**Duke University School of Medicine**

**Office of Diversity and Inclusion: Belonging, Engagement, Achievement**

**2018 AAMC Diversity Engagement Survey Summary of Findings**

In February 2018, 3,893 of the School of Medicine’s faculty, staff, and learners participated in a survey exploring perceptions of inclusion and engagement.

Findings were shared with senior and department leadership from May to July and have been used to cultivate departmental strategies, enhance inclusion, and inform diversity strategic planning.

Thank you for contributing your voices and views. Your insights are key in shaping the vision and direction of inclusion in the School of Medicine.

**Survey Administration**

Of approximately 12,600 faculty, staff, learners, residents, and postdocs invited to complete the survey, **3,893** responded.

3,893 responded. Approximately 8,707 did not respond.

Survey respondents include faculty (n=874), staff (n=2102), learners (n=401), postdocs (n=97), and residents (n=279).

**Survey Respondent Demographics**

33% of respondents are men, 64% are women, and 3% identify as another gender.

86% of respondents are heterosexual, 8% are LGBAQ+, and 6% report other or did not indicated their sexual orientation.

The religious and belief systems of respondents include atheism (9%), Buddhism (1%), Christianity (52%), Hinduism (2%), Islam (less than 1%), Judaism (3.5%), Nonreligious (20%), and other/unknown (12%).

The race/ethnicity of respondents include Asian (10%), Black/African American (10%), Latino/a (4.5%), AIAN (Native American or Alaskan Native), NHPI (Native Hawaiian or Pacific Islander), or MENA (Middle Eastern or North African) (4.5%), multi-ethnic or multi-racial (3%), none indicated (6%), and White (62%).

The educational attainment of respondents include High-school, Vocational, Technical, Trade, and Certifications (3.5%), Some college or an associate’s (8.5%), Bachelor’s degree (28%), Master’s degree (18.5%), MD only (20%), PhD only (17%), MD/PhD or other doctorate (2.5%), and unknown (2%).

**Areas of Strength: What’s working well**

Themes from survey questions and responses to the open-ended question:

92% agree that one’s work or studies contribute meaningfully to the school’s mission

Awareness of and opportunities for

Working in diverse settings (84% agree, 9% neutral, 7% disagree)

Service and outreach (81% agree, 14% neutral, 5% disagree)

Culture of civility and respect among individuals and groups with various cultural differences, leadership commitment to respectful interaction

Leaders committed to treating people with respect (81% agree, 12% neutral, 7% disagree)

Culture of civility (82% agree, 12% neutral, 6% disagree)

85% report a sense of belonging by having trusted friends and someone who cares at Duke

Perceptions of cultural acceptance and welcoming

Culture here is accepting of difference (71% agree, 17% neutral, 12% disagree)

Cultural practices are respected here (74% agree, 20% neutral, 8% disagree)

Feel welcomed in a variety of settings (79% agree, 15% neutral, 7% disagree)

Appreciation for ongoing inclusion efforts – including education events and conversations on diversity, inclusion, and bias – and sharing innovative ideas for continued engagement

Desire for greater celebration of achievements for individuals who are women, LGBTQ+, and from underrepresented race/ethnicity groups

Calls for broadening the scope and focus of diversity and inclusion efforts

94% agree that diversity of backgrounds and perspectives is beneficial for educational and workplace excellence

Overall positive trends sometimes differ from individuals’ experiences, for example, by position at Duke, gender, and race/ethnicity.

For a deeper dive, you can learn more in the Executive Summaries for faculty, staff, and learners.

**Areas for Focus: What needs improvement**

**Themes from survey questions and responses to the open-ended question:**

Leaders’ accountability for cultivating inclusion and addressing concerns

Leaders model diversity & inclusion conversations (70% agree, 19% neutral, 11% disagree)

Diversity is managed well (64% agree, 22% neutral, 14% disagree)

Perceptions of some forms of diversity being valued over others at the institution

Few women and URM individuals (alongside overrepresentation of individuals who are men and white) in leadership and in some faculty, staff, and learner populations

Perceptions that decisions are made without consulting affected groups, or that input is overlooked

Have a voice in decision-making (62% agree, 19% neutral, 20% disagree)

My opinions matter (70% agree, 17% neutral, 13% disagree)

Inequities across identity groups in knowledge of and access to opportunities, recognition of achievements, and ease in navigating networks and relationships

Perceive that climate and opportunities are similar for:

Women compared to men (65% agree, 15% neutral, 20% disagree)

URM compared to majority groups (61% agree, 21% neutral, 18% disagree)

LGBTQ+ compared to heterosexual and cisgender (61% agree, 30% neutral, 9% disagree)

Unclear resources and pathways for reporting discrimination and harassment

Fear of retaliation for reporting incidents, particularly among staff

Discrimination is managed well (63% agree, 25% neutral, 12% disagree)

Harassment is not tolerated (75% agree, 15% neutral, 9% disagree)

Comfortable expressing views without fear of consequences (60% agree, 20% neutral, 20% disagree)

Silos and exclusion related to profession, rank, and program

Unpleasant interactions and microaggressions experienced by some women, LGBTQ+, Asian, URM race/ethnicities, and politically or religiously conservative individuals, contributing to unwelcoming environments

**Key Steps in Sharing Data & Informing Diversity-Inclusion Strategy**

Reports for the school. May – Dec 2018. Overall findings shared with leadership. Reports exploring faculty, staff, and learner perceptions and concerns.

Exploring trends locally. 2018 – 2019. Departments, Centers, and Institutes review and report on local findings. Special reports for select units.

Diversity Strategic Planning. 2018 – 2019. School wide and local findings used to inform diversity strategic planning.

For more information, please visit: