

University of Michigan School of Dentistry Climate Study Town Hall Meetings

March 30, 2015

April 2, 2015

Climate Advisory Committee

Renée E. Duff, DDS, MS

Todd V. Ester, DDS

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

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Valerie Murphree

Brandonn Perry

Justin Pisano

Cheryl Quiney

Eileen Quintero

Katherine Shin

Henry Temple, DDS

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

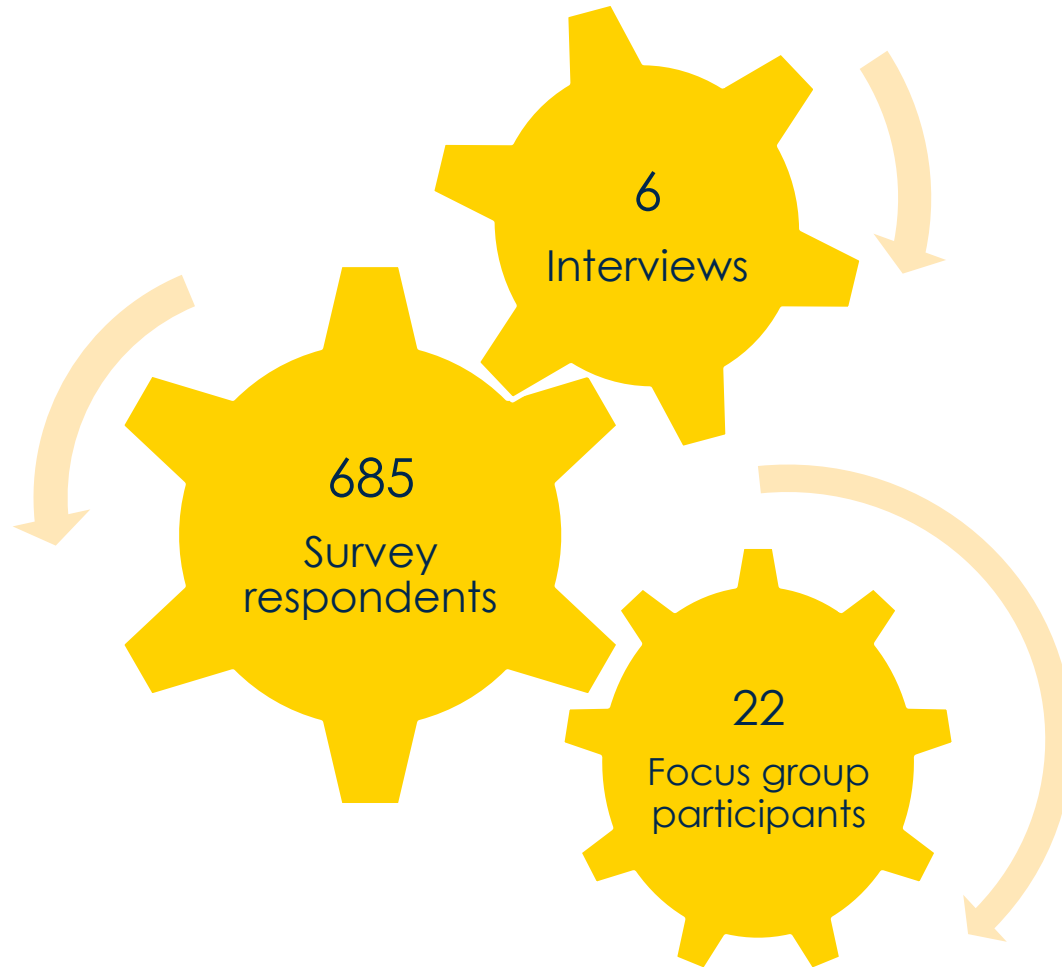
Allison Sponseller, MSW/MUP, Evaluator

Sarah Beu, MSW, Evaluator

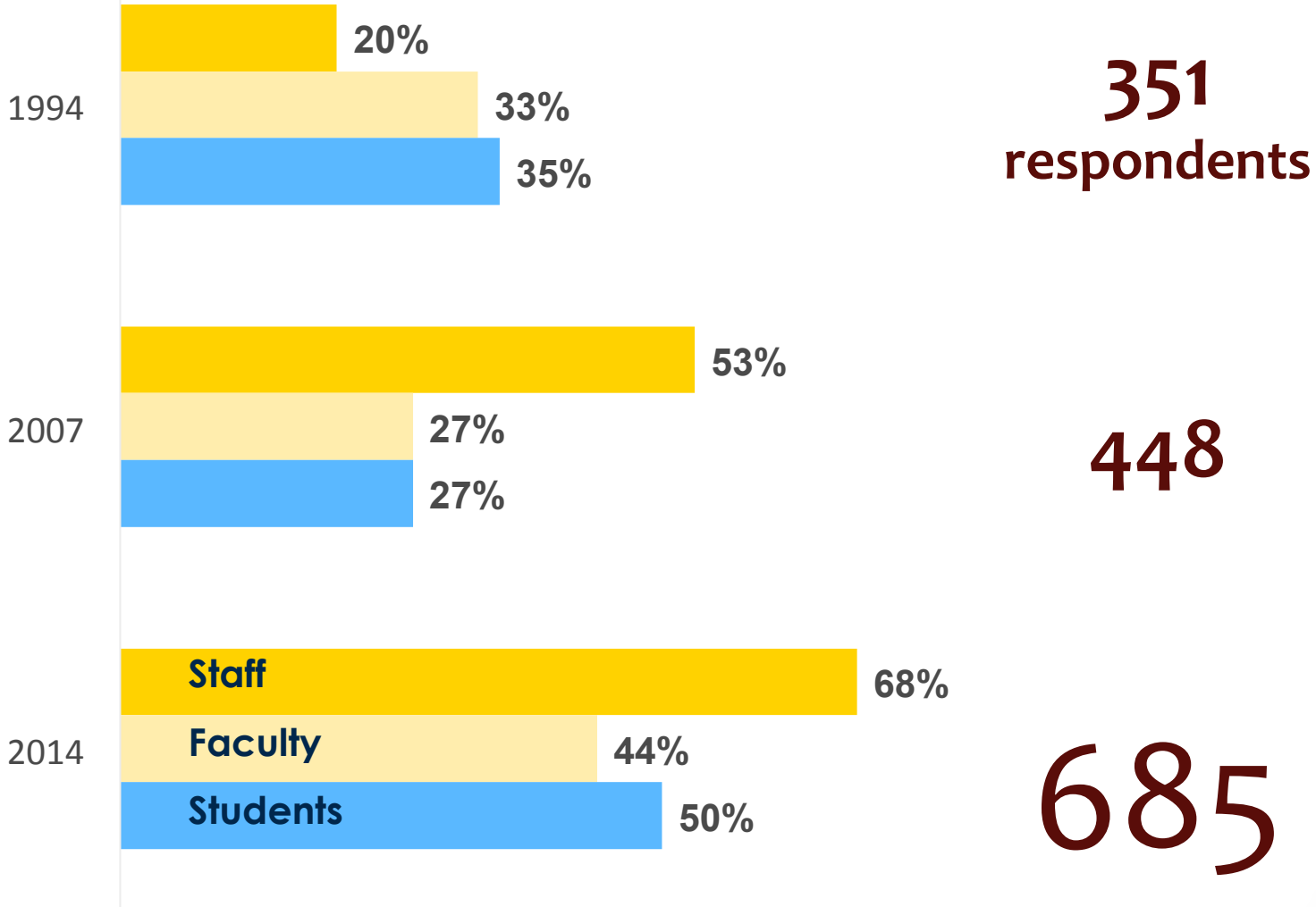
Molly Crump, MSW Candidate

Methodology

Results derived from multiple sources and methods.



