

AAVMC-AVMA **Di**Versity **M**atters College Climate Survey

Overview of Preliminary Findings



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AAVMC Annual Conference

March 10, 2012

Contents

1. Genesis, history and timeline of the survey
2. The questions and survey instrument
3. Preliminary results
4. Implications for continued work on CVM Climate



Genesis and History

- Previous Iverson Bell Symposium (2009) had focused on recruiting a diverse student body
- DiVersity Matters Symposium focused on retention
- “How comfortable are our students at our schools and colleges of veterinary medicine?”
 - Original planning committee guided the development of a survey instrument intended for use by individual SE institutions.

Dr. Allen Cannedy, NCSU; Dr. Donna Angarano, AU; Dr. Richard Meiring, MSU; Dr. Ed Monroe, V-Tech; Dr. Ruby Perry, Tuskegee U; Dr. William Hill, UT ; Dr. Joseph Taboada, LSU; Ms. Lakecia Pettway, UGA ; Dr Peter Cowan, NCSU; Dr Joy Harden, UGA

February 26-28, 2010

**The University of Georgia
College of Veterinary Medicine
Athens, Georgia**

Southeastern Veterinary Student Diversity Matters Symposium

Symposium is open to all students, faculty, and staff interested in promoting diversity in the veterinary profession



Registration:
Register online at
www.vet.uga.edu/GO/diversity.
Registration fee is \$25. Make checks payable to "The Arch Foundation" and mail it to:
The University of Georgia
College of Veterinary Medicine
Academic Affairs Office
Diversity Matters Symposium
501 D.W. Brooks Drive
Athens, GA 30602
For more information contact:
Lakecia Pettway 706.542.8411

“Diversity and Veterinary Medical Education:
Building on our Individual and Collective Strengths”

The Survey Instrument

- Sought to explore 4 key areas:
 - ❖ *What is the comfort level with respect to differences in race, ethnicity, sexual orientation and religion?*
 - ❖ *What is the perceived level of institutional community support for URVM students?*
 - ❖ *What is the relative frequency of intolerant language on campuses?*
 - ❖ *Do our students experience harassment in vet school?*

5. AAVMC - AVMA DiVersity Matters Climate Survey

15. How often do you hear sexist remarks used in school?

	Very Frequently	Frequently	Occasionally	Rarely	Very Rarely	Never
From students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From professors/teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From other college/university staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From community members at college/university functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How often do you hear homophobic remarks used in school?

	Very Frequently	Frequently	Occasionally	Rarely	Very Rarely	Never
From students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From professors/teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From other college/university staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From community members at college/university functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. How often do you hear negative remarks about gender expression in school? (e.g., someone not being "masculine enough" or "feminine enough")?

	Very Frequently	Frequently	Occasionally	Rarely	Very Rarely	Never
From students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From professors/teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From other college/university staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From community members at college/university functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. How often have you been verbally harassed at school (called names, threatened, etc.) because of:

	Very Frequently	Frequently	Occasionally	Rarely	Very Rarely	Never
Your race or ethnicity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your sexual orientation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your gender?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your disability or perceived disability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your religion or perceived religion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

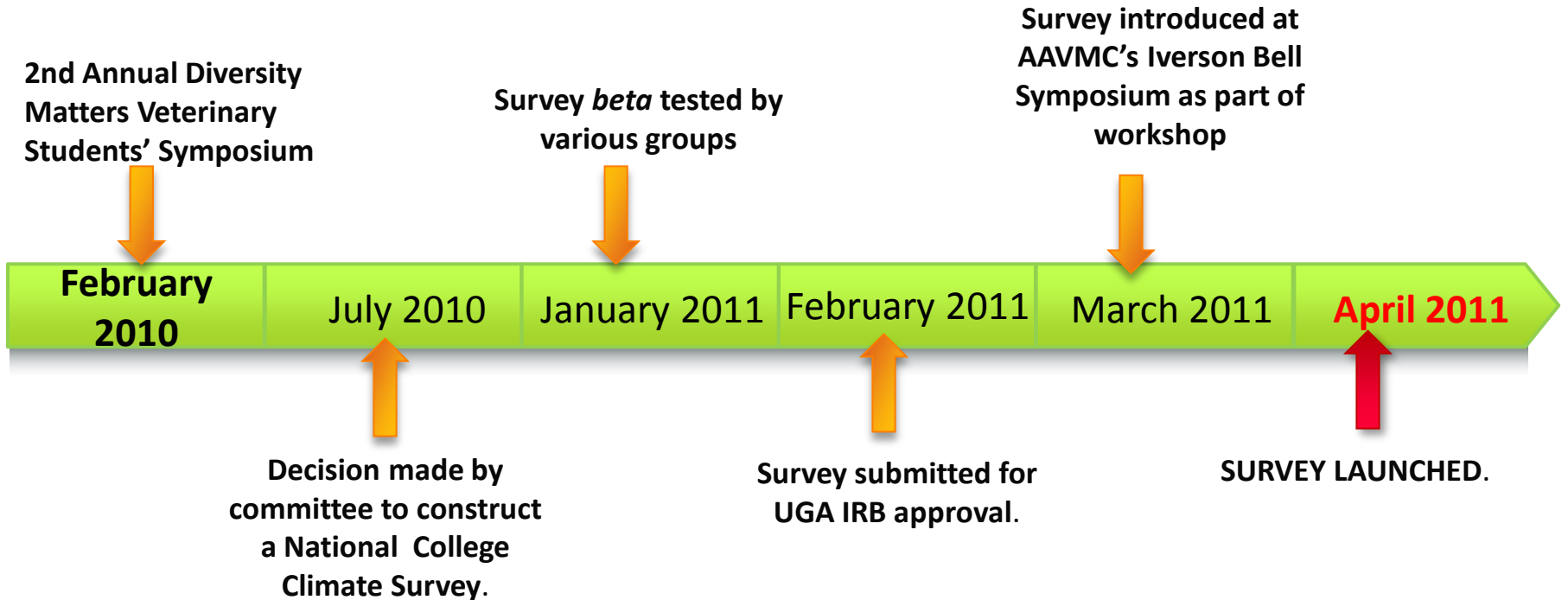
Survey Overview

- The survey included 50 questions.
 - 11 focused on demographics
 - 6 explored comfort levels
 - 8 explored “heard on campus” comments
 - 5 explored institutional/community support around areas of difference
 - 7 explored harassment
 - 6 explored co-curricular offerings around difference
 - 5 delved into faculty/student relationships
 - 2 inquired about specific institutional perceptions





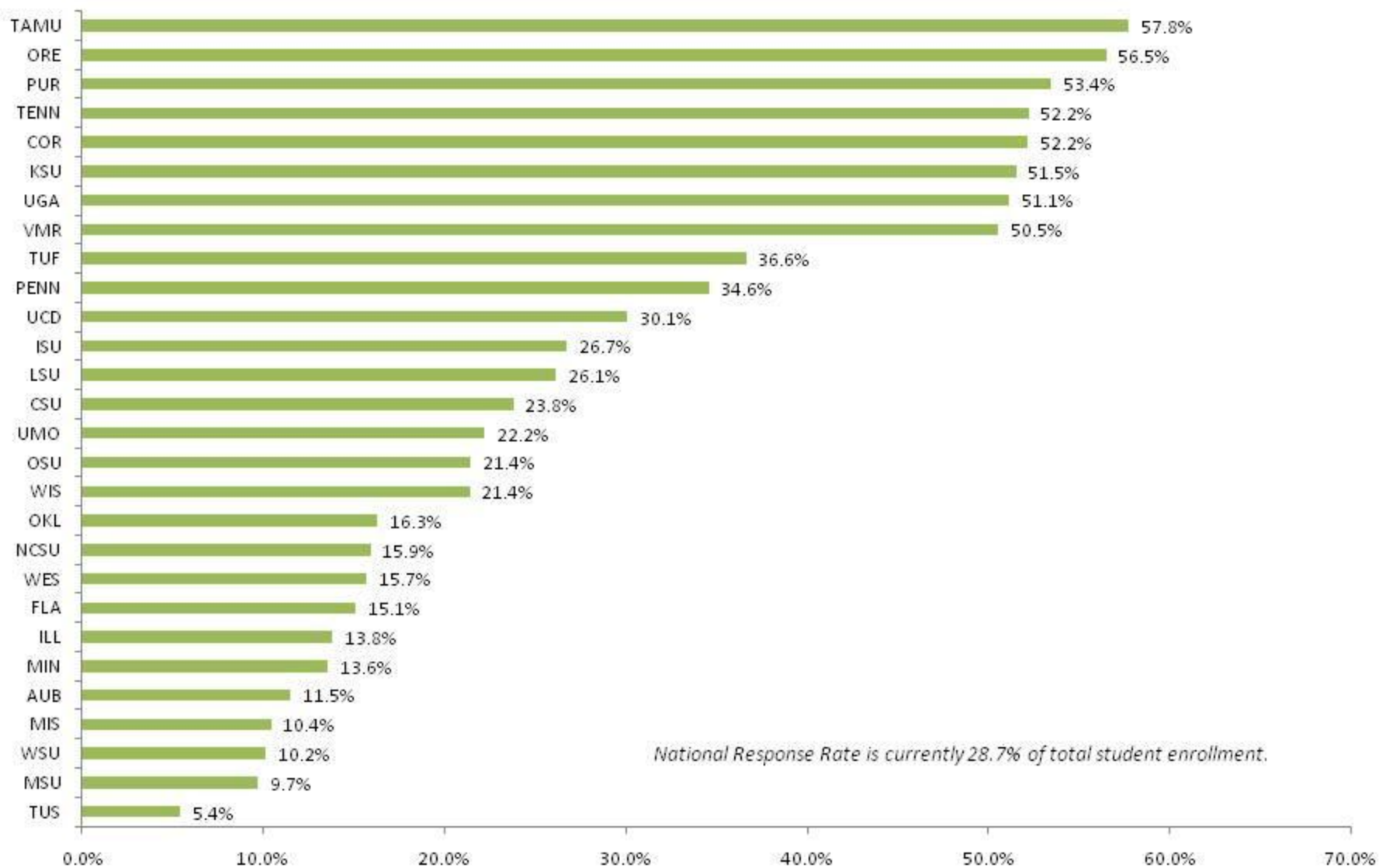
TIMELINE FOR AAVMC-AVMA College Climate Survey



