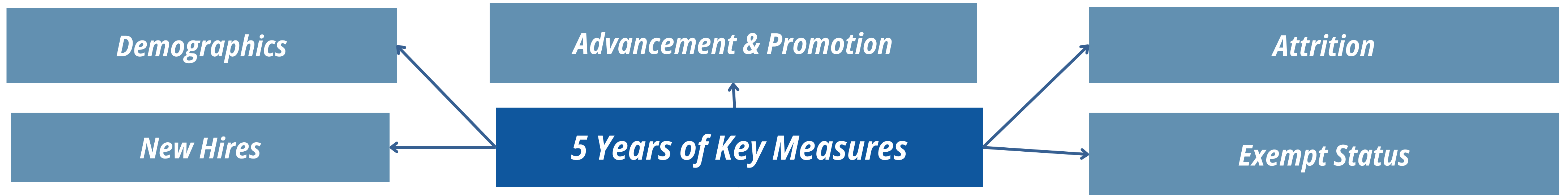
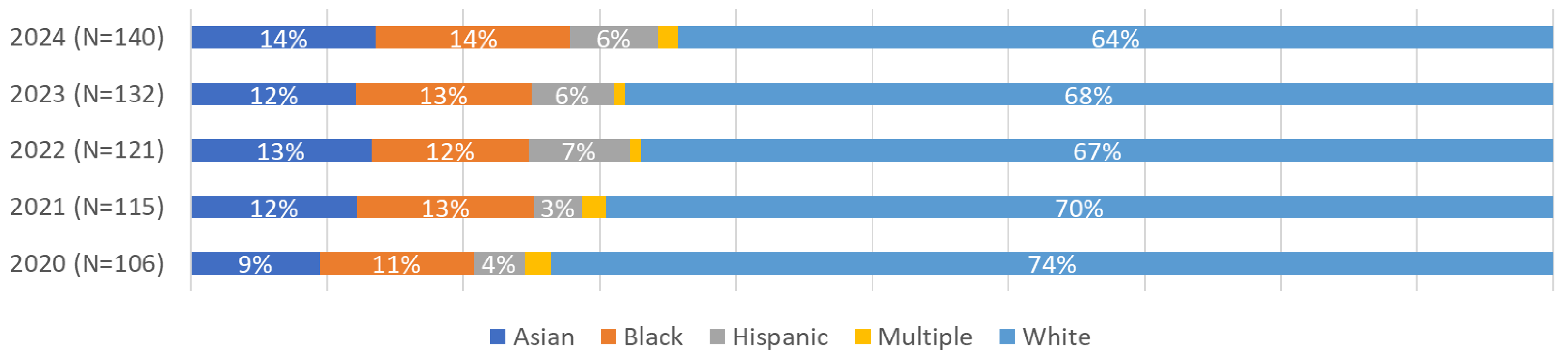


