (1)

Q23a Comments: \_\_\_\_\_

The next several open-ended questions ask you to reflect on topics in this survey and write in your thoughts.

Q24 What does the SPH need to do to become a school where everyone feels noticed, acknowledged, and valued?

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Q25 What challenges, obstacles, or patterns of resistance, if any, would hinder the SPH's ability to become more diverse, inclusive, and equitable?

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Q26 How have you changed due to the SPAR (Strategic Plan for Antiracism) over the past year, if at all?

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Q27 In what ways has SPH changed due to SPAR over the past year, if at all? (Please be specific.)

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Q28 What specific skills or resources do you need in your role in order to be antiracist?

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Q29 Feel free to share any other information related to your experience around diversity, equity, and inclusion at the SPH.

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## APPENDIX B: QUANTITATIVE DATA TABLES

### Q1. I identify as: (Select all that apply)

Field	Choice Count
African American, African, Afro-Caribbean, Black	9% 40
American Indian, Native American, and/or Alaska Native	2%
Asian American	9% 41
European-American or White	74% 344
Latinx/Hispanic	4% 19
Middle Eastern or North African	1%
Native Hawaiian or Pacific Islander	0%
Prefer not to answer	4% 18
Prefer to self-describe:	4% 17
	465

Showing rows 1 - 10 of 10

### Q2. What best describes your position at the School of Public Health? (Select all that apply)

Field	Choice Count
Alumni	7% 35
Faculty	18% 88
Staff	42% 208
Student	33% 163
Other (please describe):	1% 7
	501

Showing rows 1 - 6 of 6

### Q2a. What year did you graduate? (Alumni only)

Field	Minimum	Maximum	Mean	Std Deviation	Count
What year did you graduate?	1987	2022	2018	7	32

### Q3. What best describes your division and/or program?

Field	Choice Count
Biostatistics	17% 78
Environmental Health Sciences	10% 47
Epidemiology & Community Health	34% 157
Health Policy & Management	27% 124
Public Health Practice	2%
Dean's Office / School-Wide Units	10% 48

Showing rows 1 - 7 of 7

## Q4. How long have you been at the SPH?

Field	Choice Count
Less than 5 years	60% 280
5-10 years	15% 70
11-15 years	9% 41
16-20 years	3% 16
More than 20 years	13% 60
	467

Showing rows 1 - 6 of 6

## Q5. The School of Public Health (SPH) is welcoming and inclusive for folks who identify as Black, Indigenous, or as people of color.

#	Field	Choice Count
4	Strongly agree	22% 100
3	Agree	66% 294
2	Disagree	10% 45
1	Strongly disagree	2% 8
		447

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Black, Indigenous, People of Color	21% 26	58% 71	18% 22	3% 4	123
European-American or White	22% 67	70% 212	7% 20	1% 2	301
No Answer/Prefer not to answer	30% 7	48% 11	13% 3	9% 2	23

Showing rows 1 - 3 of 3

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Biostatistics	21% 15	74% 53	6% 4	0% 0	72
Environmental Health Sciences	19% 8	74% 32	5% 2	2% 1	43
Epidemiology & Community Health	24% 37	62% 94	12% 18	2% 3	152
Health Policy & Management	23% 27	62% 73	14% 16	2% 2	118
Public Health Practice / Dean's Office / School-Wide Units	20% 11	71% 40	9% 5	0% 0	56

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Alumni	22% 4	72% 13	6% 1	0% 0	18
Faculty	16% 14	69% 59	12% 10	2% 2	85
Staff	22% 44	67% 133	10% 20	2% 3	200
Student	27% 38	63% 89	9% 13	1% 2	142

Showing rows 1 - 4 of 4

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Less than 5 years	26% 71	64% 172	9% 23	1% 4	270
5-10 years	8% 5	75% 49	15% 10	2% 1	65
11-15 years	24% 9	61% 23	13% 5	3% 1	38
16-20 years	27% 4	53% 8	13% 2	7% 1	15
More than 20 years	19% 11	72% 42	9% 5	0% 0	58

Showing rows 1 - 5 of 5

## Q6. I feel like I belong at the SPH.

#	Field	Choice Count
4	Strongly agree	27% 127
3	Agree	59% 272
2	Disagree	13% 58
1	Strongly disagree	1% 5
		462

Showing rows 1 - 5 of 5

#	Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
1	Black, Indigenous, People of Color	25% 31	59% 74	15% 19	1% 1	125
2	European-American or White	30% 93	60% 188	10% 31	1% 2	314
3	No Answer/Prefer not to answer	13% 3	43% 10	35% 8	9% 2	23

Showing rows 1 - 3 of 3

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Alumni	32% 6	47% 9	16% 3	5% 1	19
Faculty	28% 25	55% 48	16% 14	1% 1	88
Staff	27% 56	60% 124	11% 23	1% 2	205
Student	26% 39	61% 91	11% 17	1% 1	148

Showing rows 1 - 4 of 4

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Less than 5 years	27% 76	61% 168	10% 29	1% 4	277
5-10 years	22% 15	60% 41	16% 11	1% 1	68
11-15 years	23% 9	60% 24	18% 7	0% 0	40
16-20 years	31% 5	44% 7	25% 4	0% 0	16
More than 20 years	36% 21	54% 32	10% 6	0% 0	59

Showing rows 1 - 5 of 5

## Q7. I can share a contrary opinion without fear of negative consequences.

#	Field	Choice Count
1	Strongly disagree	5% 25
2	Disagree	23% 108
3	Agree	56% 260
4	Strongly agree	15% 68
		461

Showing rows 1 - 5 of 5

#	Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
1	Black, Indigenous, People of Color	16% 20	50% 62	30% 37	4% 5	124
2	European-American or White	15% 48	61% 192	19% 61	4% 13	314
3	No Answer/Prefer not to answer	0% 0	26% 6	43% 10	30% 7	23

