ADEA DIVERSITY WORKSHOP
2015

• University of Michigan Climate Study
Words of Inspiration

• “Make me a Channel of Your Peace”
  Adapted from The Peace Prayer, St. Francis of Assissi

• “This is the universal law of reciprocity, What affects one directly affects us all indirectly, this simply means that I can never be all I ought to be, until you are all you ought to be!”
  Adapted from The American Dream Speech, Dr. Martin Luther King, Jr.

• “Education is the most powerful weapon which one can use to change the world.”
  Nelson Mandela
Agenda

9:30 to 9:50: Introduction (TE)
9:50 to 10:15: Overview of Climate Study and CODA standards (CAMK)
10:15 to 11:00: Using the LOGIC MODEL (VR)
11:00 to 11:30: Results of UM Climate Study Next Steps, Acknowledgements, Questions from participants (TE)
Learning Objectives

- Upon completion of the session, you will be able to **plan a study of the climate** for diversity and inclusion at your institution.

- Upon completion of the session, you will be able to **create a logic model** to describe and drive the evaluation of your institution's learning environment for students, staff and faculty.

- Upon completion of the session, you will be able to **align the outcomes of an assessment** of your climate for diversity and inclusion with your institution's strategic plan, to ensure implementation of key recommendations and begin the transformation of the climate and culture.
Introduction:

Todd Ester, DDS
Director of Diversity and Inclusion
Building on the strengths of its University and State, a diverse University of Michigan School of Dentistry community will lead the science and practice of dentistry with preeminent research, contemporary and engaged learning, and exemplary patient care in a vital and sustainable manner.
"Diversity is at the very core of the University’s Excellence"

UM President
Mark S. Schlissel
MD PhD
The Difference reveals that progress and innovation may depend less on lone thinkers with enormous IQs than on diverse people working together and capitalizing on their individuality. Page shows how groups that display a range of perspectives outperform groups of like-minded experts. Diversity yields superior outcomes, and Page proves it using his own cutting-edge research.
In the cases Grutter v. Bollinger and Gratz v. Bollinger (2003), the Supreme Court ruled that the use of affirmative action in school admission is constitutional if it treats race as one factor among many, its purpose is to achieve a "diverse" class, and it does not substitute for individualized review of applicant, but is unconstitutional if it automatically increases an applicant's chances over others simply because of his or her race.
Because of the passage of Proposal 2 (Michigan Civil Rights Initiative), the outcome of the Fisher Case had little or no impact on the University of Michigan’s existing diversity actions or programs.
University of Michigan President Mary Sue Coleman addressed the University community on the U-M Diag, one day after Michigan voters approved Proposal 2.

“Diversity matters at Michigan, today more than any day in our history.”

“I am standing here today to tell you that I will not allow this university to go down the path of mediocrity. That is not Michigan. Diversity makes us strong, and it is too critical to our mission, too critical to our excellence, and too critical to our future to simply abandon.”
Proposal 2: Michigan

- Adopted 11/7/2006
- Bans public institutions from discriminating against or giving preferential treatment based on race, gender, color, ethnicity, national origin
- Pertains to public education, public employment, and public contracting
- Exception if mandated by federal law or if necessary for institution to be eligible for federal funding
## The Future of Affirmative Action?

### Affirmative Action Bans in the U.S.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>STATE</th>
<th>METHOD</th>
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<tr>
<td>2012</td>
<td>Oklahoma</td>
<td>Legislatively referred constitutional amendment</td>
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<tr>
<td>2011</td>
<td>New Hampshire</td>
<td>Statute</td>
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<tr>
<td>2010</td>
<td>Arizona</td>
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<tr>
<td>2008</td>
<td>Colorado</td>
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<tr>
<td>1999</td>
<td>Florida</td>
<td>Executive order by governor</td>
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<tr>
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</tr>
<tr>
<td>1996</td>
<td>California</td>
<td>Initiative constitutional amendment</td>
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</table>

PEW RESEARCH CENTER
Students at the University of Michigan ignited a dynamic dialogue about race and specifically what it means to be Black at a predominantly White university.
Because students in late adolescence and early adulthood are at a critical stage of development, diversity (racial, economic demographic, and cultural) is crucially important in enabling them to become conscious learners and critical thinkers, and preparing them to become active participants in a democratic society. Universities [and colleges] are ideal institutions to foster such developments.