Climate Survey Response Rates 1994, 2007, and 2014



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

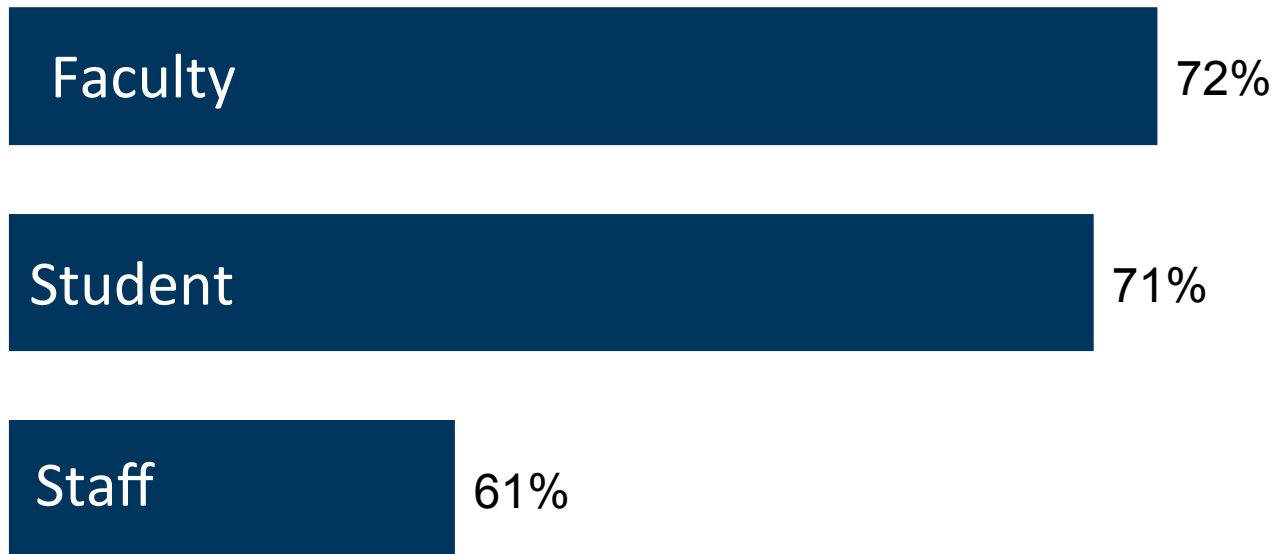
- Freedom to explore their environment

- 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

Humanistic Environment

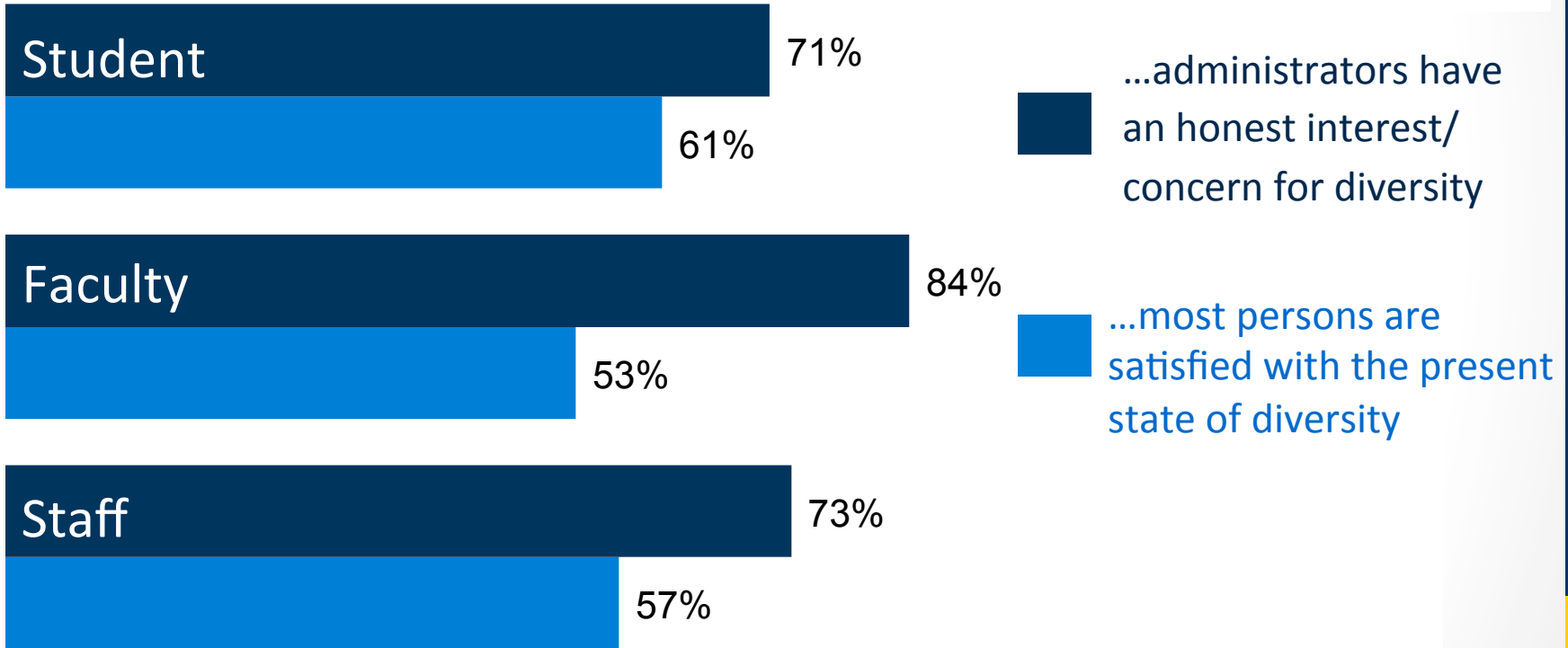
Most respondents agreed/strongly agreed that they experience a humanistic environment.



Diversity and Inclusion

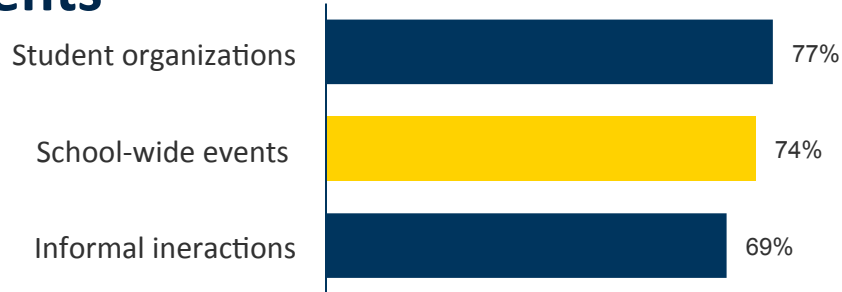
At least 71% of respondents in all three groups agreed/strongly agreed that **administrators are concerned about diversity** in the School.