Showing rows 1 - 3 of 3

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Biostatistics	20% 15	57% 43	20% 15	4% 3	76
Environmental Health Sciences	26% 12	52% 24	22% 10	0% 0	46
Epidemiology & Community Health	12% 18	56% 87	26% 40	7% 11	156
Health Policy & Management	15% 18	54% 66	25% 30	7% 8	122
Public Health Practice / Dean's Office / School-Wide Units	9% 5	68% 38	21% 12	2% 1	56

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Alumni	11% 2	58% 11	16% 3	16% 3	19
Faculty	14% 12	52% 46	26% 23	8% 7	88
Staff	13% 26	58% 118	25% 50	5% 10	204
Student	19% 28	57% 84	21% 31	3% 5	148

Showing rows 1 - 4 of 4

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Less than 5 years	16% 44	60% 166	19% 53	5% 14	277
5-10 years	9% 6	53% 36	35% 24	3% 2	68
11-15 years	18% 7	53% 21	25% 10	5% 2	40
16-20 years	20% 3	40% 6	20% 3	20% 3	15
More than 20 years	14% 8	53% 31	27% 16	7% 4	59

Showing rows 1 - 5 of 5

Q8. When I share my thoughts at the SPH, my opinion is valued.

#	Field	Choice Count
4	Strongly agree	18% 78
3	Agree	62% 272
2	Disagree	17% 75
1	Strongly disagree	4% 16
		441

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Black, Indigenous, People of Color	18% 22	57% 69	22% 26	3% 3	120
European-American or White	18% 55	65% 195	14% 42	3% 8	300
No Answer/Prefer not to answer	5% 1	38% 8	33% 7	24% 5	21

Showing rows 1 - 3 of 3

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Biostatistics	19% 14	68% 50	8% 6	4% 3	73
Environmental Health Sciences	24% 11	50% 23	26% 12	0% 0	46
Epidemiology & Community Health	16% 24	61% 91	19% 28	4% 6	149
Health Policy & Management	18% 20	62% 71	17% 19	4% 4	114
Public Health Practice / Dean's Office / School-Wide Units	17% 9	63% 34	19% 10	2% 1	54

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Alumni	7% 1	73% 11	20% 3	0% 0	15
Faculty	19% 17	62% 55	15% 13	4% 4	89
Staff	15% 30	61% 120	19% 37	5% 9	196
Student	22% 30	62% 86	15% 21	1% 2	139

Showing rows 1 - 4 of 4

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Less than 5 years	20% 53	63% 165	15% 40	2% 4	262
5-10 years	12% 8	62% 41	20% 13	6% 4	66
11-15 years	21% 8	56% 22	21% 8	3% 1	39
16-20 years	13% 2	47% 7	13% 2	27% 4	15
More than 20 years	12% 7	65% 37	19% 11	4% 2	57

Showing rows 1 - 5 of 5

Q9. The people with whom I interact in the SPH support me.

#	Field	Choice Count
4	Strongly agree	40% 176
3	Agree	51% 227
2	Disagree	8% 35
1	Strongly disagree	1% 3
		441

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Black, Indigenous, People of Color	45% 53	45% 53	9% 11	1% 1	118
European-American or White	39% 118	55% 165	6% 17	1% 2	302
No Answer/Prefer not to answer	24% 5	43% 9	33% 7	0% 0	21

Showing rows 1 - 3 of 3

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Biostatistics	43% 31	50% 36	6% 4	1% 1	72
Environmental Health Sciences	42% 19	49% 22	9% 4	0% 0	45
Epidemiology & Community Health	37% 56	51% 77	10% 15	1% 2	150
Health Policy & Management	41% 47	53% 60	6% 7	0% 0	114
Public Health Practice / Dean's Office / School-Wide Units	42% 23	53% 29	5% 3	0% 0	55

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Alumni	53% 8	47% 7	0% 0	0% 0	15
Faculty	32% 28	62% 54	6% 5	0% 0	87
Staff	37% 73	52% 102	10% 19	2% 3	197
Student	48% 67	44% 62	8% 11	0% 0	140

Showing rows 1 - 4 of 4

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Less than 5 years	47% 124	44% 116	8% 20	1% 2	262
5-10 years	28% 19	66% 44	6% 4	0% 0	67
11-15 years	34% 13	61% 23	5% 2	0% 0	38
16-20 years	40% 6	40% 6	20% 3	0% 0	15
More than 20 years	25% 14	63% 36	11% 6	2% 1	57

Showing rows 1 - 5 of 5

Q10. SPH makes decisions that reflect a commitment to diversity, equity, and inclusion.

#	Field	Choice Count
4	Strongly agree	26% 112
3	Agree	59% 255
2	Disagree	12% 53
1	Strongly disagree	3% 14
		434

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Black, Indigenous, People of Color	24% 28	53% 62	16% 19	7% 8	117
European-American or White	27% 81	62% 184	10% 29	1% 4	298
No Answer/Prefer not to answer	16% 3	47% 9	26% 5	11% 2	19

Showing rows 1 - 3 of 3

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Biostatistics	27% 19	67% 47	6% 4	0% 0	70
Environmental Health Sciences	25% 11	66% 29	9% 4	0% 0	44
Epidemiology & Community Health	28% 42	55% 82	11% 17	5% 7	148
Health Policy & Management	23% 26	59% 65	14% 15	5% 5	111
Public Health Practice / Dean's Office / School-Wide Units	23% 13	54% 30	23% 13	0% 0	56

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Alumni	13% 2	73% 11	7% 1	7% 1	15
Faculty	20% 17	69% 58	7% 6	4% 3	84
Staff	24% 47	60% 117	13% 26	3% 6	196
Student	34% 46	50% 69	14% 19	2% 3	137

Showing rows 1 - 4 of 4

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Less than 5 years	31% 80	57% 147	9% 24	3% 9	260
5-10 years	8% 5	74% 49	17% 11	2% 1	66
11-15 years	32% 12	41% 15	22% 8	5% 2	37
16-20 years	31% 4	31% 4	31% 4	8% 1	13
More than 20 years	20% 11	70% 39	11% 6	0% 0	56

Showing rows 1 - 5 of 5

Q11. SPH makes decisions that reflect a commitment to anti-racism.