AAVMC-AVMA DiVersity Matters Climate Survey

Response Rates

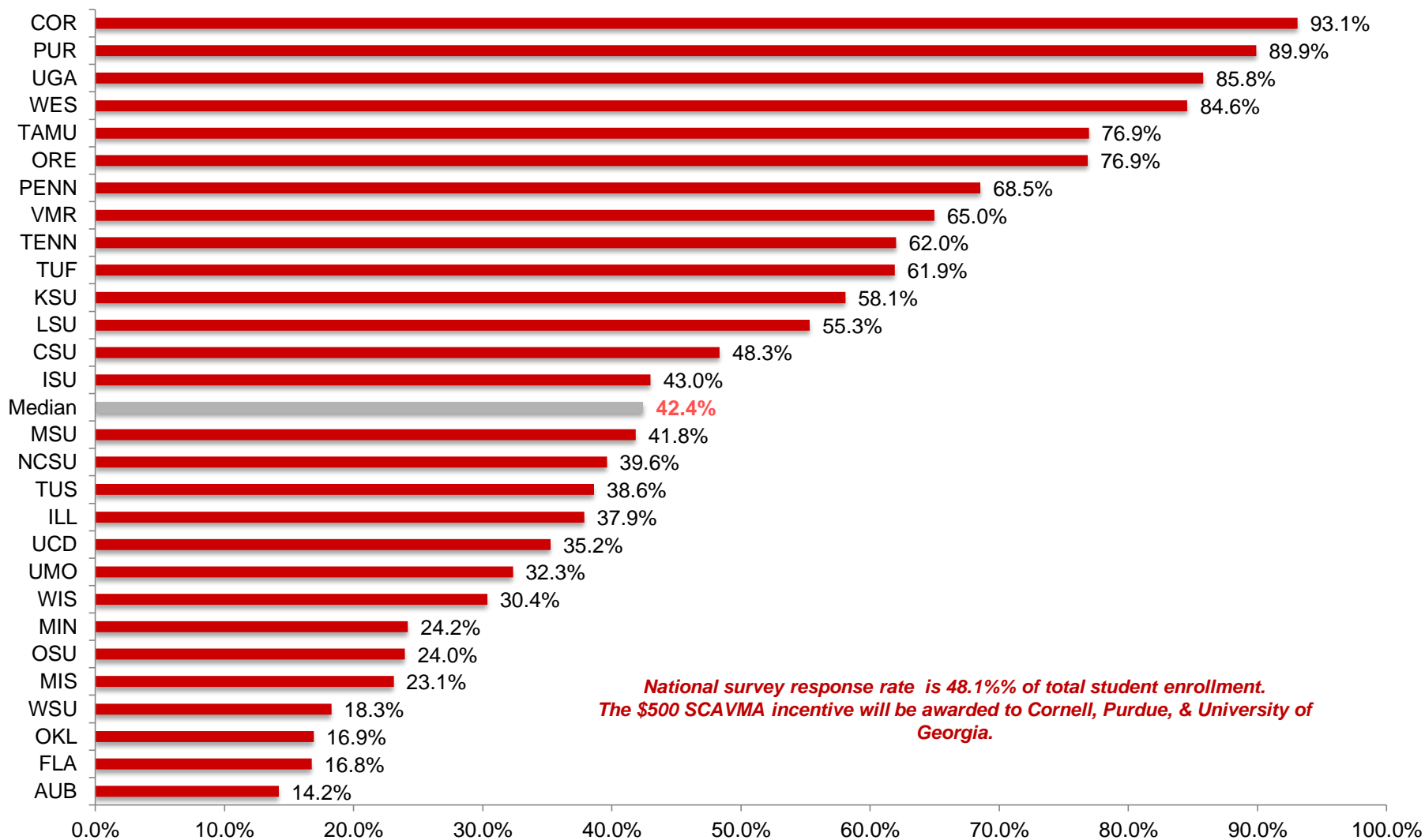
as of 7:00pm April 25, 2011





AAVMC-AVMA DiVersity Matters Climate Survey Response Rates

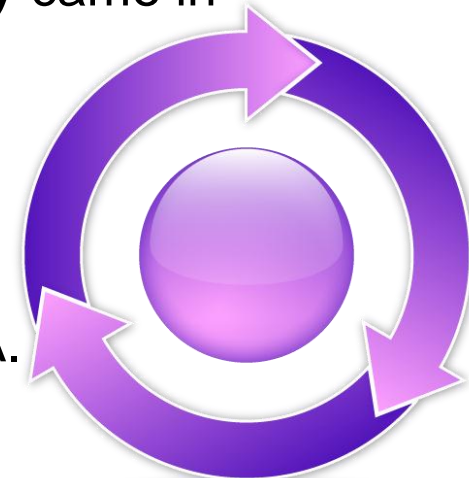
as of 12:00pm, May 9, 2011



*National survey response rate is 48.1% of total student enrollment.
The \$500 SCAVMA incentive will be awarded to Cornell, Purdue, & University of Georgia.*

Highlights

- Very few emails expressing concern about the survey came in directly to the PIs.
 - Exclusion of questions on socioeconomic class
 - Concerns about confidentiality
- Far more pushback amongst students felt by SAVMA.
 - Concerns about whether the questions were indicting.
 - Discomfort from uncomfortable questions
- Since completion, students have expressed an interest for more questions on future surveys:
 - Socioeconomic class
 - Gender expression vs. gender identity
 - Religion
 - Open ended questions



WHEN
DID
YOU
DECIDE
YOU
WERE
STRAIGHT?

The Data Set

- Over **25,000 pieces** of data, significantly more than we anticipated.
- Provides a unique ability to look at particular slices of the DVM student experience.
- Many implications for future research related to DVM students and the impact of institutional climate.