Students learn more and think in deeper, more complex ways in a diverse educational environment.

Education plays a foundational role in a democracy by equipping students for meaningful participation. Students educated in diverse settings are better able to participate in a pluralistic democracy.

Patricia Gurin, PhD
Nancy Cantor Distinguished University Professor Emerita of Psychology and Women’s Studies, University of Michigan
Climate Study Background

Two prior Multicultural Audits

- 1994-1995
  - Established Office of Multicultural Affairs
  - Established Multicultural Affairs Committee (students, staff and faculty)
    - Standing Committee of the School of Dentistry
    - Annual reports to the Dean
- 2006-2007
  - Outlined the need for greater awareness resulting in Continuing Education Courses on
    Special Needs Topics.
  - Described the need for more Cultural Sensitivity Training.

Prior studies were reviewed and some questions included in current study. Interviews conducted with key informants was the preliminary step.
- How has your institution’s climate changed historically?
- How do you think the institution will change in the future?

Current Climate Study (2014-2015)

University of Michigan School of Dentistry’s Strategic Plan-People Domain
"I believe that most persons (faculty, staff, students) are satisfied with the present state of diversity in the School of Dentistry." (Scale of 1/SD to 5/SA)

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<th>2007</th>
<th>2014</th>
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<td>NA</td>
<td>3.47</td>
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<tr>
<td>Faculty</td>
<td>3.22</td>
<td>3.03</td>
<td>3.59</td>
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<tr>
<td>Students</td>
<td>3.18</td>
<td>3.47</td>
<td>3.67</td>
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Some Comparisons Over Time

“It is easy to feel comfortable in this school for persons regardless of their gender.”
(Scale of 1 to 5)

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<th>2014</th>
</tr>
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<tbody>
<tr>
<td>Staff</td>
<td>3.64</td>
<td>3.99</td>
<td>4.00</td>
</tr>
<tr>
<td>Faculty</td>
<td>3.47</td>
<td>3.72</td>
<td>4.04</td>
</tr>
<tr>
<td>Students</td>
<td>3.80</td>
<td>3.80</td>
<td>4.17</td>
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People: To lead by becoming a dental home for our patients, an employer of choice, and a nurturing environment for current and future leaders in dentistry

Education: To lead with a contemporary and evolving curriculum centered in evidence-based patient care, critical thinking, and life-long learning

Research & Discovery: To lead through preeminence in basic, translational, clinical, and education research

Patient care: To lead by becoming a principal dental healthcare center ranked the most respected and trusted dental school in the country

Responsible Growth & Sustainability: To lead through financial viability that empowers our community to engage in strategic and continuous advancement
People: To lead by becoming a dental home for our patients, an employer of choice, and a nurturing environment for current and future leaders in dentistry

Goal #1
To increase the number of faculty, staff, students and alumni from diverse backgrounds

We will be successful if we increase the number of underrepresented minority faculty, staff and students across all educational programs by 1% each year over the next five years.

Actions:
1. Construct and act on a plan to recruit a diverse student body
2. Reestablish the Profile for Success (PFS) program
3. Engage our alumni to support an endowment for the PFS program to sustain it

Success Measures:
1. Increased diversity for Class of 2019
2. Obtain support for Summer PFS program for 2015
3. Establish the PFS endowment with a lead gift
4. Increase the endowment to $150,000
COMMITMENT
STRONG DEAN SUPPORT!