## Department of Population Health Sciences 2023-2024 Diversity, Equity, and Inclusion Report

### Section 1: Representation

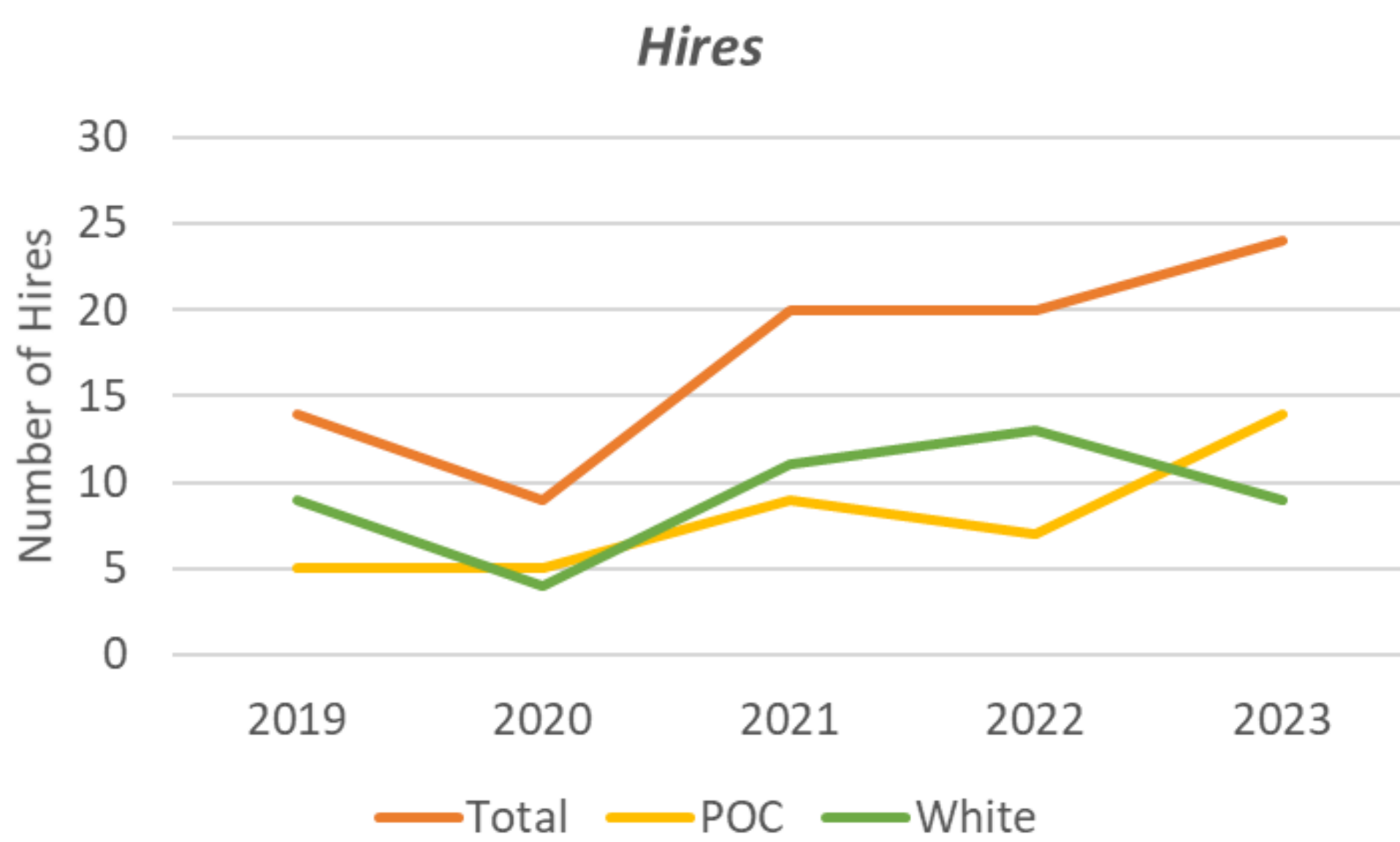