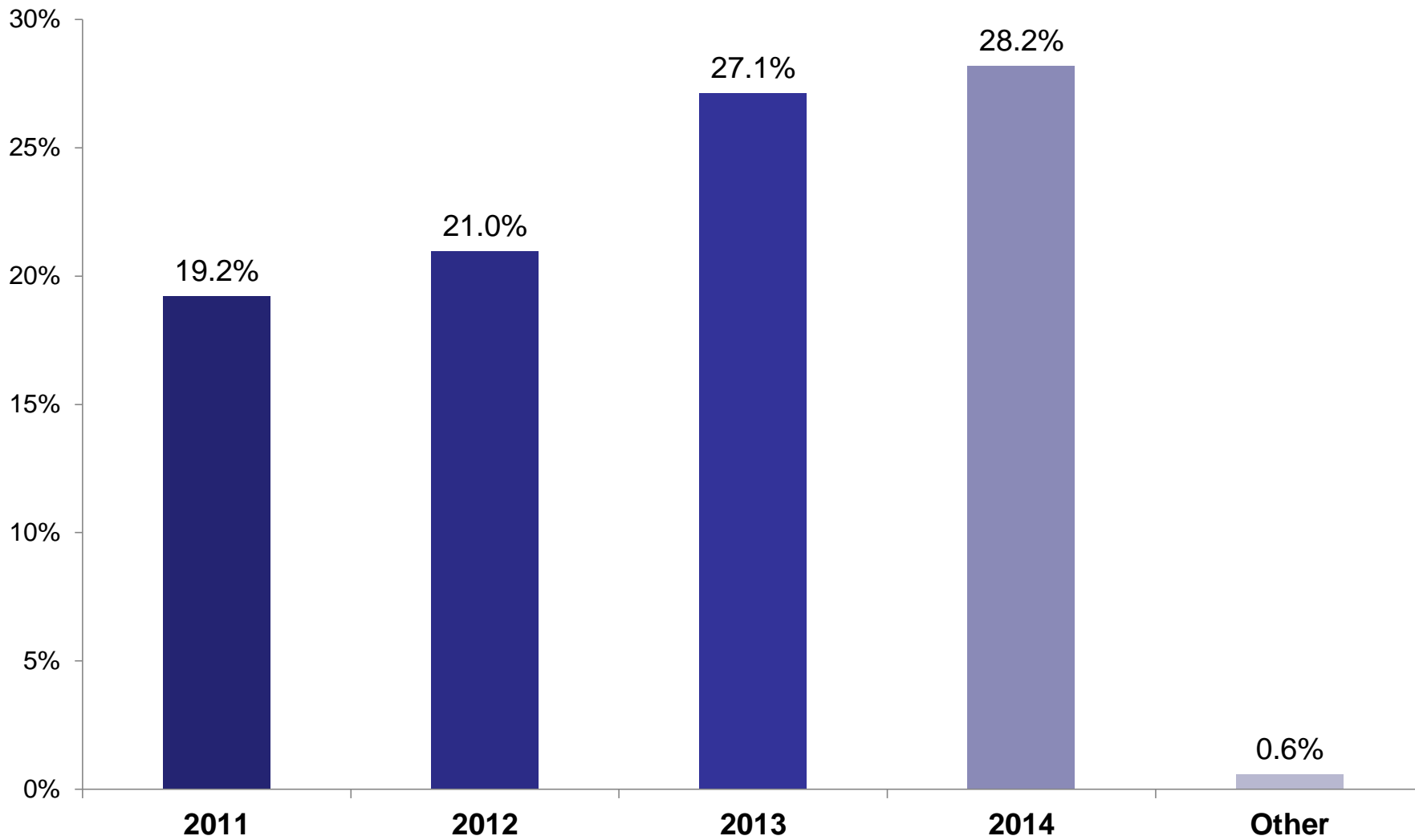


DEMOGRAPHIC DATA

List of Key Terms

- **URVM = Underrepresented in Veterinary Medicine**
- **R/E = Race & Ethnicity**
- **L = Lesbian**
 - A woman attracted to a woman.
- **G = Gay**
 - Men attracted to men.
- **B = Bisexual**
 - A person who is attracted to two sexes or two genders, but not necessarily simultaneously or equally.
- **T = Transgender**
 - Those whose psychological self ("gender identity") differs from the social expectations for the physical sex they were born with.
- **Other**
 - For these purposes an individual who identifies as ungendered (agendered),
 - or a person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral (androgynous).
 - A person whose gender identity is between genders or a combination of genders.
- **Q₁ = Queer**
 - A political statement, as well as a sexual orientation, which advocates breaking binary thinking and seeing both sexual orientation and gender identity as potentially fluid.
 - A simple label to explain a complex set of sexual behaviors and desires. For example, a person who is attracted to multiple genders may identify as queer.
- **Q₂ = Questioning**
 - A term that can refer to a person who is questioning their gender, sexual identity or sexual orientation.

Graduation Year





Demographic Highlights

Climate Survey

2011

	Survey	CDR	VMCAS 2012
Race/Ethnic URVM	15.6%	12.9%	17.0%
Women	79.2%	77.9%	77.2%
Single	79.1%	xx	xx
LGBTQQ	6.5%	xx	xx
Rural Background	29.0%	xx	2.7%
Southern Residence	34.6%	35.7%	26.6%
Impairment/Disability	12.1%	xx	xx



Demographic Highlights

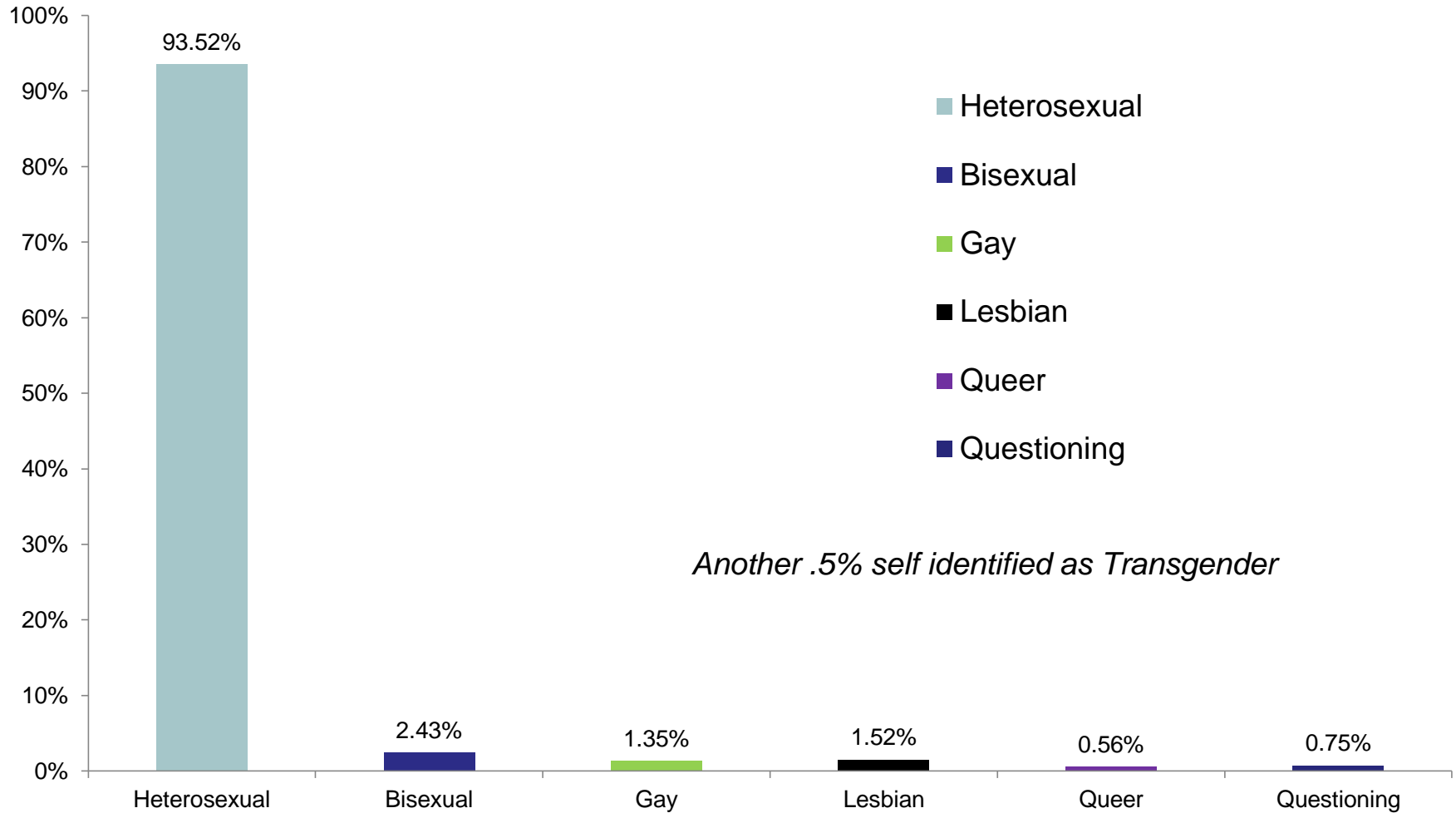
Climate Survey

2011

	Survey	CDR	VMCAS 2012
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LGBTQQ	6.5%	xx	xx
Rural Background	29.0%	xx	2.7%
Southern Residence	34.6%	35.7%	26.6%
Impairment/Disability	12.1%	xx	xx

