Climate Advisory Committee

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Carol Anne Murdoch-Kinch, DDS, Ph.D.
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Outline

Climate Study Background

Process and Methodology

Five Domains with data

Five Top Recommendations with data

Next steps
Climate Study Background

Two prior multicultural audits
  1994-1995
  2006-2007

Current Climate Study
  2014-2015
2014 Climate Survey added emphasis:

“the learning environment”

“the humanistic environment”
Process

Climate Study Advisory Group comprised of staff, students and faculty (all from UMSD)

Group Role: discussed and provided feedback about every aspect of this evaluation

Timeline: Met weekly from July 2014 to March 2015
Process

Advisory Committee provided input:

Methodology: selection of key informants, climate survey questions, & focus group questions

Data interpretation

Preliminary recommendations
Curtis Center Program Evaluation Group

John A. Seeley, PhD, Associate Director

Allison Sponseller, MSW/MUP, Evaluator

Sarah Beu, MSW, Evaluator

Molly Crump, MSW Candidate
Methodology

Results derived from multiple sources and methods.

685 Survey respondents

6 Interviews

22 Focus group participants
Climate Survey Response Rates 1994, 2007, and 2014

1994:
- Staff: 20%
- Faculty: 33%
- Students: 35%
- Total respondents: 351

2007:
- Staff: 27%
- Faculty: 27%
- Students: 53%
- Total respondents: 448

2014:
- Staff: 68%
- Faculty: 44%
- Students: 50%
- Total respondents: 685
Five Domains of Climate Survey as identified by the Advisory Committee

- Humanistic Environment
- Diversity and inclusion
- Activities
- Learning Environment
- Microaggressions/Bullying
Advisory Committee establish definition for Humanistic Environment

Individuals promote the respect, tolerance, understanding and concern for all members

Community members continually work to create a supportive and inclusive environment

In the School of Dentistry’s humanistic environment students, staff, and faculty experience:

- Freedom from intimidation and judgment
- Close professional relationships
- Freedom to explore their environment
- The opportunity to take appropriate risks within the environment
- The development of trusting and accepting relationships between members, regardless of institutional position or diversity of background
Most respondents agreed/strongly agreed that they experience a humanistic environment.

- Faculty: 72%
- Student: 71%
- Staff: 61%
Diversity and Inclusion

At least 71% of respondents in all three groups agreed/strongly agreed that administrators are concerned about diversity in the School.

However, far fewer agreed/strongly agreed that most persons are satisfied with the present state of diversity in the School.

- **Student**: 71% agreed/strongly agreed; 61% disagreed/strongly disagreed
- **Faculty**: 84% agreed/strongly agreed; 53% disagreed/strongly disagreed
- **Staff**: 73% agreed/strongly agreed; 57% disagreed/strongly disagreed

...administrators have an honest interest/concern for diversity

...most persons are satisfied with the present state of diversity
All three groups listed school-wide events as one of the top activities that contribute to a humanistic environment “a great deal.”

**Activities**

**Students**
- Student organizations: 77%
- School-wide events: 74%
- Informal interactions: 69%

**Staff**
- Staff appreciation: 74%
- School-wide events: 67%
- Fundraisers and food drives: 62%

**Faculty**
- School-wide events: 66%
- Faculty appreciation banquet: 51%
- Faculty retreats: 43%
Learning Environment

Almost half of respondents expressed dissatisfaction with the learning environment.

- **Students**: 64%
- **Faculty**: 41%
- **Staff**: 37%

Yes responses indicating dissatisfaction.
Microaggressions are brief exchanges, made intentionally or unintentionally, that invalidate or hurt a marginalized group through statements and actions.

Examples of microaggressions as reported by survey respondents:

**Statements**

“Women are better hygienists.” “Why doesn’t he learn to speak English?”

**Actions**

Failing to invite individuals of a certain race/gender/religion to a study group.
Almost half of respondents had experienced a microaggression.

- **Student**: 50%
- **Faculty**: 43%
- **Staff**: 30%
Bullying

**Bullying** may be verbal (such as teasing), physical (such as pushing/hitting) and may include intimidation.

Examples of bullying as reported by survey respondents:

**Verbal**

“I have heard people been called retarded.”

**Physical**

“I was punched by an upperclassmen”

**Intimidation**

“Talked over during meetings and attacked for being late by people in leadership”
Bullying

Fewer respondents had experienced bullying than a microaggression.

- Staff: 36%
- Faculty: 28%
- Student: 20%

Yes responses
Developing Recommendations

Data from all three methods were analyzed and interpreted by the advisory committee for 4 months to come up with their main recommendations.
A Summary of Recommendations
The Advisory Committee’s top 5 recommendations fall into three main areas; two of which contribute to increasing diversity, which was the recommendation with the most votes.

- **Increase diversity** of staff, faculty and students
- **Increase resources** that foster an inclusive environment
- **Create structures to improve communication** across the school
R1. Implement cultural sensitivity training.

Students, faculty and staff differed in how easy it is to feel comfortable in the school depending on different identities and backgrounds.

It is easy to feel comfortable in the school regardless of …

(percent agree/strongly agree combined)
R1. Implement cultural sensitivity training

Create diversity trainings was a major theme when respondents were asked how to improve inclusion in the school in an open-ended question.