#	Field	Choice Count
4	Strongly agree	25% 105
3	Agree	63% 268
2	Disagree	11% 46
1	Strongly disagree	2% 9
		428

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Black, Indigenous, People of Color	23% 26	56% 64	18% 21	3% 4	115
European-American or White	25% 75	67% 197	7% 20	1% 3	295
No Answer/Prefer not to answer	22% 4	39% 7	28% 5	11% 2	18

Showing rows 1 - 3 of 3

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Biostatistics	24% 17	71% 50	4% 3	0% 0	70
Environmental Health Sciences	28% 12	67% 29	5% 2	0% 0	43
Epidemiology & Community Health	28% 41	59% 85	10% 15	2% 3	144
Health Policy & Management	21% 23	61% 68	15% 17	3% 3	111
Public Health Practice / Dean's Office / School-Wide Units	20% 11	62% 34	16% 9	2% 1	55

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Alumni	21% 3	57% 8	21% 3	0% 0	14
Faculty	21% 18	63% 53	14% 12	1% 1	84
Staff	20% 39	67% 129	10% 19	3% 6	193
Student	33% 45	58% 78	8% 11	1% 1	135

Showing rows 1 - 4 of 4

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Less than 5 years	30% 77	59% 151	9% 22	2% 5	255
5-10 years	7% 5	76% 51	15% 10	1% 1	67
11-15 years	27% 10	54% 20	14% 5	5% 2	37
16-20 years	15% 2	62% 8	23% 3	0% 0	13
More than 20 years	20% 11	69% 38	11% 6	0% 0	55

Showing rows 1 - 5 of 5

Q12. SPH graduate program admissions supports equitable processes, policies, and outcomes for BIPOC (Black, Indigenous, People of Color) students.



#	Field	Choice Count
4	Strongly agree	22% 83
3	Agree	62% 230
2	Disagree	13% 50
1	Strongly disagree	2% 9
		372

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Black, Indigenous, People of Color	25% 26	45% 46	24% 25	6% 6	103
European-American or White	22% 54	68% 171	9% 23	1% 2	250
No Answer/Prefer not to answer	16% 3	68% 13	11% 2	5% 1	19

Showing rows 1 - 3 of 3

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Biostatistics	21% 12	69% 40	10% 6	0% 0	58
Environmental Health Sciences	32% 12	53% 20	13% 5	3% 1	38
Epidemiology & Community Health	22% 28	64% 81	10% 13	4% 5	127
Health Policy & Management	24% 23	57% 54	17% 16	1% 1	94
Public Health Practice / Dean's Office / School-Wide Units	12% 6	67% 34	20% 10	2% 1	51

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Alumni	15% 2	77% 10	0% 0	8% 1	13
Faculty	32% 26	56% 46	11% 9	1% 1	82
Staff	18% 27	69% 105	11% 16	3% 4	152
Student	23% 28	56% 69	20% 24	2% 2	123

Showing rows 1 - 4 of 4

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Less than 5 years	24% 55	58% 133	15% 34	3% 6	228
5-10 years	13% 7	64% 34	21% 11	2% 1	53
11-15 years	35% 11	52% 16	13% 4	0% 0	31
16-20 years	29% 4	57% 8	7% 1	7% 1	14
More than 20 years	14% 6	86% 38	0% 0	0% 0	44

Showing rows 1 - 5 of 5

Q13. SPH recruiting and hiring supports equitable processes, policies, and outcomes for BIPOC (Black, Indigenous, People of Color) staff and faculty.

#	Field	Choice Count
4	Strongly agree	20% 76
3	Agree	59% 224
2	Disagree	16% 61
1	Strongly disagree	5% 18
		379

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Black, Indigenous, People of Color	23% 24	43% 46	24% 25	10% 11	106
European-American or White	19% 49	66% 167	13% 32	2% 6	254
No Answer/Prefer not to answer	16% 3	58% 11	21% 4	5% 1	19

Showing rows 1 - 3 of 3

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Biostatistics	24% 14	73% 43	3% 2	0% 0	59
Environmental Health Sciences	18% 7	57% 23	15% 6	10% 4	40
Epidemiology & Community Health	20% 25	60% 76	17% 22	2% 3	126
Health Policy & Management	19% 19	53% 52	22% 22	6% 6	99
Public Health Practice / Dean's Office / School-Wide Units	20% 10	56% 28	18% 9	6% 3	50

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Alumni	15% 2	62% 8	8% 1	15% 2	13
Faculty	27% 22	55% 45	13% 11	5% 4	82
Staff	17% 29	60% 100	18% 30	5% 8	167
Student	20% 23	62% 71	16% 18	3% 3	115

Showing rows 1 - 4 of 4

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Less than 5 years	23% 52	57% 128	15% 34	5% 11	225
5-10 years	12% 7	63% 36	19% 11	5% 3	57
11-15 years	25% 8	47% 15	22% 7	6% 2	32
16-20 years	21% 3	64% 9	7% 1	7% 1	14
More than 20 years	12% 6	71% 35	16% 8	0% 0	49

Showing rows 1 - 5 of 5

Q14. SPH promotions and advancement opportunities support equitable processes, policies, and outcomes for BIPOC (Black, Indigenous, People of Color) staff and faculty.