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

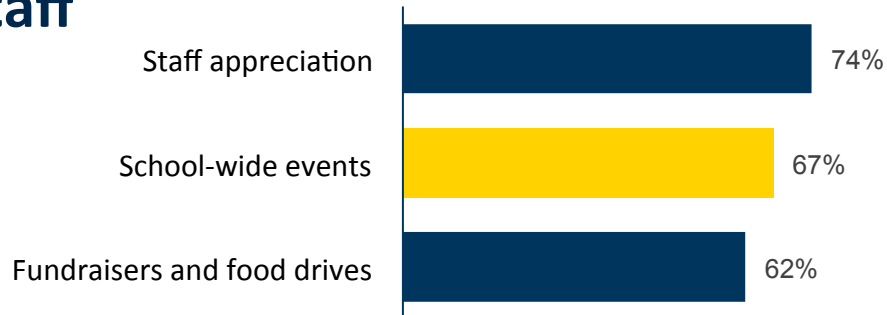


Activities

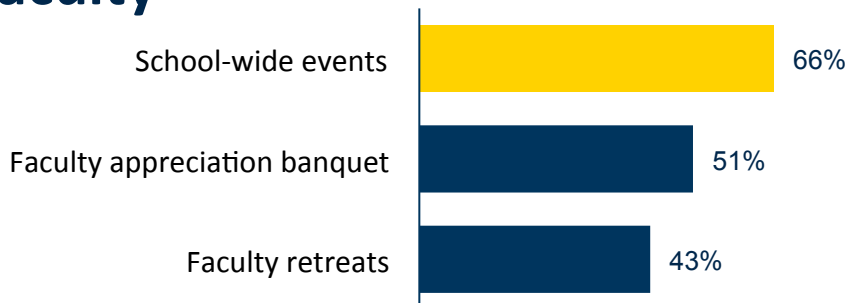
Students



Staff



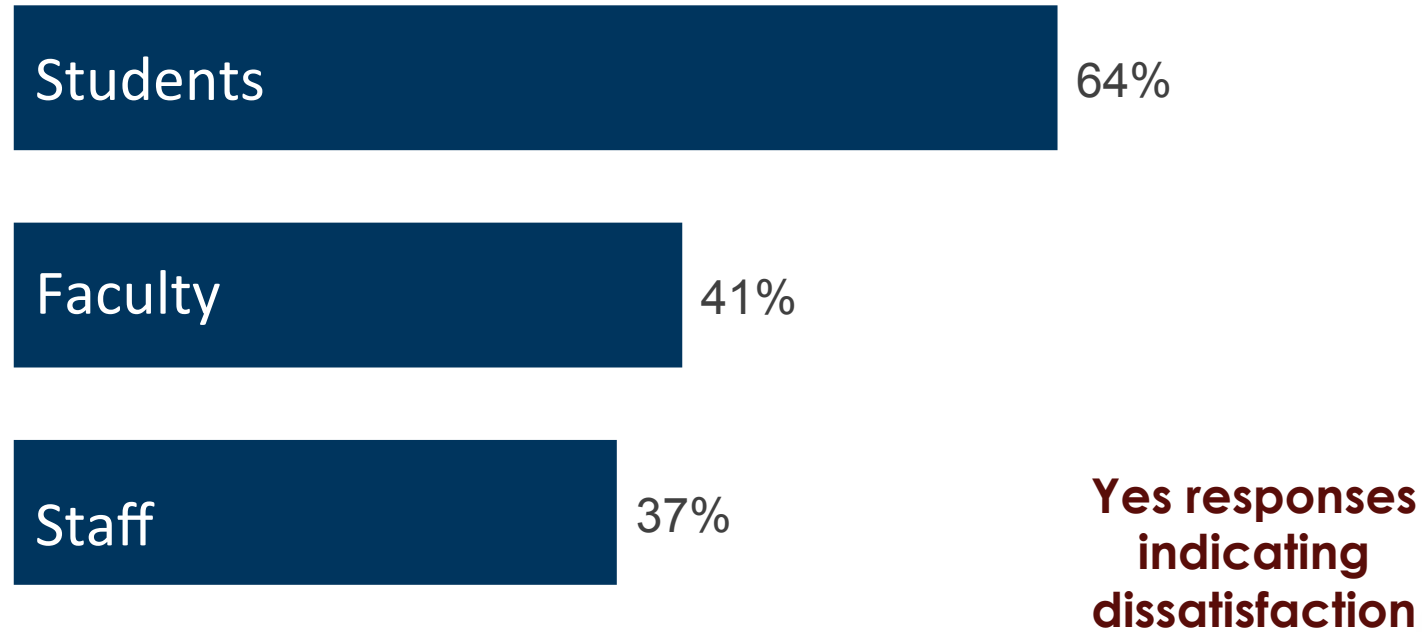
Faculty



All three groups listed school-wide events as one of the top activities that contribute to a humanistic environment “a great deal.”

Learning Environment

Almost half of respondents expressed dissatisfaction with the learning environment.



Microaggressions

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

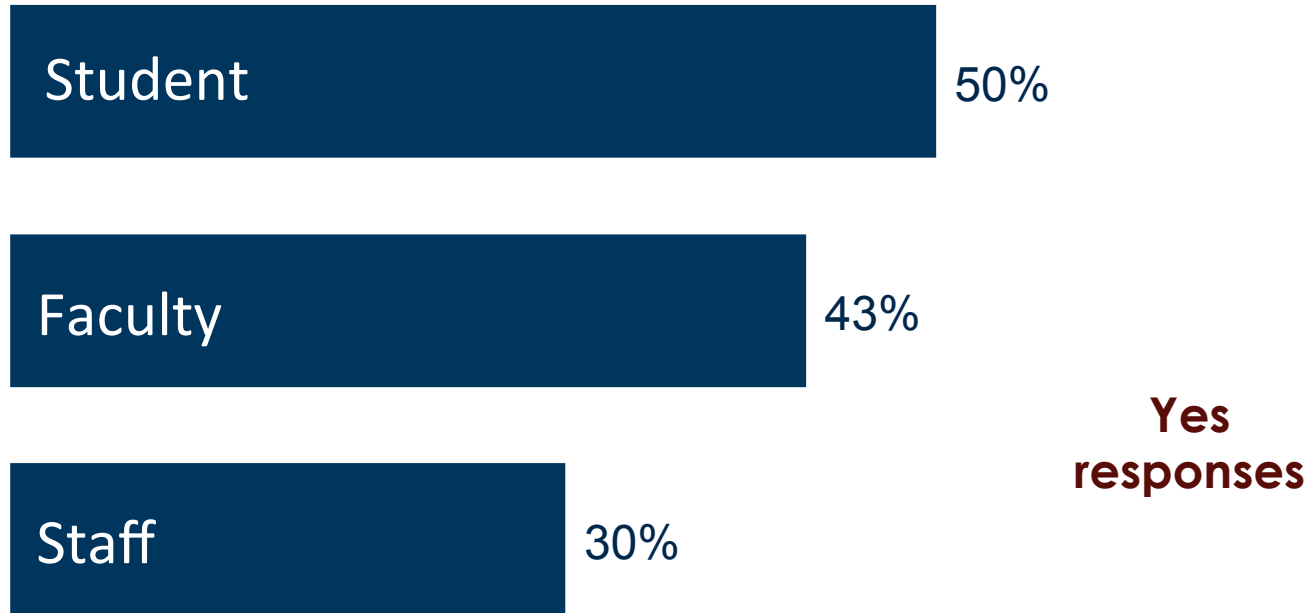
“Women are better hygienists.” “Why doesn’t he learn to speak English?”