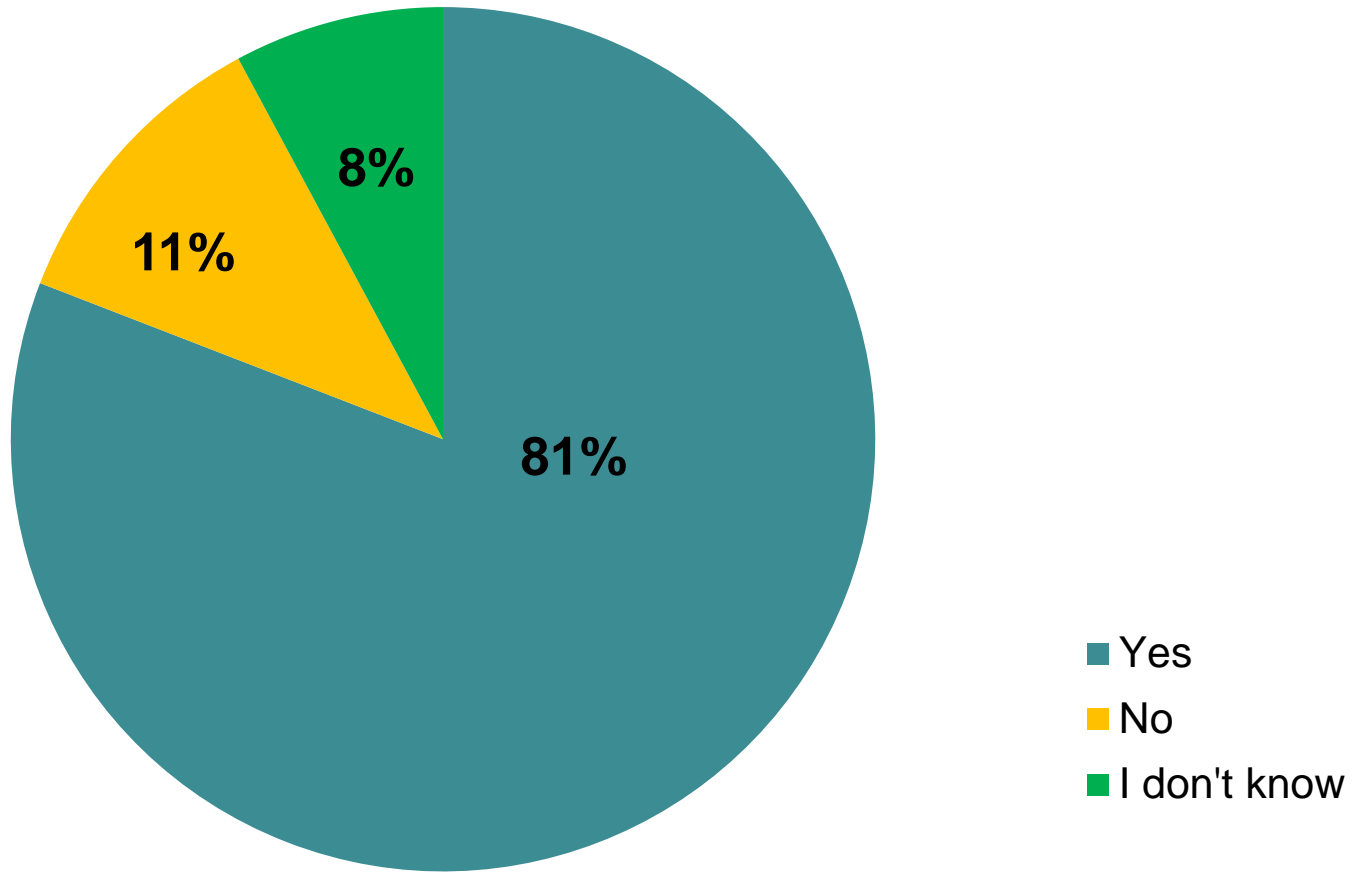
Student Reported Sexual Orientation

Climate Survey 2011



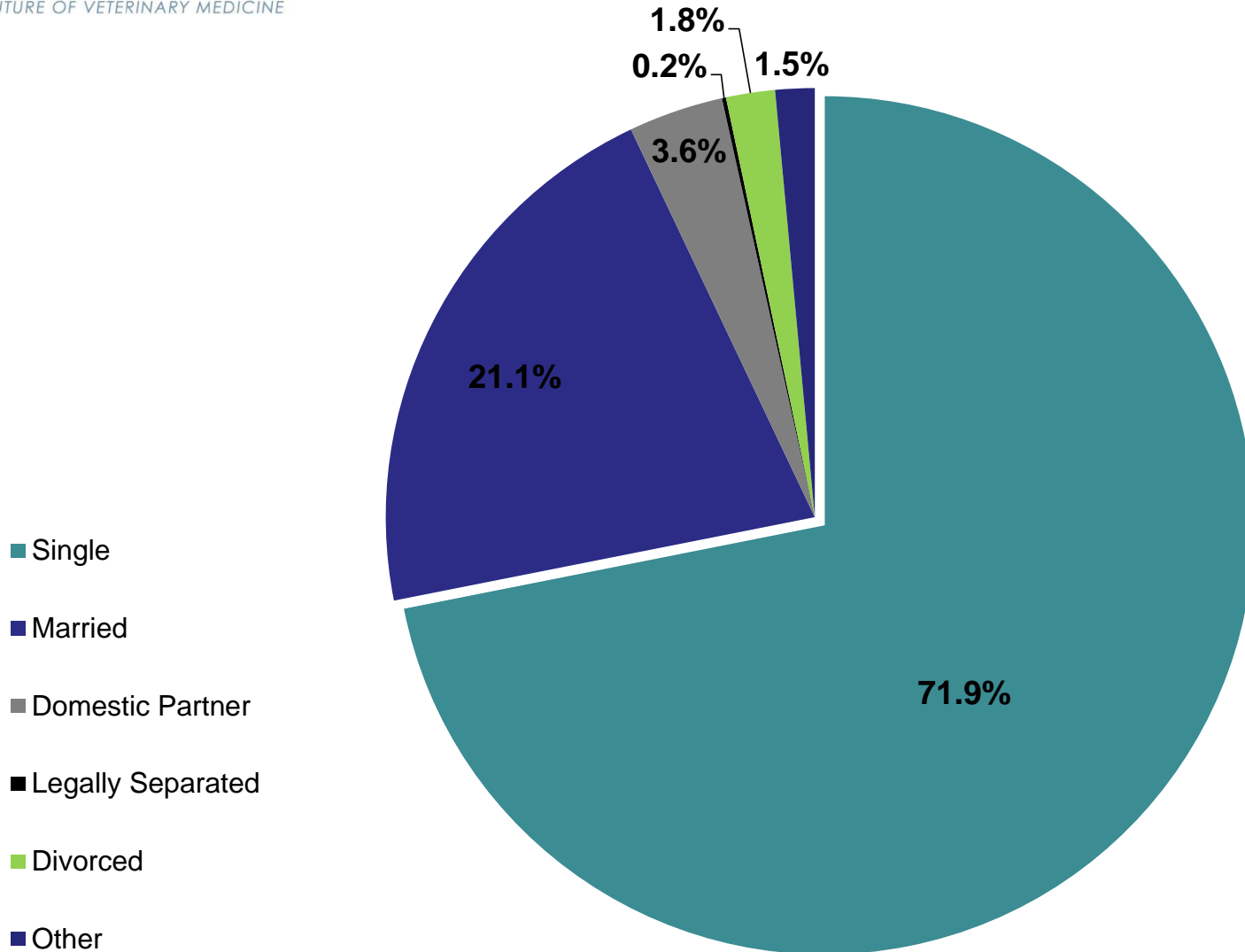
Reported knowledge of “out” faculty, staff or students