• Dean Laurie McCauley, DDS, MS, PhD
  14TH Dean of the School of Dentistry
• STRATEGIC PLAN – PEOPLE DOMAIN
  GOAL
  INCREASE THE NUMBER OF
  DIVERSE DENTAL STUDENTS
Overview of the Climate Study &
the CODA Standards for Pre-
doctoral Programs

Carol Anne Murdoch Kinch, DDS, PhD
Associate Dean for Academic Affairs
CODA Standards

Standard 1-3. The dental education program must have a stated commitment to a humanistic culture and learning environment that is regularly evaluated.

Standard 1-4. The dental school must have policies and practices to:

a. achieve appropriate levels of diversity among its students, faculty and staff;

b. engage in ongoing systematic and focused efforts to attract and retain students, faculty and staff from diverse backgrounds; and

c. systematically evaluate comprehensive strategies to improve the institutional climate for diversity.
CODA Standards

• **Standard 4-4.** Admission policies and procedures **must** be designed to include recruitment and admission of a diverse student population.
Dimensions of Diversity

• The dimensions of diversity include: structural, curriculum and institutional climate.
  • *Structural diversity*, also referred to as constitutional diversity, focuses on the numerical distribution of students, faculty and staff from diverse backgrounds in a program or institution.
  • *Curriculum diversity*, also referred to as classroom diversity, covers both the diversity-related curricular content that promote shared learning and the integration of skills, insights and experiences of diverse groups in all academic settings including distance learning.
  • *Institutional climate* also referred to as interactional diversity, focuses on the general environment created in programs and institutions that support diversity as a core value and provide opportunities for informal learning among diverse peers.
2014-2015 Climate Study

Compared to previous audits of our climate and culture, this time we included an additional emphasis on

✓ “the learning environment”
- encompasses opportunities for staff, faculty and students to experience professional growth and advancement

✓ “the humanistic environment”

Definitions were derived through group discussion and consensus.
Humanistic Environment

“A humanistic environment is one in which individuals promote the respect, tolerance, understanding and concern for all members; and community members continually work to create a supportive and inclusive environment.

Students, staff and faculty experience freedom from intimidation and judgement, 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.”
A “Utilization- Focused Evaluation Process”

Partnered with the University of Michigan School of Social Work’s Curtis Center for Program Evaluation

Climate Study Advisory Group provided input on the following:

• **Methodology**: selection of key informants, climate survey questions, & focus group questions, development of the logic model

• **Data** interpretation

• Preliminary recommendations
Process

**Climate Study Advisory Group** comprised of staff, students and faculty

Role- discussed, planned and provided feedback about *every* aspect of this evaluation

**Climate Study Steering Committee**- planned the weekly advisory group meetings with the consultants

Timeline: Met weekly from **July 2014 to March 2015**
Process: Additional Details

• There were “ground rules” established for and by the climate study advisory group
• There was a process check
• The group looked at and revised all scripts for focus groups and surveys
• “Word of mouth” by members of the advisory group was used to increase survey response rate
• Review of GANNT chart periodically
Methodology

Results derived from multiple sources and methods (Triangulation). Questions were all piloted before use.
Climate Survey Response Rates

1994
- Students: 20%
- Faculty: 33%
- Staff: 35%

2007
- Students: 27%
- Faculty: 53%
- Staff: 27%

2014
- Students: 44%
- Faculty: 68%
- Staff: 50%

351 respondents
448 respondents
685 respondents
The TOWN HALLs

A the end of the climate study, two “Town Hall” presentations were held to present data schoolwide to reach more stakeholders, answer questions, and receive feedback.
The Logic Model:

Vidya Ramaswamy, PhD
Educational Assessment Specialist
What is a logic model?

- Logic model is a “roadmap”
- Logic models are useful in planning, implementing, evaluating, and communicating.
- A Logic Model expresses your “theory of action” or “theory of change”.

What goes into a logic model?