Actions

Failing to invite individuals of a certain race/ gender/religion to a study group.

Microaggressions

Almost half of respondents had experienced a microaggression.



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

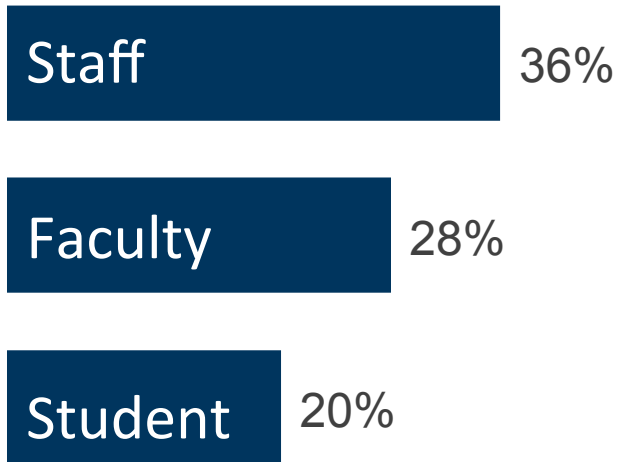
“I was punched by an upperclassmen”

Intimidation

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

Bullying

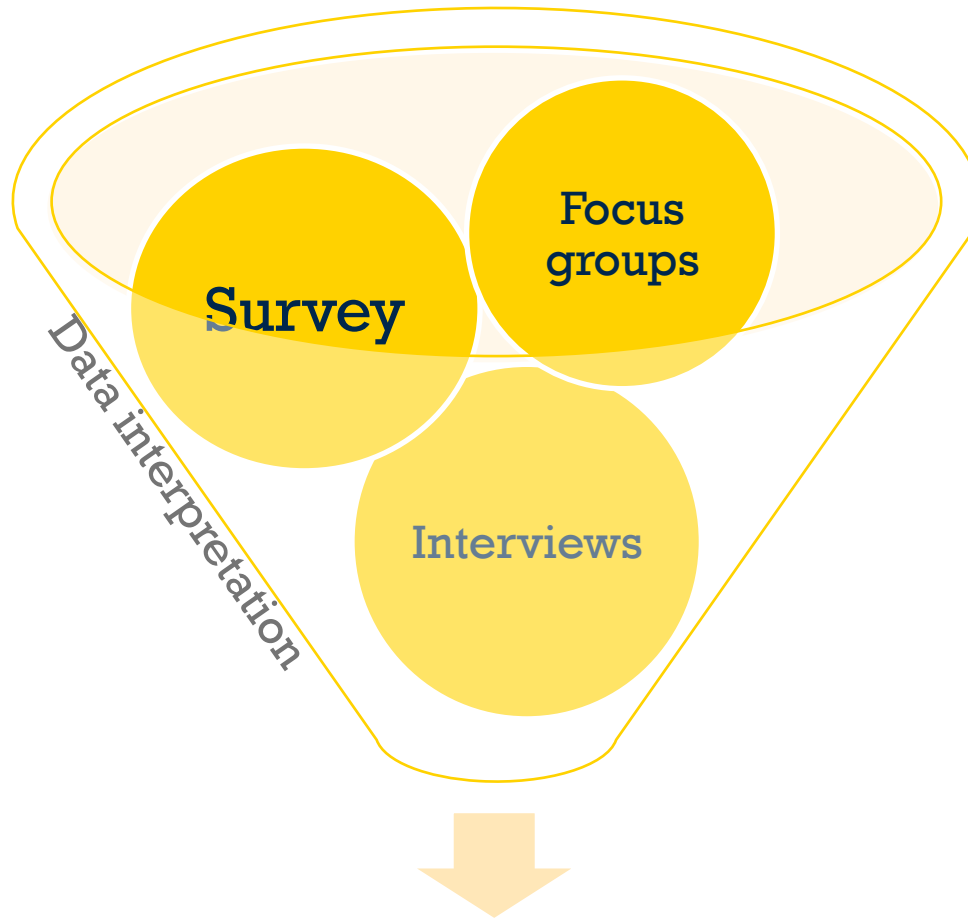
Fewer respondents had experienced bullying than a microaggression.