Climate Survey
2011



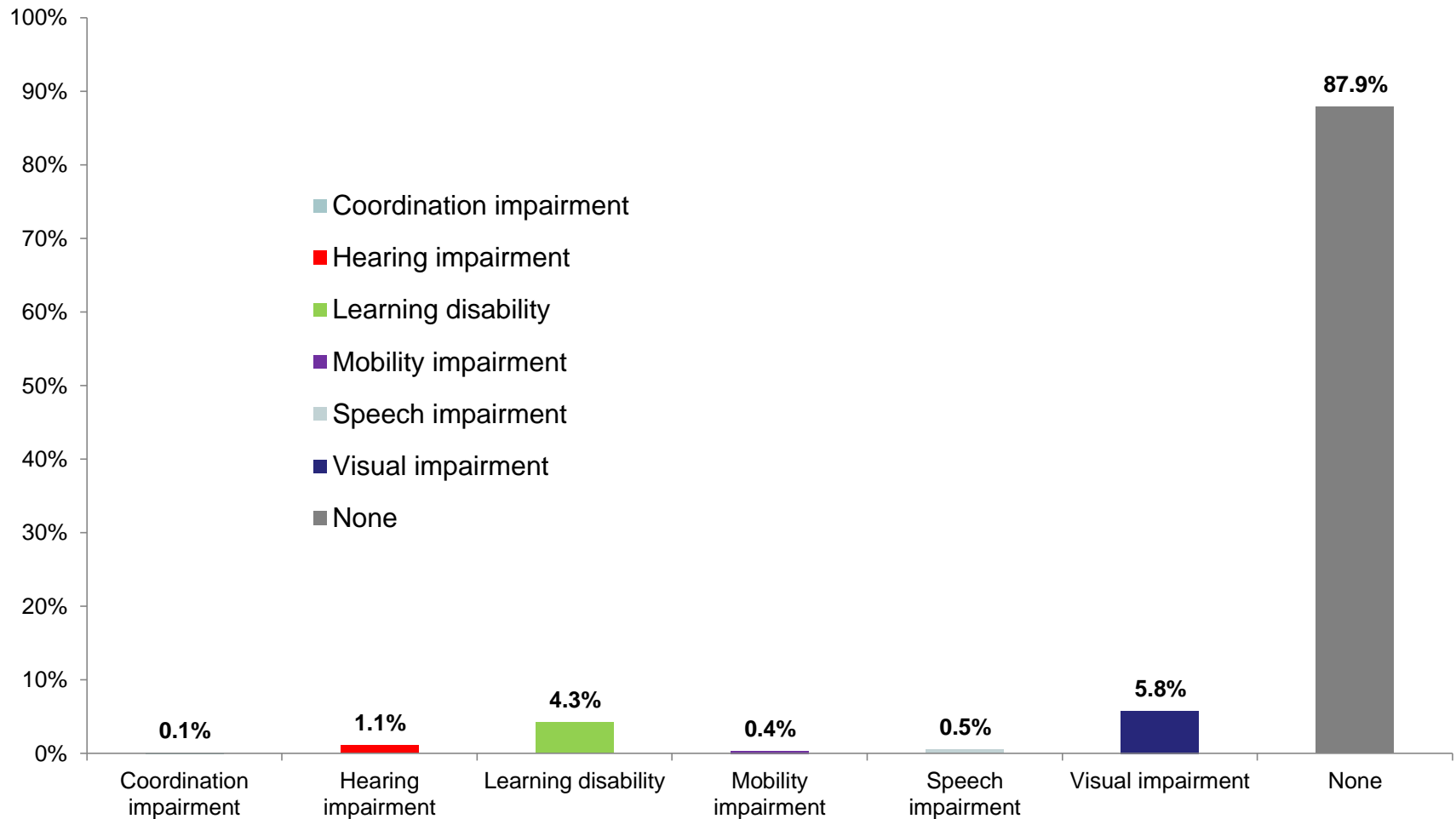
Student Reported Marital Status

Climate Survey
2011



Self-Reported Student Impairments & Disabilities

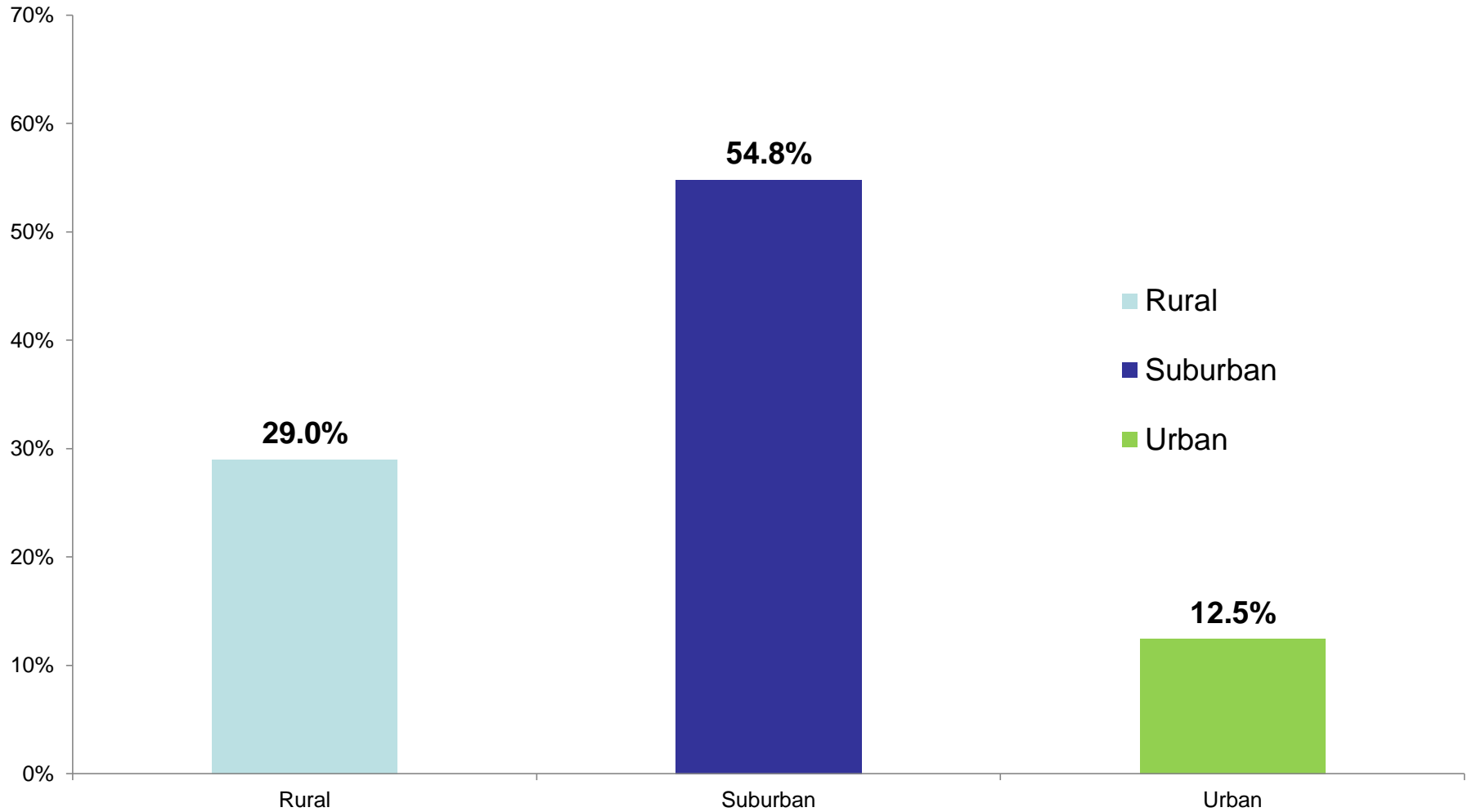
Climate Survey
2011



We did not define each impairment, but allowed students to self identify based on phrasing. The responses for visual impairment could include respondents with corrective lenses.

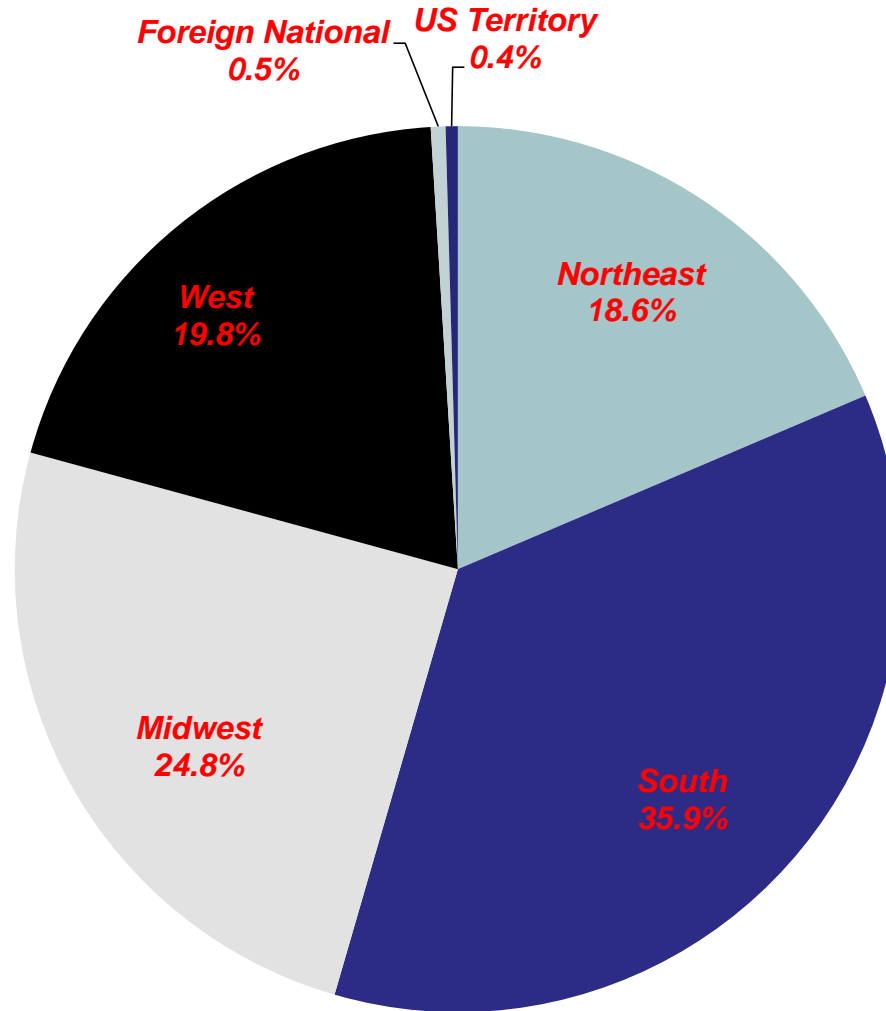
Where Students Reported Spending Most of their Primary Years