#	Field	Choice Count
4	Strongly agree	17% 60
3	Agree	65% 232
2	Disagree	15% 54
1	Strongly disagree	3% 12
		358

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Black, Indigenous, People of Color	17% 17	48% 47	30% 29	5% 5	98
European-American or White	17% 40	72% 174	9% 22	2% 6	242
No Answer/Prefer not to answer	17% 3	61% 11	17% 3	6% 1	18

Showing rows 1 - 3 of 3

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Biostatistics	20% 11	75% 42	5% 3	0% 0	56
Environmental Health Sciences	21% 7	68% 23	6% 2	6% 2	34
Epidemiology & Community Health	18% 21	64% 77	16% 19	3% 3	120
Health Policy & Management	13% 12	62% 58	20% 19	4% 4	93
Public Health Practice / Dean's Office / School-Wide Units	16% 8	60% 30	22% 11	2% 1	50

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Alumni	8% 1	75% 9	8% 1	8% 1	12
Faculty	16% 13	68% 54	11% 9	4% 3	79
Staff	16% 24	64% 98	18% 27	3% 5	154
Student	20% 22	64% 71	14% 16	2% 2	111

Showing rows 1 - 4 of 4

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Less than 5 years	21% 45	62% 132	14% 30	3% 7	214
5-10 years	7% 4	69% 37	20% 11	4% 2	54
11-15 years	20% 6	57% 17	20% 6	3% 1	30
16-20 years	14% 2	57% 8	21% 3	7% 1	14
More than 20 years	7% 3	84% 37	9% 4	0% 0	44

Showing rows 1 - 5 of 5

Q15. How important is diversity, equity, and inclusion to you? How important is anti-racism to you?

#	Field	Not important at all	Not very important	Moderately important	A top priority, but not the most important	The most important priority	Total
1	How important is diversity, equity, and inclusion to you?	1% 4	1% 4	6% 24	56% 235	37% 156	423
2	How important is anti-racism to you?	1% 4	1% 4	6% 24	49% 204	44% 183	419

Showing rows 1 - 2 of 2

How important is diversity, equity, and inclusion to you?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Black, Indigenous, People of Color	50% 56	41% 46	8% 9	0% 0	0% 0	111
European-American or White	32% 93	63% 185	4% 11	1% 3	0% 1	293
No Answer/Prefer not to answer	37% 7	21% 4	21% 4	5% 1	16% 3	19

Showing rows 1 - 3 of 3

How important is anti-racism to you?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Black, Indigenous, People of Color	62% 66	33% 35	4% 4	1% 1	1% 1	107
European-American or White	37% 109	57% 166	5% 15	1% 2	0% 1	293
No Answer/Prefer not to answer	42% 8	16% 3	26% 5	5% 1	11% 2	19

Showing rows 1 - 3 of 3

How important is diversity, equity, and inclusion to you?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Biostatistics	16% 11	72% 49	9% 6	3% 2	0% 0	68
Environmental Health Sciences	36% 16	64% 28	0% 0	0% 0	0% 0	44
Epidemiology & Community Health	39% 55	55% 77	6% 8	1% 1	0% 0	141
Health Policy & Management	44% 48	46% 51	6% 7	1% 1	3% 3	110
Public Health Practice / Dean's Office / School-Wide Units	44% 24	53% 29	4% 2	0% 0	0% 0	55

Showing rows 1 - 5 of 5

How important is anti-racism to you?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Biostatistics	22% 15	69% 46	9% 6	0% 0	0% 0	67
Environmental Health Sciences	48% 21	50% 22	2% 1	0% 0	0% 0	44
Epidemiology & Community Health	45% 62	49% 67	5% 7	1% 1	1% 1	138
Health Policy & Management	51% 56	39% 43	6% 7	2% 2	2% 2	110
Public Health Practice / Dean's Office / School-Wide Units	49% 27	45% 25	4% 2	2% 1	0% 0	55

Showing rows 1 - 5 of 5

How important is diversity, equity, and inclusion to you?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Alumni	36% <b>5</b>	43% <b>6</b>	14% <b>2</b>	7% <b>1</b>	0% <b>0</b>	<b>14</b>
Faculty	27% <b>23</b>	69% <b>59</b>	3% <b>3</b>	1% <b>1</b>	0% <b>0</b>	<b>86</b>
Staff	36% <b>69</b>	57% <b>109</b>	5% <b>10</b>	1% <b>1</b>	1% <b>1</b>	<b>190</b>
Student	44% <b>58</b>	47% <b>61</b>	7% <b>9</b>	1% <b>1</b>	2% <b>2</b>	<b>131</b>

Showing rows 1 - 4 of 4

How important is anti-racism to you?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Alumni	31% <b>4</b>	46% <b>6</b>	15% <b>2</b>	8% <b>1</b>	0% <b>0</b>	<b>13</b>
Faculty	34% <b>29</b>	58% <b>50</b>	6% <b>5</b>	1% <b>1</b>	1% <b>1</b>	<b>86</b>
Staff	44% <b>83</b>	49% <b>93</b>	7% <b>13</b>	0% <b>0</b>	0% <b>0</b>	<b>189</b>
Student	51% <b>66</b>	43% <b>55</b>	3% <b>4</b>	2% <b>2</b>	2% <b>2</b>	<b>129</b>