**Yes
responses**

Developing Recommendations

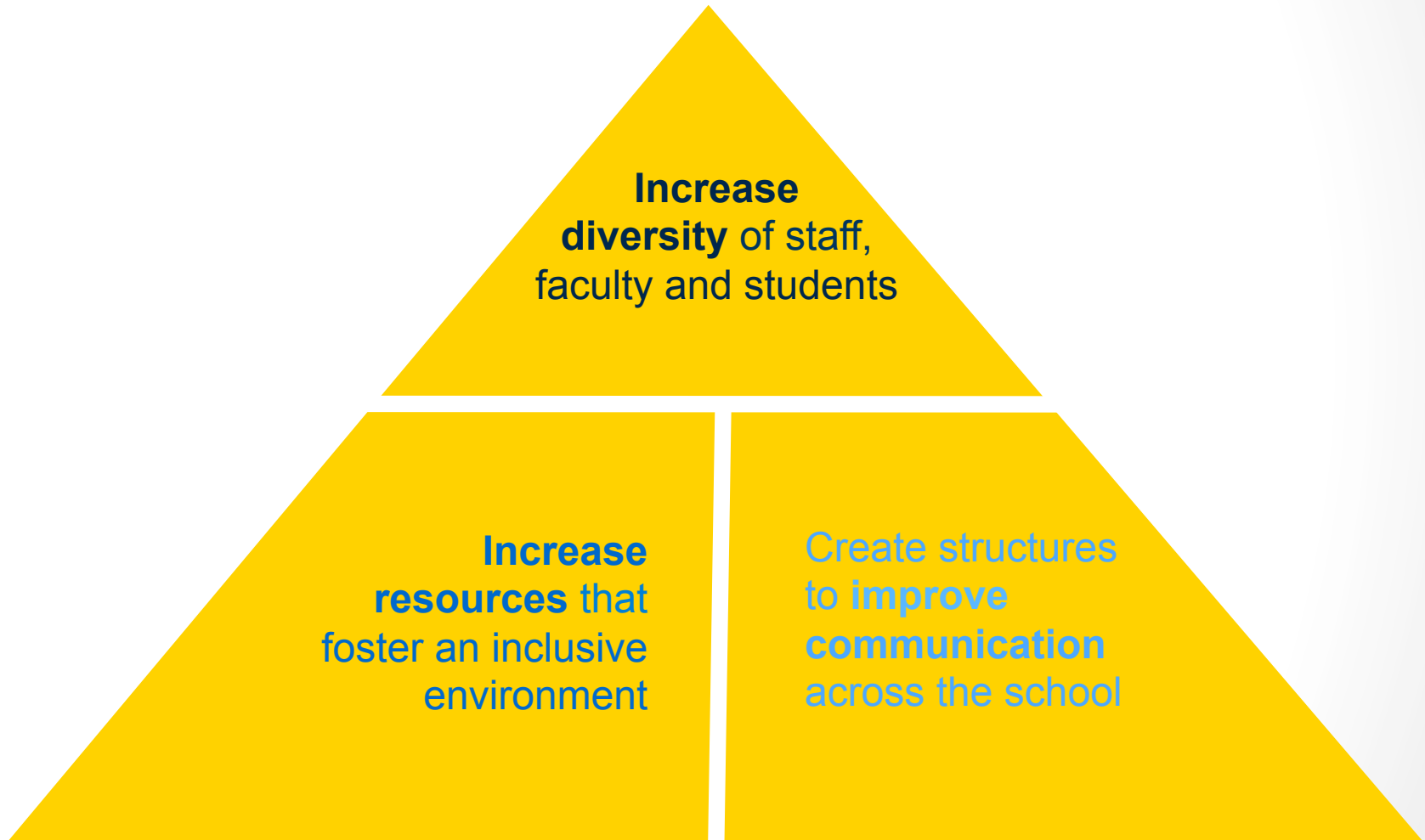
Data from all three methods were analyzed and interpreted by the advisory committee for 4 months to come up with their main recommendations.



Recommendations

A Summary of Recommendations

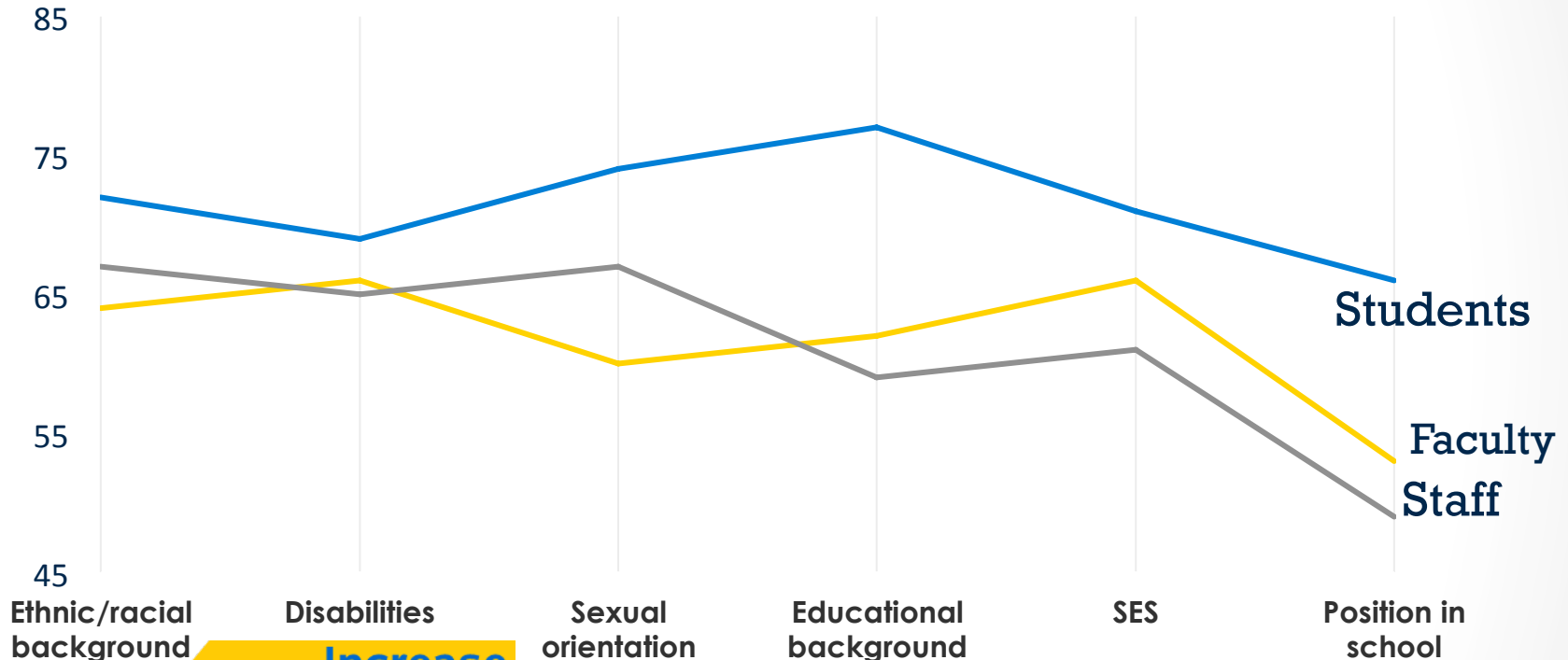
The Advisory Committee's top 5 recommendations fall into three main areas; two of which contribute to increasing diversity, which was the recommendation with the most votes.