Climate Survey
2011



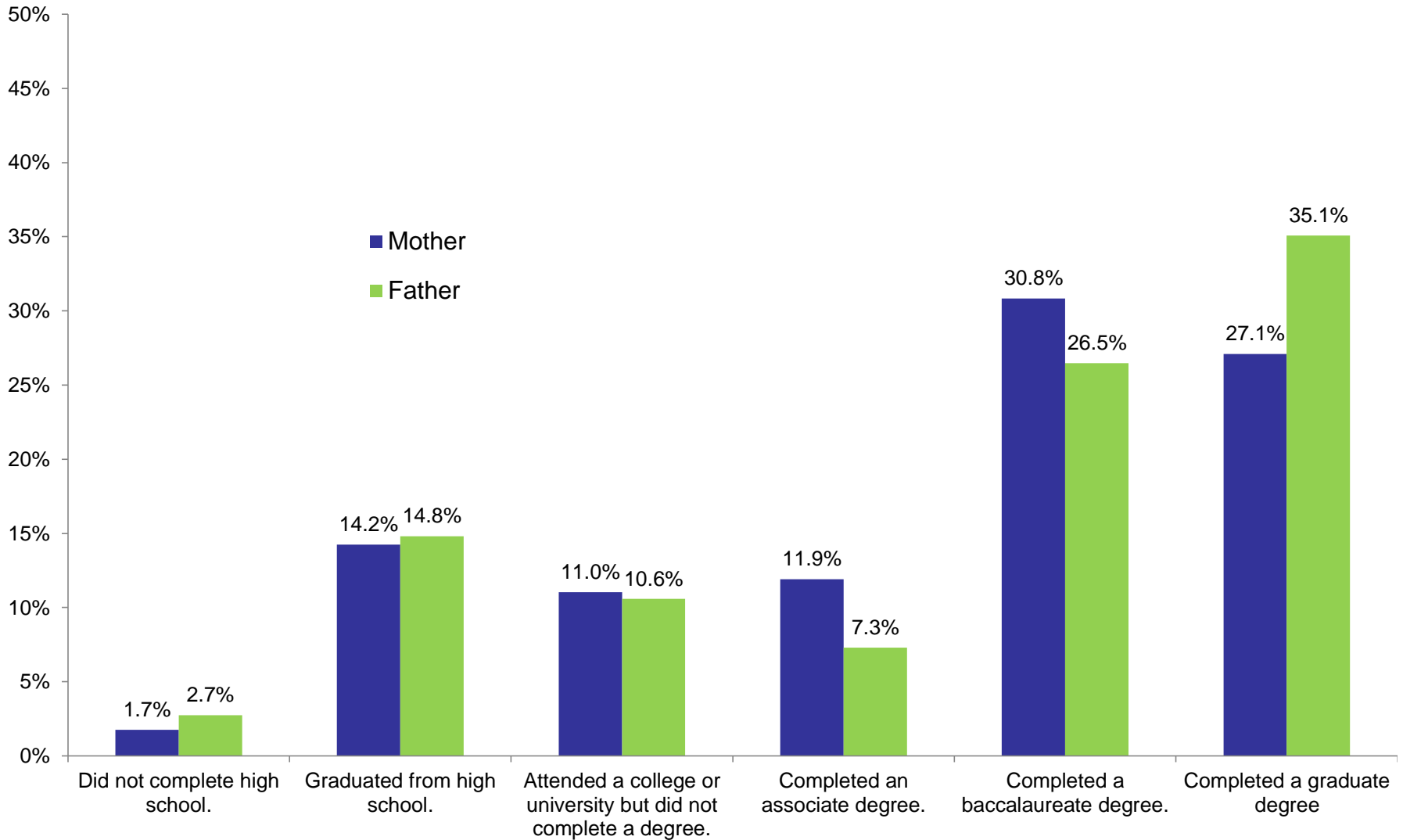
Reported Region of Legal Residence

Climate Survey
2011



Parent's Highest Level of Education

Climate Survey
2011





EARLY CLIMATE FINDINGS

General Findings

- Students report generally:
 - High levels of comfort with others who are different.
 - Low frequency of negative comments.
 - High levels of perceived institutional/ community support for highlighted populations.
 - Low levels of feeling harassed.

Overall, things feel pretty good at the CVMs!

Peeling Back Some Layers

- Students are more likely than any other group to make negative remarks around the college.
- There is a slightly elevated amount of neutrality and/or ambivalence around sexuality & religious difference and comfort levels.
- While there is a lot of support, there are questions about whether particular student populations are getting support from their student colleagues.



Peeling Back Some Layers



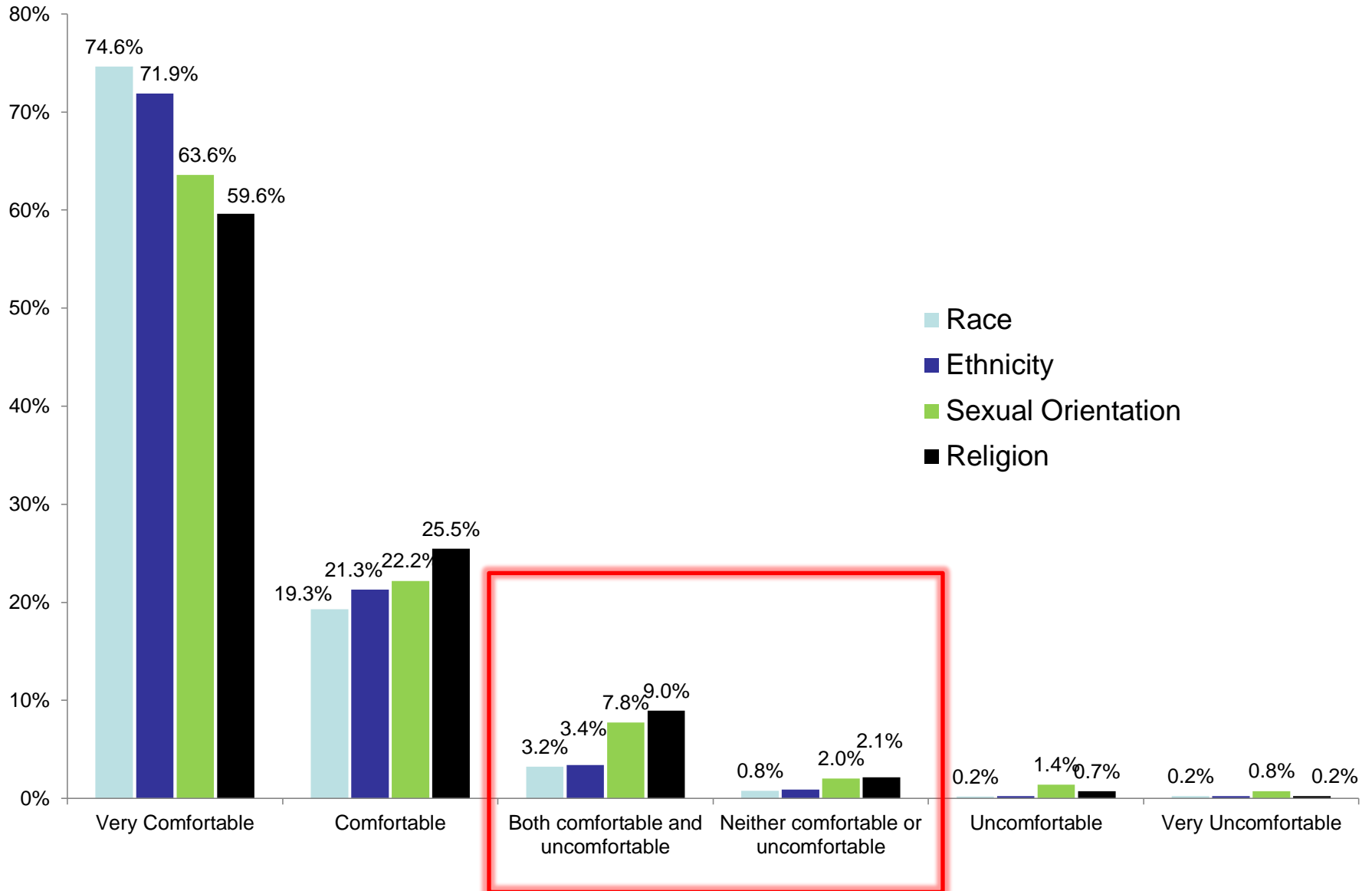
- Students report low levels of being harassed but also slightly higher levels of seeing other students being harassed through various mediums.
- Institutional level data suggest heightened pockets of discomfort around LGBT issues more than any other group.
- There is evidence that URVM group voice is muted in the national data set—across all areas of difference.