Showing rows 1 - 4 of 4

How important is diversity, equity, and inclusion to you?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Less than 5 years	42% <b>105</b>	50% <b>123</b>	6% <b>15</b>	1% <b>3</b>	1% <b>2</b>	<b>248</b>
5-10 years	22% <b>15</b>	76% <b>52</b>	0% <b>0</b>	0% <b>0</b>	1% <b>1</b>	<b>68</b>
11-15 years	33% <b>12</b>	64% <b>23</b>	3% <b>1</b>	0% <b>0</b>	0% <b>0</b>	<b>36</b>
16-20 years	31% <b>4</b>	69% <b>9</b>	0% <b>0</b>	0% <b>0</b>	0% <b>0</b>	<b>13</b>
More than 20 years	34% <b>19</b>	50% <b>28</b>	14% <b>8</b>	2% <b>1</b>	0% <b>0</b>	<b>56</b>

Showing rows 1 - 5 of 5

How important is anti-racism to you?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Less than 5 years	49% <b>120</b>	44% <b>109</b>	4% <b>10</b>	2% <b>4</b>	1% <b>2</b>	<b>245</b>
5-10 years	31% <b>21</b>	61% <b>41</b>	7% <b>5</b>	0% <b>0</b>	0% <b>0</b>	<b>67</b>
11-15 years	47% <b>17</b>	47% <b>17</b>	6% <b>2</b>	0% <b>0</b>	0% <b>0</b>	<b>36</b>
16-20 years	31% <b>4</b>	62% <b>8</b>	0% <b>0</b>	0% <b>0</b>	8% <b>1</b>	<b>13</b>
More than 20 years	36% <b>20</b>	52% <b>29</b>	13% <b>7</b>	0% <b>0</b>	0% <b>0</b>	<b>56</b>

Showing rows 1 - 5 of 5

**Q16. How much of a priority do you think diversity, equity and inclusion should be to SPH leadership? How much of a priority do you think anti-racism should be to SPH leadership?**

#	Field	Not important at all	Not very important	Moderately important	A top priority, but not the most important	The most important priority	Total
1	How much of a priority do you think diversity, equity, and inclusion should be to SPH leadership?	0% <b>2</b>	0% <b>2</b>	4% <b>17</b>	50% <b>210</b>	45% <b>187</b>	<b>418</b>
2	How much of a priority do you think anti-racism should be to SPH leadership?	0% <b>2</b>	1% <b>4</b>	4% <b>15</b>	46% <b>192</b>	49% <b>203</b>	<b>416</b>

Showing rows 1 - 2 of 2

How much of a priority do you think diversity, equity, and inclusion should be to SPH leadership?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Black, Indigenous, People of Color	57% <b>62</b>	39% <b>42</b>	4% <b>4</b>	0% <b>0</b>	0% <b>0</b>	<b>108</b>
European-American or White	41% <b>119</b>	56% <b>162</b>	3% <b>8</b>	0% <b>1</b>	0% <b>1</b>	<b>291</b>
No Answer/Prefer not to answer	32% <b>6</b>	32% <b>6</b>	26% <b>5</b>	5% <b>1</b>	5% <b>1</b>	<b>19</b>

Showing rows 1 - 3 of 3

How much of a priority do you think anti-racism should be to SPH leadership?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Black, Indigenous, People of Color	63% <b>67</b>	35% <b>37</b>	2% <b>2</b>	0% <b>0</b>	1% <b>1</b>	<b>107</b>
European-American or White	44% <b>127</b>	52% <b>151</b>	3% <b>9</b>	1% <b>3</b>	0% <b>1</b>	<b>291</b>
No Answer/Prefer not to answer	50% <b>9</b>	22% <b>4</b>	22% <b>4</b>	6% <b>1</b>	0% <b>0</b>	<b>18</b>

Showing rows 1 - 3 of 3

How much of a priority do you think diversity, equity, and inclusion should be to SPH leadership?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Biostatistics	23% <b>15</b>	71% <b>46</b>	5% <b>3</b>	2% <b>1</b>	0% <b>0</b>	<b>65</b>
Environmental Health Sciences	40% <b>17</b>	58% <b>25</b>	2% <b>1</b>	0% <b>0</b>	0% <b>0</b>	<b>43</b>
Epidemiology & Community Health	50% <b>70</b>	46% <b>65</b>	4% <b>6</b>	0% <b>0</b>	0% <b>0</b>	<b>141</b>
Health Policy & Management	55% <b>60</b>	39% <b>43</b>	3% <b>3</b>	1% <b>1</b>	2% <b>2</b>	<b>109</b>
Public Health Practice / Dean's Office / School-Wide Units	42% <b>23</b>	55% <b>30</b>	4% <b>2</b>	0% <b>0</b>	0% <b>0</b>	<b>55</b>

Showing rows 1 - 5 of 5

How much of a priority do you think anti-racism should be to SPH leadership?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Biostatistics	34% <b>22</b>	57% <b>37</b>	6% <b>4</b>	3% <b>2</b>	0% <b>0</b>	<b>65</b>
Environmental Health Sciences	45% <b>20</b>	52% <b>23</b>	2% <b>1</b>	0% <b>0</b>	0% <b>0</b>	<b>44</b>
Epidemiology & Community Health	53% <b>74</b>	43% <b>60</b>	3% <b>4</b>	1% <b>1</b>	1% <b>1</b>	<b>140</b>
Health Policy & Management	56% <b>60</b>	40% <b>43</b>	3% <b>3</b>	1% <b>1</b>	1% <b>1</b>	<b>108</b>
Public Health Practice / Dean's Office / School-Wide Units	45% <b>25</b>	51% <b>28</b>	4% <b>2</b>	0% <b>0</b>	0% <b>0</b>	<b>55</b>