### Demographics

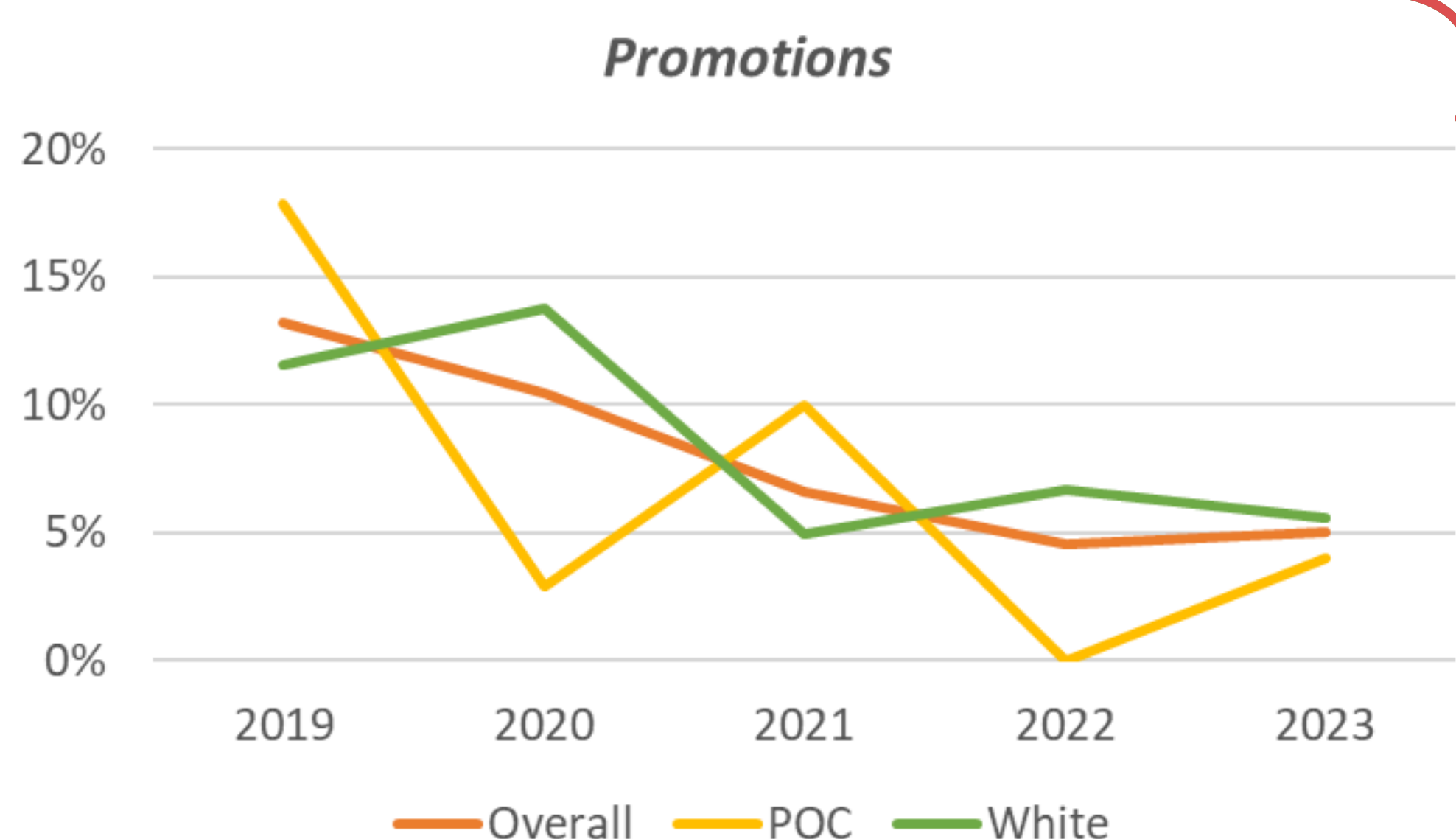
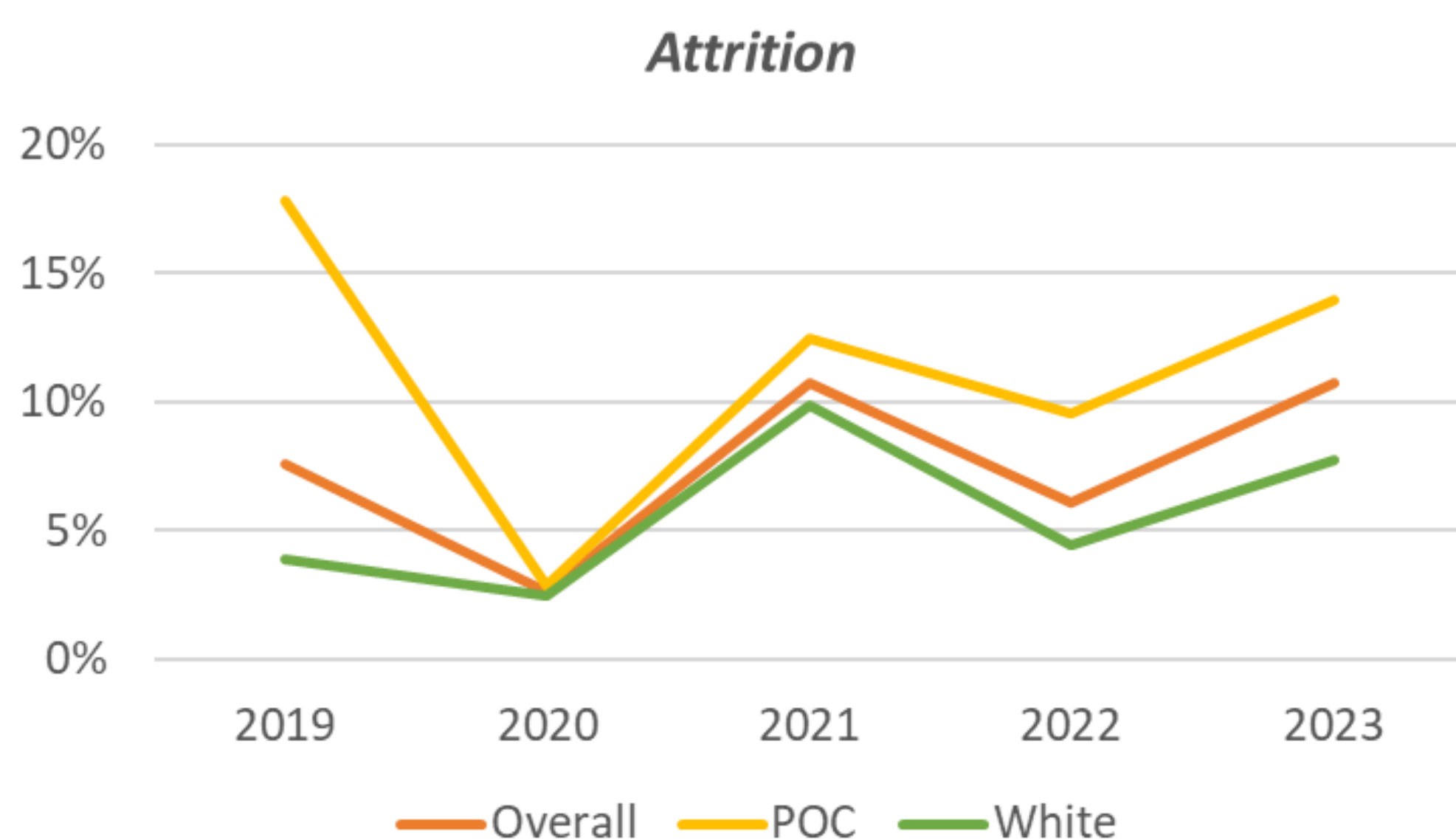