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)



Increase resources that foster an inclusive environment

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.

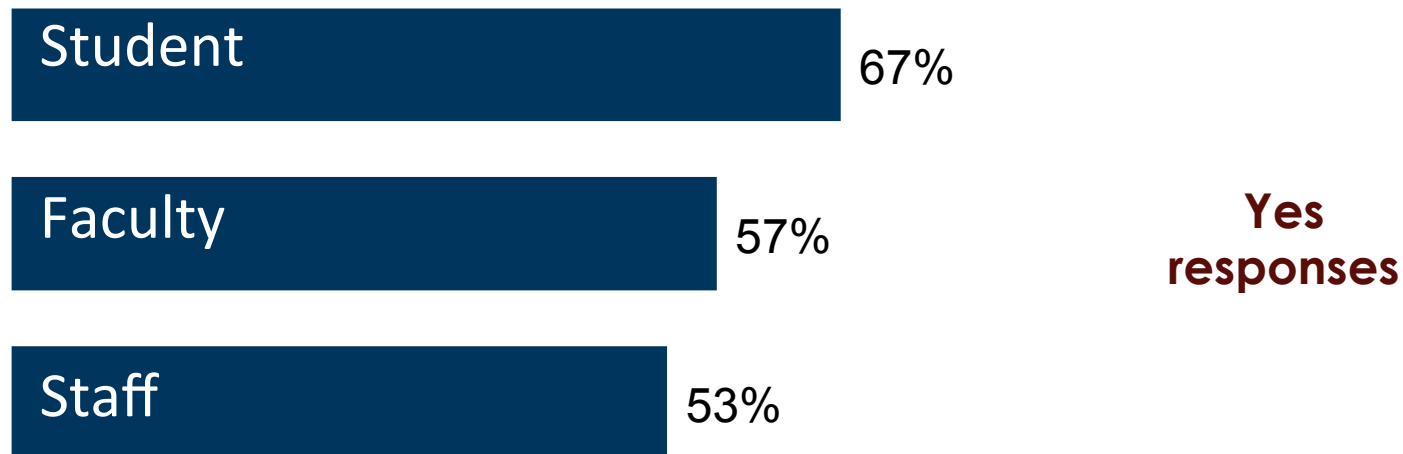
	Number of Mentions	Quotes
Students	11	[Provide] instruction focusing on more modern schisms in social acceptance instead of old standards
Staff	6	An ability to have more honest discussion on what is diversity and how it is defined in different areas. (seems to be an almost taboo topic)
Faculty	4	Learning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

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.



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.