Showing rows 1 - 5 of 5

How much of a priority do you think diversity, equity, and inclusion should be to SPH leadership?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Alumni	57% <b>8</b>	29% <b>4</b>	7% <b>1</b>	7% <b>1</b>	0% <b>0</b>	<b>14</b>
Faculty	29% <b>25</b>	65% <b>56</b>	6% <b>5</b>	0% <b>0</b>	0% <b>0</b>	<b>86</b>
Staff	44% <b>82</b>	52% <b>96</b>	4% <b>7</b>	0% <b>0</b>	1% <b>1</b>	<b>186</b>
Student	55% <b>71</b>	42% <b>54</b>	2% <b>3</b>	1% <b>1</b>	1% <b>1</b>	<b>130</b>

Showing rows 1 - 4 of 4

How much of a priority do you think anti-racism should be to SPH leadership?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Alumni	50% <b>7</b>	36% <b>5</b>	14% <b>2</b>	0% <b>0</b>	0% <b>0</b>	<b>14</b>
Faculty	30% <b>26</b>	63% <b>54</b>	5% <b>4</b>	1% <b>1</b>	1% <b>1</b>	<b>86</b>
Staff	50% <b>94</b>	45% <b>84</b>	4% <b>7</b>	1% <b>2</b>	0% <b>0</b>	<b>187</b>
Student	59% <b>75</b>	38% <b>49</b>	2% <b>2</b>	1% <b>1</b>	1% <b>1</b>	<b>128</b>

Showing rows 1 - 4 of 4

How much of a priority do you think diversity, equity, and inclusion should be to SPH leadership?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Less than 5 years	50% <b>123</b>	46% <b>112</b>	3% <b>7</b>	1% <b>2</b>	0% <b>1</b>	<b>245</b>
5-10 years	37% <b>25</b>	60% <b>41</b>	1% <b>1</b>	0% <b>0</b>	1% <b>1</b>	<b>68</b>
11-15 years	30% <b>11</b>	70% <b>26</b>	0% <b>0</b>	0% <b>0</b>	0% <b>0</b>	<b>37</b>
16-20 years	54% <b>7</b>	38% <b>5</b>	8% <b>1</b>	0% <b>0</b>	0% <b>0</b>	<b>13</b>
More than 20 years	38% <b>20</b>	49% <b>26</b>	13% <b>7</b>	0% <b>0</b>	0% <b>0</b>	<b>53</b>

Showing rows 1 - 5 of 5

How much of a priority do you think anti-racism should be to SPH leadership?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Less than 5 years	56% <b>135</b>	40% <b>98</b>	3% <b>7</b>	1% <b>2</b>	0% <b>1</b>	<b>243</b>
5-10 years	41% <b>28</b>	56% <b>38</b>	1% <b>1</b>	1% <b>1</b>	0% <b>0</b>	<b>68</b>
11-15 years	32% <b>12</b>	65% <b>24</b>	3% <b>1</b>	0% <b>0</b>	0% <b>0</b>	<b>37</b>
16-20 years	46% <b>6</b>	38% <b>5</b>	8% <b>1</b>	0% <b>0</b>	8% <b>1</b>	<b>13</b>
More than 20 years	39% <b>21</b>	50% <b>27</b>	9% <b>5</b>	2% <b>1</b>	0% <b>0</b>	<b>54</b>

Showing rows 1 - 5 of 5

Q17. How much of a priority do you think diversity, equity, and inclusion is to SPH leadership?  
How much of a priority do you think anti-racism is to SPH leadership?

#	Field	Not important at all	Not very important	Moderately important	A top priority, but not the most important	The most important priority	Total
1	How much of a priority do you think diversity, equity, and inclusion is to SPH leadership?	0% <b>2</b>	4% <b>15</b>	24% <b>98</b>	52% <b>217</b>	20% <b>85</b>	<b>417</b>
2	How much of a priority do you think anti-racism is to SPH leadership?	1% <b>5</b>	4% <b>17</b>	24% <b>101</b>	52% <b>217</b>	18% <b>76</b>	<b>416</b>

Showing rows 1 - 2 of 2

How much of a priority do you think diversity, equity, and inclusion is to SPH leadership?

Field	The most important priority		A top priority, but not the most important		Moderately important		Not very important		Not important at all		Total
Black, Indigenous, People of Color	19%	21	42%	46	28%	31	9%	10	1%	1	109
European-American or White	20%	57	57%	165	21%	62	2%	5	0%	1	290
No Answer/Prefer not to answer	39%	7	33%	6	28%	5	0%	0	0%	0	18

Showing rows 1 - 3 of 3

How much of a priority do you think anti-racism is to SPH leadership?

Field	The most important priority		A top priority, but not the most important		Moderately important		Not very important		Not important at all		Total
Black, Indigenous, People of Color	18%	20	39%	43	31%	34	8%	9	3%	3	109
European-American or White	17%	49	58%	166	22%	64	2%	7	1%	2	288
No Answer/Prefer not to answer	37%	7	42%	8	16%	3	5%	1	0%	0	19

Showing rows 1 - 3 of 3

How much of a priority do you think diversity, equity, and inclusion is to SPH leadership?

Field	The most important priority		A top priority, but not the most important		Moderately important		Not very important		Not important at all		Total
Biostatistics	15%	10	58%	38	23%	15	5%	3	0%	0	66
Environmental Health Sciences	26%	11	50%	21	24%	10	0%	0	0%	0	42
Epidemiology & Community Health	26%	37	48%	67	22%	31	4%	6	0%	0	141
Health Policy & Management	19%	21	52%	57	24%	26	4%	4	1%	1	109
Public Health Practice / Dean's Office / School-Wide Units	9%	5	60%	33	27%	15	4%	2	0%	0	55

Showing rows 1 - 5 of 5

How much of a priority do you think anti-racism is to SPH leadership?