COMFORT LEVELS

Comfort Level with Others who are Different by Category of Difference

Climate Survey
2011



Comfort Levels

- Very little difference across populations
 - Students
- LGBTQQ Students
 - Most likely to say both comfortable & uncomfortable with students of different faiths (22%)

Profiles of least comfortable students

Least comfortable around people of different races or ethnicities	Least comfortable around people with different sexual orientations	Least comfortable around people of different faith
Female Rural Straight No Racial/Ethnic Difference	Female Rural Straight White	Female Suburban Straight White



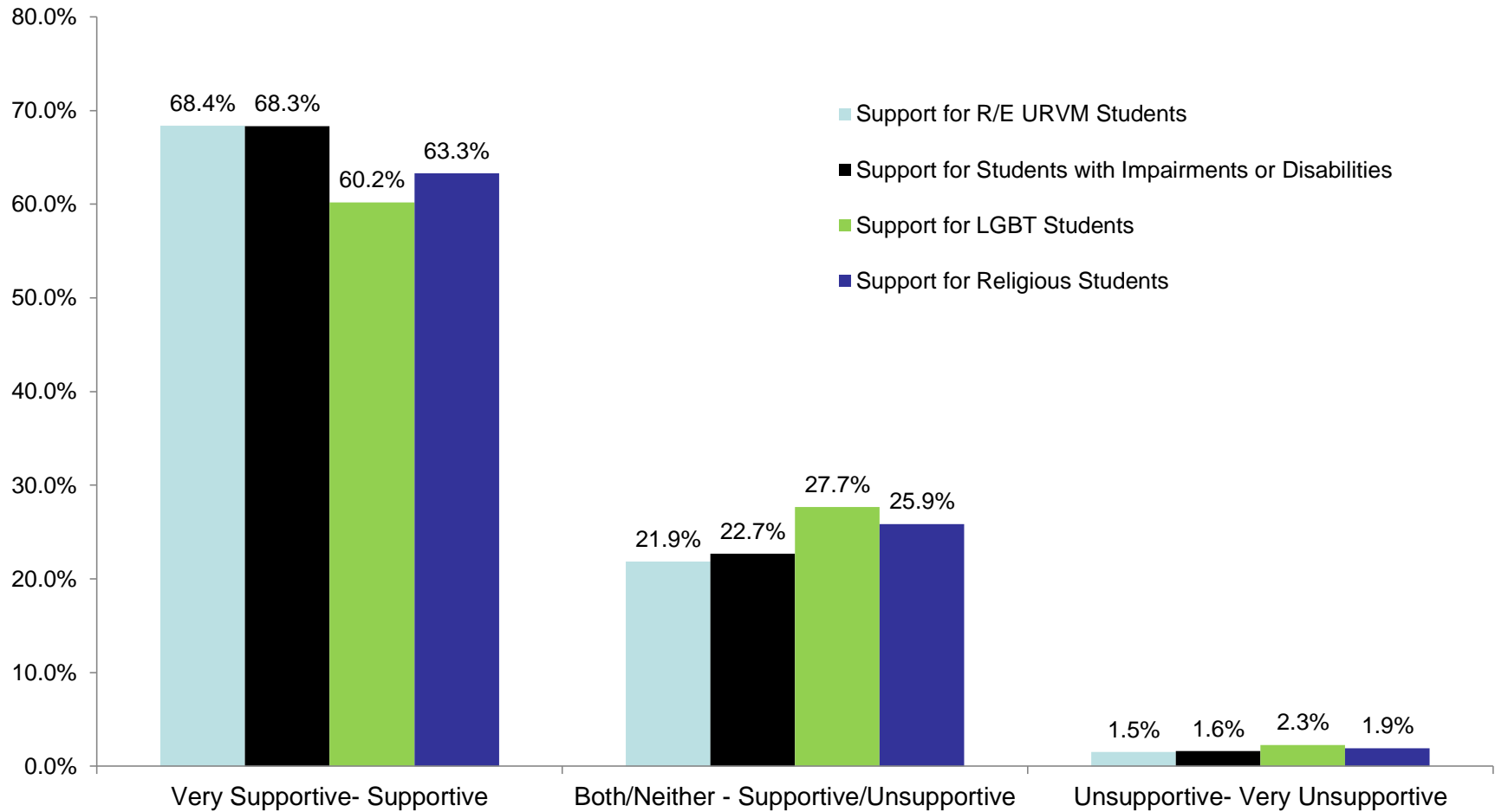
SUPPORT LEVELS



Support felt around the College

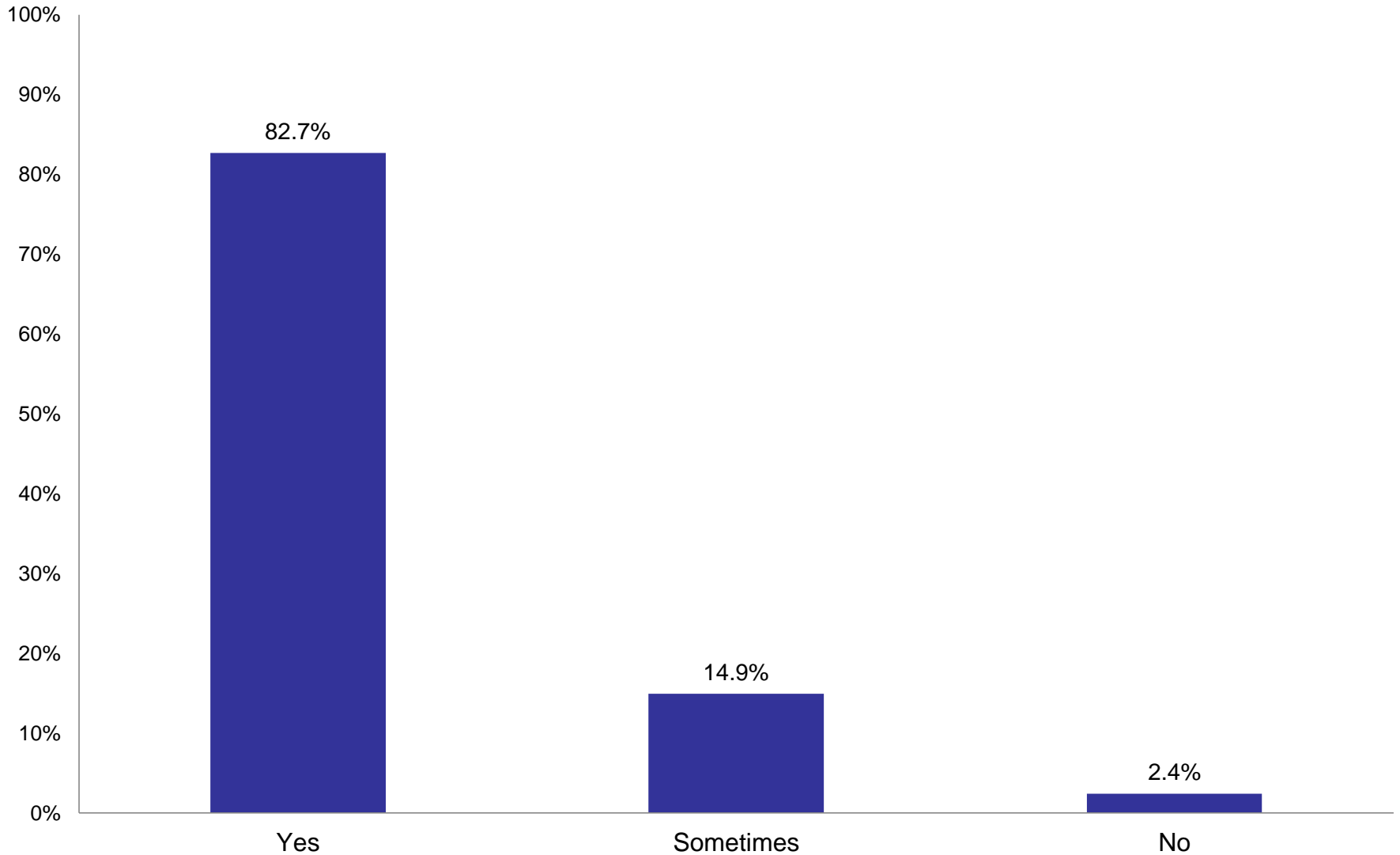
- About 2/3 of all students report that various URVM students have high to very high levels of support from the CVMs.
- About 1/4 of students reported 'both/neither' supportive or unsupportive. The question did not include an "I don't know," which forced an assessment by the participants.
- Generally, staff were found to be the most supportive of student diversity in the eyes of students; however, faculty were found to be marginally more supportive of LGBT students.