**The Department of Population Health Sciences is diversifying slowly. More people of color (POC) are represented than ever before but there is still much work to be done to create an equitable environment.** Since 2020, the department has grown rapidly by 130%, the roles held by POC staff and faculty have increased at a faster rate at 180%, surpassing the 115% increase observed among White staff and faculty. This growth in diversity reflects a positive shift towards a more inclusive environment but there is more work to be done, particularly to include all groups at a representative level.

### Hires, Promotions, and Attrition



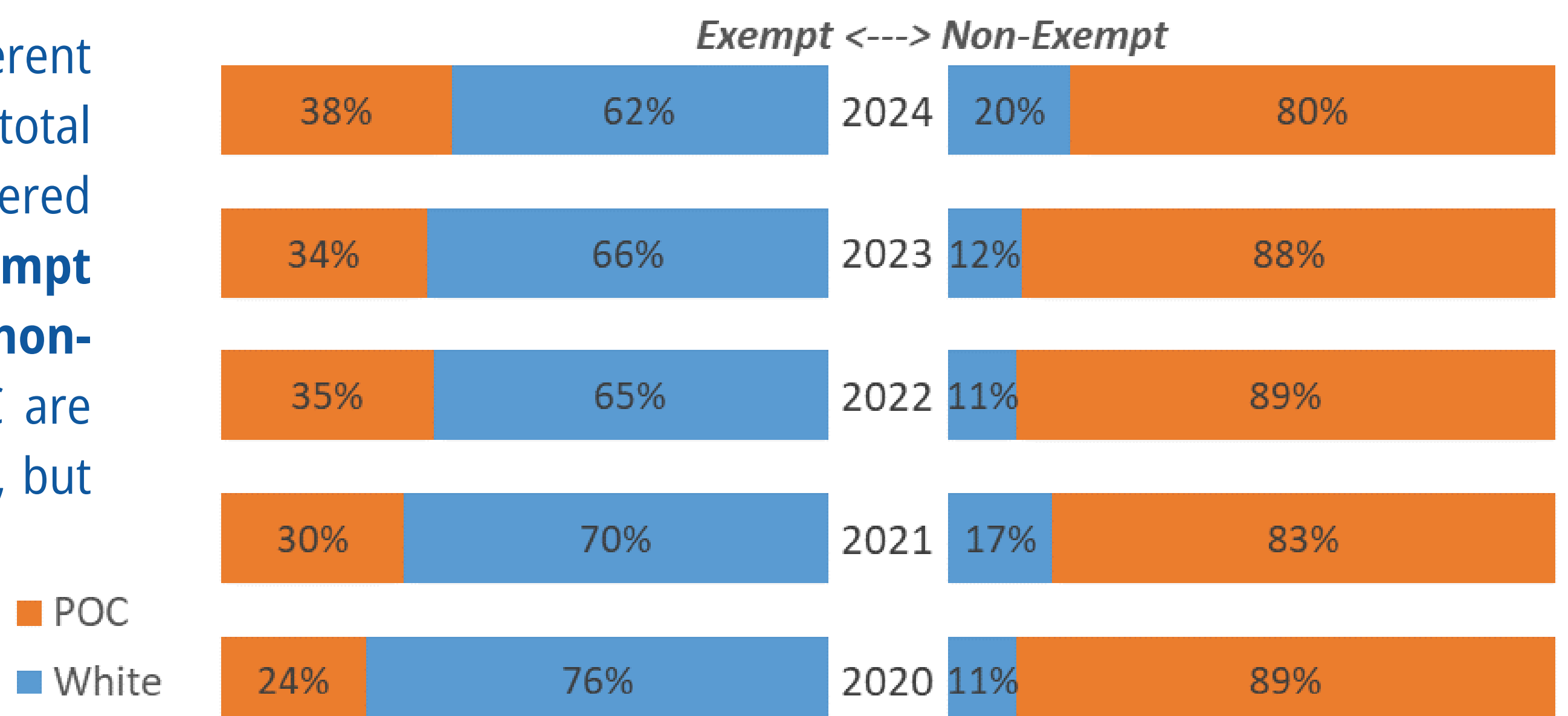
The increase in size of the department is easily evidenced by the overall increase in hires. However, attrition, which includes terminations, resignations and retirements, is on an upward trend with a higher rate of attrition for POCs compared to whites. In addition, promotions have decreased over the last 5 years and more white faculty and staff are promoted on average than POC staff and faculty.



## Department of Population Health Sciences 2023-2024 Diversity, Equity, and Inclusion Report

### Percentage of Exempt and Non-Exempt Faculty and Staff

Non-exempt employees have lower base pay and different benefits than exempt employees, resulting in less total compensation. All faculty and most staff in DPHS are considered exempt. **In 2024, POC represented 38% of the exempt workforce but consistently represent almost all of the non-exempt workforce.** More can be done to ensure that POC are included at a representative level, not just in the department, but in exempt roles with greater benefits.