Field	The most important priority		A top priority, but not the most important		Moderately important		Not very important		Not important at all		Total
Biostatistics	14%	9	65%	42	17%	11	5%	3	0%	0	65
Environmental Health Sciences	17%	7	52%	22	29%	12	2%	1	0%	0	42
Epidemiology & Community Health	26%	36	44%	62	24%	34	4%	6	2%	3	141
Health Policy & Management	17%	19	53%	58	24%	26	4%	4	2%	2	109
Public Health Practice / Dean's Office / School-Wide Units	7%	4	58%	32	29%	16	5%	3	0%	0	55

Showing rows 1 - 5 of 5



How much of a priority do you think diversity, equity, and inclusion is to SPH leadership?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Alumni	31% <b>4</b>	46% <b>6</b>	23% <b>3</b>	0% <b>0</b>	0% <b>0</b>	<b>13</b>
Faculty	20% <b>17</b>	57% <b>49</b>	23% <b>20</b>	0% <b>0</b>	0% <b>0</b>	<b>86</b>
Staff	21% <b>38</b>	50% <b>92</b>	24% <b>45</b>	5% <b>9</b>	1% <b>1</b>	<b>185</b>
Student	20% <b>26</b>	53% <b>70</b>	22% <b>29</b>	5% <b>6</b>	1% <b>1</b>	<b>132</b>

Showing rows 1 - 4 of 4

How much of a priority do you think anti-racism is to SPH leadership?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Alumni	23% <b>3</b>	54% <b>7</b>	23% <b>3</b>	0% <b>0</b>	0% <b>0</b>	<b>13</b>
Faculty	16% <b>14</b>	62% <b>53</b>	19% <b>16</b>	3% <b>3</b>	0% <b>0</b>	<b>86</b>
Staff	19% <b>35</b>	49% <b>90</b>	26% <b>48</b>	5% <b>9</b>	1% <b>2</b>	<b>184</b>
Student	18% <b>24</b>	51% <b>67</b>	25% <b>33</b>	4% <b>5</b>	2% <b>3</b>	<b>132</b>

Showing rows 1 - 4 of 4

How much of a priority do you think diversity, equity, and inclusion is to SPH leadership?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Less than 5 years	25% <b>61</b>	48% <b>118</b>	22% <b>53</b>	5% <b>12</b>	0% <b>1</b>	<b>245</b>
5-10 years	7% <b>5</b>	66% <b>46</b>	24% <b>16</b>	0% <b>0</b>	1% <b>1</b>	<b>68</b>
11-15 years	11% <b>4</b>	57% <b>21</b>	32% <b>12</b>	0% <b>0</b>	0% <b>0</b>	<b>37</b>
16-20 years	15% <b>2</b>	38% <b>5</b>	38% <b>5</b>	8% <b>1</b>	0% <b>0</b>	<b>13</b>
More than 20 years	25% <b>13</b>	49% <b>26</b>	23% <b>12</b>	4% <b>2</b>	0% <b>0</b>	<b>53</b>

Showing rows 1 - 5 of 5

How much of a priority do you think anti-racism is to SPH leadership?

Field	The most important priority	A top priority, but not the most important	Moderately important	Not very important	Not important at all	Total
Less than 5 years	21% <b>52</b>	49% <b>120</b>	23% <b>56</b>	5% <b>12</b>	2% <b>5</b>	<b>245</b>
5-10 years	9% <b>6</b>	57% <b>39</b>	31% <b>21</b>	3% <b>2</b>	0% <b>0</b>	<b>68</b>
11-15 years	8% <b>3</b>	62% <b>23</b>	27% <b>10</b>	3% <b>1</b>	0% <b>0</b>	<b>37</b>
16-20 years	15% <b>2</b>	46% <b>6</b>	38% <b>5</b>	0% <b>0</b>	0% <b>0</b>	<b>13</b>
More than 20 years	25% <b>13</b>	54% <b>28</b>	17% <b>9</b>	4% <b>2</b>	0% <b>0</b>	<b>52</b>

Showing rows 1 - 5 of 5

Q18. I have experienced and/or witnessed what I believe was a microaggression and/or micro-inequity at the SPH.

#	Field	Choice Count
1	Yes	48% <b>205</b>
2	No	52% <b>220</b>

425

Showing rows 1 - 3 of 3

Field	Yes	No	Total
Black, Indigenous, People of Color	63% 70	38% 42	112
European-American or White	42% 123	58% 169	292
No Answer/Prefer not to answer	57% 12	43% 9	21

Showing rows 1 - 3 of 3

Field	Yes	No	Total
Biostatistics	22% 15	78% 53	68
Environmental Health Sciences	45% 20	55% 24	44
Epidemiology & Community Health	54% 77	46% 65	142
Health Policy & Management	53% 59	47% 52	111
Public Health Practice / Dean's Office / School-Wide Units	55% 30	45% 25	55

Showing rows 1 - 5 of 5

Field	Yes	No	Total
Alumni	36% 5	64% 9	14
Faculty	62% 53	38% 32	85
Staff	46% 88	54% 102	190
Student	43% 57	57% 77	134

Showing rows 1 - 4 of 4

Field	Yes	No	Total
Less than 5 years	40% 100	60% 151	251
5-10 years	66% 42	34% 22	64
11-15 years	63% 24	37% 14	38
16-20 years	71% 10	29% 4	14
More than 20 years	48% 27	52% 29	56

Showing rows 1 - 5 of 5

Q19. I have experienced and/or witnessed what I believe was discrimination and/or bias around one or more social identities at the SPH.