<table>
<thead>
<tr>
<th>Number of Mentions</th>
<th>Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>[Provide] instruction focusing on more modern schisms in social acceptance instead of old standards</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>An ability to have more honest discussion on what is diversity and how it is defined in different areas. (seems to be an almost taboo topic)</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Learning opportunities where we gain knowledge about each other</td>
</tr>
</tbody>
</table>

Increase resources that foster an inclusive environment
R2. Provide internal courses for interpersonal skills, leadership and team building.

**Only a little over half** of all respondents agreed/strongly agreed that they experienced freedom from intimidation.

- **Student**: 67%
- **Faculty**: 57%
- **Staff**: 53%

*Increase resources that foster an inclusive environment*
R2. Provide internal courses for interpersonal skills, leadership and team building.

Providing training was mentioned by all three groups when asked how to improve the humanistic environment in an open-ended question on the survey and in the focus groups.

Provide HRD courses pertaining to promoting a TEAM environment.
-Staff Member

Give preparation and training to faculty that provides educational methodology and pedagogy
-Faculty Member

Some faculty members may have been taught to give feedback in a negative way because that's how it was when they were in dental school, but this is not acceptable.
-Student
R3. Create think tanks with staff, faculty and students.

**Interactions with other members of the School** were considered important/very important to the learning environment more often than events by all three groups.

- Interactions with faculty: 69%
- Interactions with students: 68%
- Interactions with staff: 66%
- School-sponsored presentations: 38%
- University-wide presentations: 33%
- Receptions, parties, and other social events: 29%

Create structures to improve communication across the school.
R3. Create think tanks with staff, faculty and students.

Increasing communication across the school was a major theme when asked how to increase support and inclusion in an open-ended question.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Staff</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The school seems to have 3 separate communities, students, clinical and research. They need to be brought together.</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>It would be nice if there was room for faculty to meet with students outside of the classroom setting...</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Full representation in the school with avenues of having voices that are heard.</td>
</tr>
</tbody>
</table>

Create structures to improve communication across the school.
R4. Create a clear, safe place to report incidents of microaggressions and bullying.

Only half of respondents said they would know what to do if they experienced a microaggression or bullying.

<table>
<thead>
<tr>
<th>Role</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>56%</td>
</tr>
<tr>
<td>Faculty</td>
<td>55%</td>
</tr>
<tr>
<td>Staff</td>
<td>52%</td>
</tr>
</tbody>
</table>

[Create] a confidential place to bring concerns that are not influenced by "good old boy" network [to improve inclusion] -Staff member
R4. Create a clear, safe place to report incidents of microaggressions and bullying

Gender discrimination was a major theme when asked to describe microaggressions and bullying at the school.

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<thead>
<tr>
<th></th>
<th>Number of Mentions</th>
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</tr>
</thead>
</table>
| Students   | 40                 | I've had a faculty say "there are just way too many women in this room."
|            |                    | Comments overheard in the school:                                   |
|            |                    | “women are better dental hygienists”                                 |
|            |                    | “It would suck to be a male hygienist.”                               |
| Faculty    | 5                  | Women are “taking up valuable space where men could be”              |
| Staff      | 3                  | Many many subtle Jokes about women mostly.                           |
R5. Increase diversity and inclusion of students, faculty and staff.

Only a little over half believed that most people were satisfied with the present state of diversity at the school.

- **Student**: 61%
- **Faculty**: 57%
- **Staff**: 53%
R5. Increase diversity and inclusion of students, faculty and staff.

When asked how individuals could be better supported and included, **increasing diversity** was a theme across all three groups.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>There needs to be more diversity among staff, faculty, etc. and more support of the minority members of the community.</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Be proactive in recruiting a racially diverse student body by creating programs to advertise and recruit qualified, racially diverse students.</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>[It] would be better if we increased the level of diversity among all members of the community, faculty staff and students.</td>
</tr>
</tbody>
</table>
Recommendations

R1. Implement cultural sensitivity training.

R2. Provide internal courses for interpersonal skills, leadership and team building.

R3. Create think tanks with staff, faculty and students.

R4. Create a clear, safe place to report incidents of microaggressions and bullying.

R5. Increase diversity and inclusion of students, faculty and staff.
Next Steps

Complete formal report including recommendations

- Shared with Dean McCauley and SOD Leadership
- Publish and share our survey methodology, results and outcomes
- Proposal: Formation of a Climate Study Implementation Committee (CSIC)

Create Climate Study Implementation Committee

- Comprised of SOD students, staff and faculty
- Works with the SOD strategic plan People Domain Committee to accomplish like goals.
- A SOD sub-committee of the Multicultural Affairs Committee
SYNERGY

Climate Study Recommendations

- **Increase diversity** of staff, faculty and students
- **Increase resources** that foster an inclusive environment
- Create structures to improve communication across the school

Strategic Plan People Domain

People Domain
2014-15 Goal

Increase the number of under-represented minority (URM) students, staff and faculty
Time for Action
Climate Study Implementation Committee Formation

If you are interested in helping the School of Dentistry achieve these goals, volunteer for the Climate Study Implementation Committee

6-10 members with a co-chair who will work with the office of Diversity and Inclusion leadership

Work commences once the Dean and SOD leadership approves the official report and recommendations (April-June)

If you are interested in serving on the CSIC please e-mail Dr. Ester at tvester@umich.edu
THANK-YOU FOR YOUR PARTICIPATION!

“WE ARE BOUND IN AN INESCAPABLE WEB OF MUTUALITY TIED TOGETHER BY A COMMON THREAD OF DESTINY. WHAT AFFECTS ONE DIRECTLY AFFECTS US ALL INDIRECTLY!”

M.L. KING, JR
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