- **INPUTS** are resources that go into a program
- **OUTPUTS** are activities: What we do?
- **OUTCOMES** are benefits that result from program activities
- **IMPACT** = So What

Components of a LOGIC Model

INPUTS

OUTPUTS

OUTCOMES (Results)

Program investments

Activities

Who we reach

Short term outcomes

Long term outcomes
An example


A logic model for a family vacation -

- Family members
- Budget
- Car
- Camping equipment
- Drive to state park
  - Set up camp
    - Cook, play, talk, laugh, hike
  - Family members learn about each other; family bonds; family has a good time
S.M.A.R.T approach to measuring outcomes

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time Bound**

- How would you define “Diversity” as per SMART?
Types of Evaluation

- Needs/asset assessment
- Process evaluation
- Outcome evaluation
- Impact evaluation
Results and Next Steps:

Todd Ester
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
  - administrators have an honest interest/concern for diversity

- **Faculty**: 84% agreed/strongly agreed
  - most persons are satisfied with the present state of diversity

- **Staff**: 73% agreed/strongly agreed
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%)

All three groups listed school-wide events as one of the top activities that contribute to a humanistic environment “a great deal.”
Almost half of respondents expressed dissatisfaction with the learning environment.

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

Yes responses indicating dissatisfaction.
Learning Environment

On average, the three groups listed interactions with others as “important” or “very important” to the learning environment over events or activities at the UMSD.

ns, parties, and other social events

y wide presentations

ponsored presentations

ns with staff

ns with students

ns with faculty
Microaggressions

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

**Teenage Girls Speak Out About Microaggressions In This Heartfelt Video**

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.

Have you observed any incidents of microaggression at your school?
Almost half of respondents had experienced a microaggression.

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

Yes responses
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 (sic) called retarded.”

Physical
“I was punched by an upperclassmen”

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

Have you observed any incidents of bullying at your school?
Bullying

Fewer respondents had experienced bullying than a microaggression.

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

Yes responses
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

Create Climate Study Implementation Committee

Shared with Dean McCauley and SOD Leadership

Comprised of SOD students, staff and faculty

Publish and share our survey methodology, results and outcomes

Works with the SOD Strategic Plan - People Domain Committee to accomplish like goals.

Proposal: Formation of a Climate Study Implementation Committee (CSIC)

A SOD sub-committee of the Multicultural Affairs Committee
People Domain 2014-15 Goal:

Increase the number of underrepresented minority (URM) students, staff and faculty

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
ACKNOWLEDGEMENTS
Climate Advisory Committee

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Vidya Ramaswamy, Ph.D.
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Stephen Cheung
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Elliott Hill, DDS, Ph.D.
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Valerie Murphree
Brandonn Perry
Justin Pisano
Cheryl Quiney
Eileen Quintero
Katherine Shin
Henry Temple, DDS
Curtis Center Program
Evaluation Group

John A. Seeley, PhD, Associate Director

Allison Sponseller, MSW/MUP, Evaluator

Sarah Beu, MSW, Evaluator

Molly Crump, MSW, Evaluator
The Michigan Student Study

The Michigan Student Study (MSS) began as a longitudinal research initiative with iteration beginning in 1990 and 2000 to undertake a comprehensive examination of the impact on students of the University of Michigan’s commitment to foster campus diversity efforts and educational excellence. The ultimate purpose of the study was to contribute to the campus community’s understanding of factors that foster and inhibit making the increasing diversity at Michigan an intellectually challenging and broadening experience for all student groups in the campus community. Additional surveys have been administered to alumni ten and fifteen years beyond graduation.
The Michigan Student Study Staff

John Matlock
Former Associate Vice Provost

Katrina Wade Golden
Assistant Director

Gerald Gurin
Former Research Scientist
M | DENTISTRY
ADVANCING HEALTH
THROUGH EDUCATION, SERVICE, RESEARCH + DISCOVERY
Our dental students are motivated to make a difference in the world.

We need to assure the world our school will allow them to make that difference.
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