#	Field	Choice Count
1	Yes	34% 145
2	No	66% 281
		426

Showing rows 1 - 3 of 3

Field	Yes	No	Total
Black, Indigenous, People of Color	38% 42	63% 70	112
European-American or White	32% 93	68% 200	293
No Answer/Prefer not to answer	48% 10	52% 11	21

Showing rows 1 - 3 of 3

Field	Yes	No	Total
Biostatistics	13% 9	87% 59	68
Environmental Health Sciences	18% 8	82% 36	44
Epidemiology & Community Health	36% 52	64% 91	143
Health Policy & Management	43% 48	57% 63	111
Public Health Practice / Dean's Office / School-Wide Units	47% 26	53% 29	55

Showing rows 1 - 5 of 5

Field	Yes	No	Total
Alumni	21% 3	79% 11	14
Faculty	40% 34	60% 51	85
Staff	36% 69	64% 122	191
Student	28% 37	72% 97	134

Showing rows 1 - 4 of 4

Field	Yes	No	Total
Less than 5 years	26% 66	74% 185	251
5-10 years	49% 32	51% 33	65
11-15 years	47% 18	53% 20	38
16-20 years	43% 6	57% 8	14
More than 20 years	38% 21	63% 35	56

Showing rows 1 - 5 of 5

## Q21. I know where to go to file a complaint related to discrimination, bias, and/or harassment.

#	Field	Choice Count
1	Yes	74% 314
2	No	26% 109
		423

Showing rows 1 - 3 of 3

Field	Yes	No	Total
Black, Indigenous, People of Color	66% 73	34% 37	110
European-American or White	77% 226	23% 66	292
No Answer/Prefer not to answer	71% 15	29% 6	21

Showing rows 1 - 3 of 3

Field	Yes	No	Total
Biostatistics	70% 49	30% 21	70
Environmental Health Sciences	77% 33	23% 10	43
Epidemiology & Community Health	70% 99	30% 42	141
Health Policy & Management	74% 81	26% 28	109
Public Health Practice / Dean's Office / School-Wide Units	87% 48	13% 7	55

Showing rows 1 - 5 of 5

Field	Yes	No	Total
Alumni	85% 11	15% 2	13
Faculty	94% 81	6% 5	86
Staff	78% 149	22% 41	190
Student	55% 72	45% 60	132

Showing rows 1 - 4 of 4

Field	Yes	No	Total
Less than 5 years	65% 163	35% 86	249
5-10 years	88% 58	12% 8	66
11-15 years	87% 33	13% 5	38
16-20 years	85% 11	15% 2	13
More than 20 years	87% 48	13% 7	55

Showing rows 1 - 5 of 5

**Q22. How confident do you feel that filing a complaint related to discrimination, bias, and/or harassment would lead to an unbiased resolution?**

#	Field	Choice Count
3	Very confident	16% 67
2	Moderately confident	56% 235
1	Not very confident	27% 114
		416

Showing rows 1 - 4 of 4

Field	Very confident	Moderately confident	Not very confident	Total
Black, Indigenous, People of Color	12% 13	50% 55	39% 43	111
European-American or White	18% 52	60% 170	22% 62	284
No Answer/Prefer not to answer	10% 2	48% 10	43% 9	21

Showing rows 1 - 3 of 3

Field	Very confident	Moderately confident	Not very confident	Total
Biostatistics	21% 14	58% 38	21% 14	66
Environmental Health Sciences	16% 7	63% 27	21% 9	43
Epidemiology & Community Health	14% 19	58% 80	29% 40	139
Health Policy & Management	15% 16	56% 61	29% 32	109
Public Health Practice / Dean's Office / School-Wide Units	19% 10	50% 27	31% 17	54

Showing rows 1 - 5 of 5

Field	Very confident	Moderately confident	Not very confident	Total
Alumni	8% 1	69% 9	23% 3	13
Faculty	16% 14	63% 54	21% 18	86
Staff	19% 35	56% 105	25% 46	186
Student	13% 17	52% 67	35% 45	129

Showing rows 1 - 4 of 4

Field	Very confident	Moderately confident	Not very confident	Total
Less than 5 years	15% 37	58% 140	27% 66	243
5-10 years	15% 10	53% 35	32% 21	66
11-15 years	19% 7	56% 20	25% 9	36
16-20 years	29% 4	14% 2	57% 8	14
More than 20 years	16% 9	67% 37	16% 9	55

Showing rows 1 - 5 of 5

**Q23. SPH does a good job educating its staff and faculty about minimizing bias and creating inclusive workplaces and classrooms.**

#	Field	Choice Count
4	Strongly agree	18% 75
3	Agree	57% 232
2	Disagree	21% 86
1	Strongly disagree	4% 16
		409

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Black, Indigenous, People of Color	15% 17	51% 57	24% 27	9% 10	111
European-American or White	19% 54	60% 167	19% 53	2% 5	279
No Answer/Prefer not to answer	21% 4	42% 8	32% 6	5% 1	19

Showing rows 1 - 3 of 3

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Biostatistics	15% 10	71% 46	12% 8	2% 1	65
Environmental Health Sciences	24% 10	59% 24	15% 6	2% 1	41
Epidemiology & Community Health	23% 31	51% 70	21% 29	5% 7	137
Health Policy & Management	17% 18	59% 63	21% 23	3% 3	107
Public Health Practice / Dean's Office / School-Wide Units	9% 5	52% 28	33% 18	6% 3	54

Showing rows 1 - 5 of 5

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Alumni	8% 1	69% 9	23% 3	0% 0	13
Faculty	20% 17	59% 51	17% 15	3% 3	86
Staff	16% 29	55% 102	25% 47	4% 7	185
Student	23% 28	57% 70	16% 20	4% 5	123

Showing rows 1 - 4 of 4

Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
Less than 5 years	21% 50	56% 133	18% 43	4% 10	236
5-10 years	6% 4	67% 44	24% 16	3% 2	66
11-15 years	31% 11	42% 15	25% 9	3% 1	36
16-20 years	21% 3	29% 4	43% 6	7% 1	14
More than 20 years	13% 7	64% 35	22% 12	2% 1	55

Showing rows 1 - 5 of 5

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