## Section 2: Policy and Practice Improvements

Advancement Processes	Search and Hiring Practices
<ul style="list-style-type: none"> <li>Documented, communicated and applied uniformly the processes for faculty and research staff advancement</li> <li>Instituted performance and advancement planning support for managers from HR, including access to professional development resources</li> <li><b>Next steps:</b> Evaluation and development of a DPHS policy and process for non-research staff advancement and research staff moving from one classification to another</li> </ul>	<ul style="list-style-type: none"> <li>Transformed hiring process with staff toolkit which includes trainings and detailed guides informed by best practices in equitable hiring.</li> <li>Launched in July 2021 and updated in 2024, 37 staff have been hired since, positive feedback in hiring manager survey</li> <li>Piloted a modified faculty hiring process in 2022 that added 3 new POC faculty (75% of new hires).</li> <li>Shared the toolkit with School of Medicine who has adapted and disseminated it for other departments</li> <li><b>Next steps:</b> Expansion of Faculty Hiring Toolkit</li> </ul>
Performance Evaluations	Pay Equity
<ul style="list-style-type: none"> <li>Required performance evaluations include one DEI goal</li> <li>Trained managers on how to give feedback and conduct talent assessments</li> <li>Streamlined feedback collection process, including use of an online form and multiple types of reviewers (peers, direct reports, faculty)</li> <li>Instituted interim review focused on career growth and professional development</li> <li>Required faculty to report on DEI work</li> </ul>	<ul style="list-style-type: none"> <li>Follow Duke’s HR salary regression model (i.e., salary determination calculator).</li> <li>Conduct routine equity review of all positions</li> <li><b>Next steps:</b> Evaluation and documenting department discretion around salaries (e.g. allocating merit increases, reclassification, etc.)</li> </ul>

## Department of Population Health Sciences 2023-2024 Diversity, Equity, and Inclusion Report

### Section 3: Education Offerings

#### DEI Foundational Training Series

- Development of foundational training series, now integrated into onboarding process
- 160 DPHS faculty and staff have taken courses

#### BRIDGE Program: Building Research Inclusion & Diversity in Graduate Education

- Tailored training and mentorship for 16 grantees from 15 faculty mentors

#### Inclusive Pedagogy Evaluation

- Mixed methods evaluation of inclusive pedagogy in graduate education
- Findings show strong DEI themes in curriculum with room for improvement. The study also provides a model for other graduate programs.

### Section 4: Culture

% of Faculty and Staff who Agreed with the following statements in the 2024 Climate Surveys, with percent change from the 2021 survey.

*'I feel comfortable expressing my views without fear of negative consequences'*

**77%** -5%  
from 2021

*'I feel that the culture for LGBTQIA+ people is at least as good as that of heterosexual and cisgender people.'*

**81%** +11%  
from 2021

*'I feel that the opportunities for historically underrepresented racial/ethnic groups are at least as good as those for members of majority groups.'*

**71%** +11%  
from 2021

*'I feel that the culture for historically underrepresented racial/ethnic groups is at least as good as that for members of majority groups.'*

**63%** +19%  
from 2021



### Where do we go from here?

The Diversity, Equity and Inclusion committee has taken great strides to create and sustain an equitable environment. Representation of minoritized groups is increasing, our policies and procedures take into account DEI principles and our education programs and culture show a commitment to DEI. However there is still much work to be done.

Based on the findings of this annual report, we have identified the following areas for improvement

- Expand use of the staff hiring toolkit and commit to developing the faculty hiring toolkit to continue to increase the representation of minoritized people in the department.
- Measure representation of trainees and consider other indicators that resonate with their experience and strengths (e.g. first generation in higher education).
- Increase attention and focus on the opportunities and climate for underrepresented minorities. Many people in the department do not feel these are equitable and greater attention to this area is prudent.
- Continuous evaluation in all areas will allow for iterative quality improvement and strategic planning.