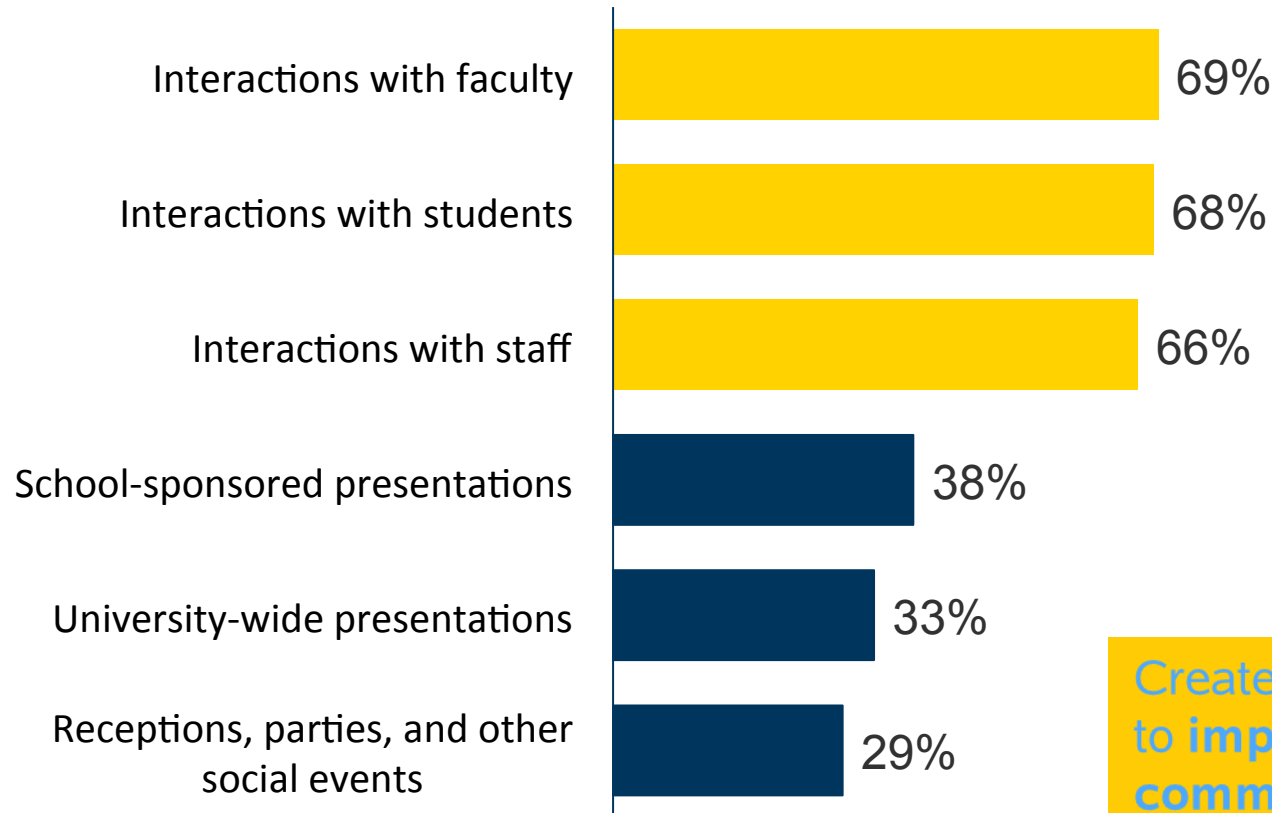
-Student

Increase resources that foster an inclusive environment

”

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.



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.

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



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.



**Yes
responses**

[Create] a confidential place to bring concerns that are not influenced by "good old boy" network [to improve inclusion]
-Staff member



Create structures to improve communication across the school

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.

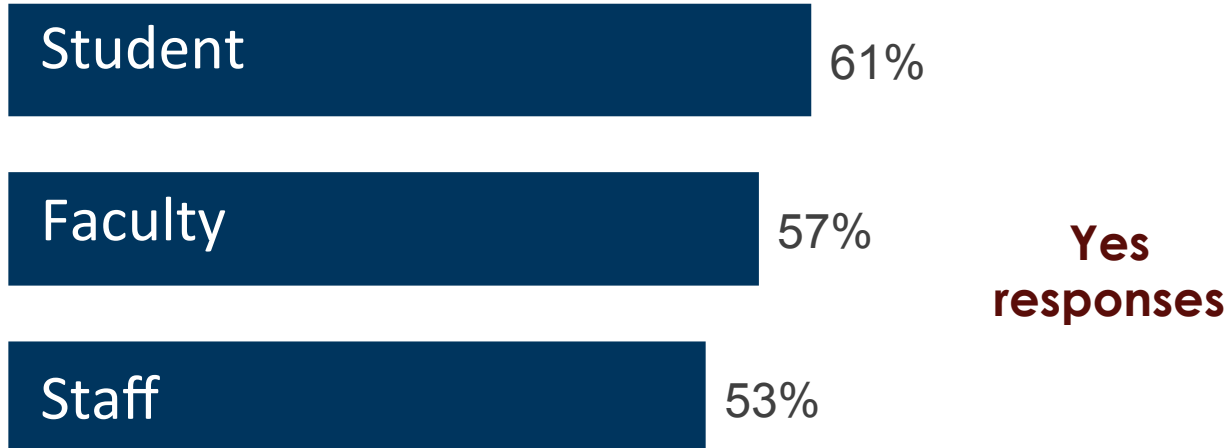
	Number of Mentions	Quotes
Students	40	<p>I've had a faculty say "there are just way too many women in this room."</p> <p>Comments overheard in the school: "women are better dental hygienists" "It would suck to be a male hygienist."</p>
Faculty	5	<p>Women are "taking up valuable space where men could be"</p>
Staff	3	<p>Many many subtle Jokes about women mostly.</p>

Create structures to improve communication across the school

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.



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.

	Number of Mentions	Quotes
Staff	6	There needs to be more diversity among staff, faculty, etc. and more support of the minority members of the community.
Students	6	Be proactive in recruiting a racially diverse student body by creating programs to advertise and recruit qualified, racially diverse students.”
Faculty	4	[It] would be better if we increased the level of diversity among all members of the community , faculty staff and students



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

Strategic Plan People Domain

People Domain
2014-15 Goal



Increase diversity of staff, faculty and students

Increase resources that foster an inclusive environment

Create structures to **improve communication** across the school

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

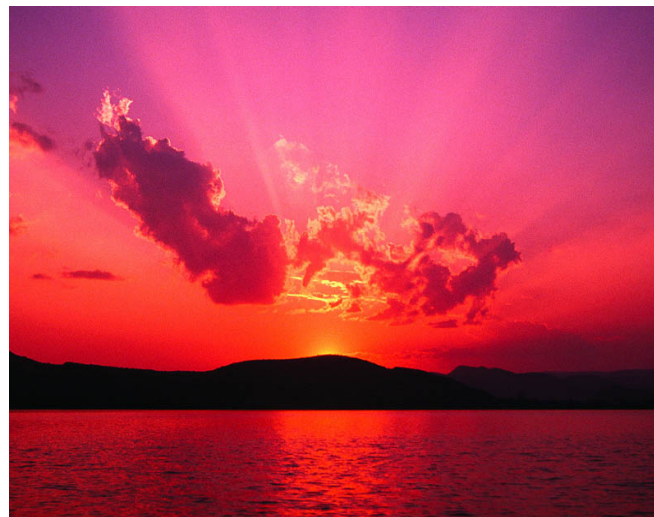
Work commences once the Dean and SOD leadership approves the official report and recommendations (April-June)

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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