Reported Institutional Support for Various Subpopulations Climate Survey 2011

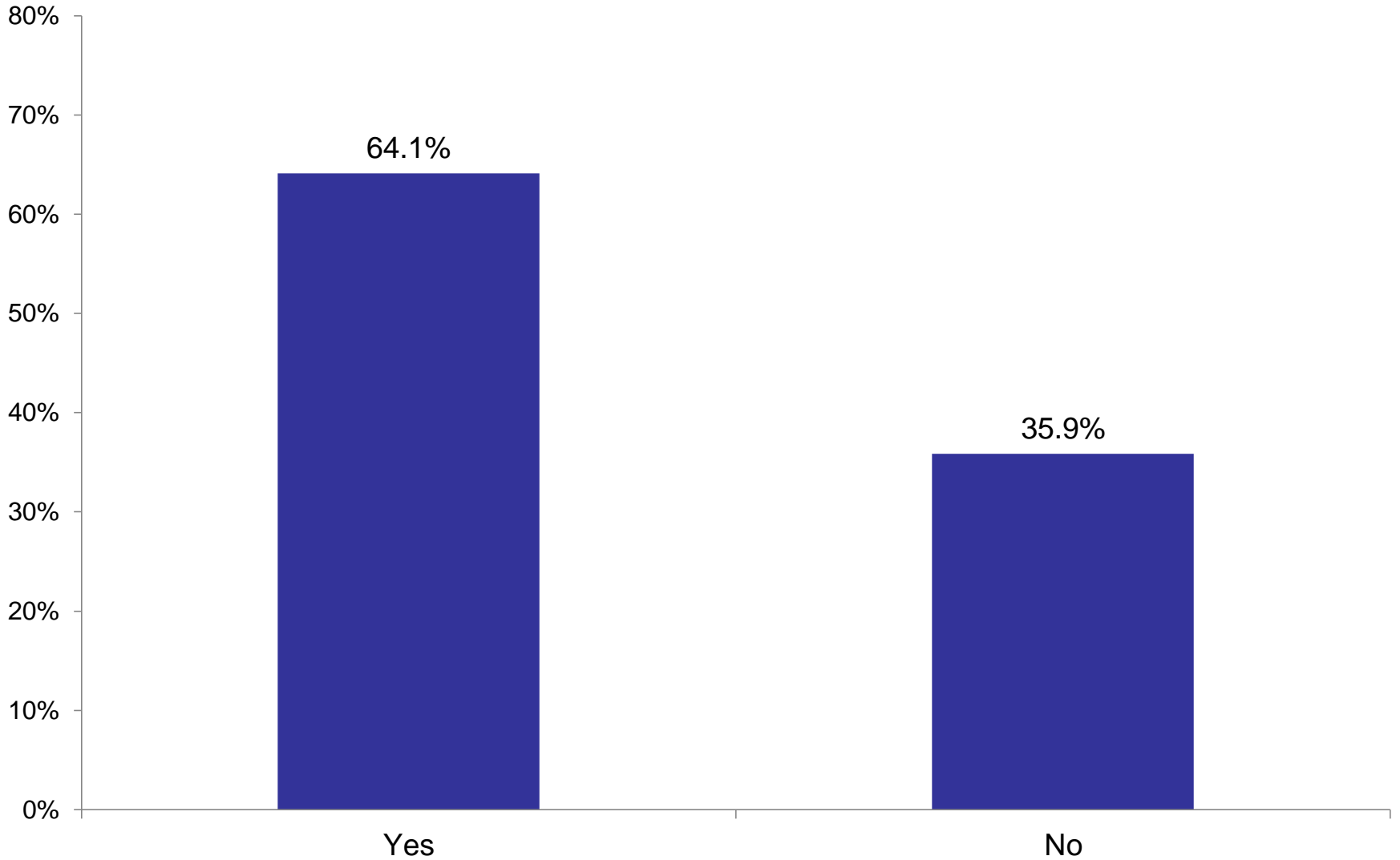


Students with a Supportive Group of Friends or Acquaintances at the CVM

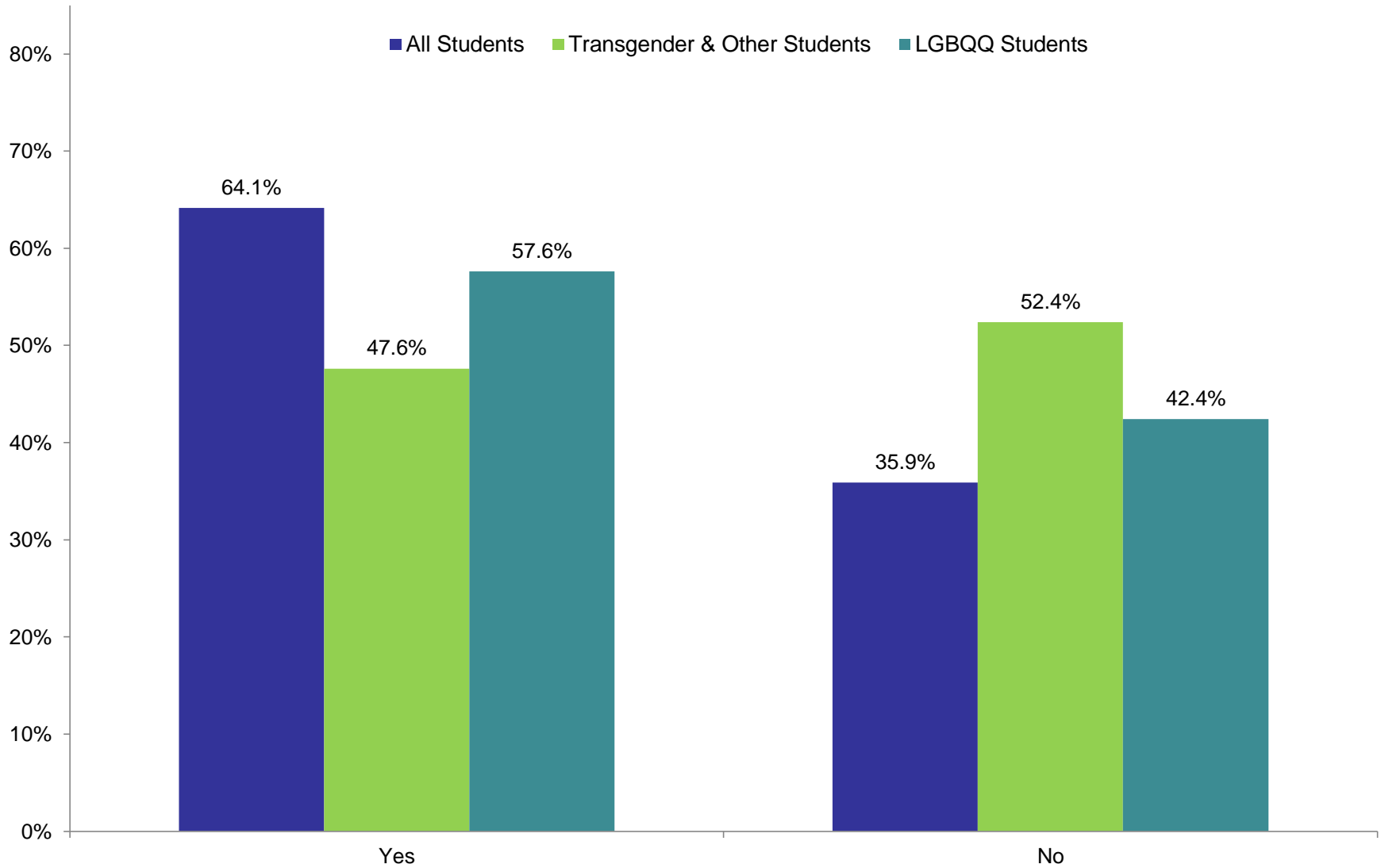
Climate Survey
2011



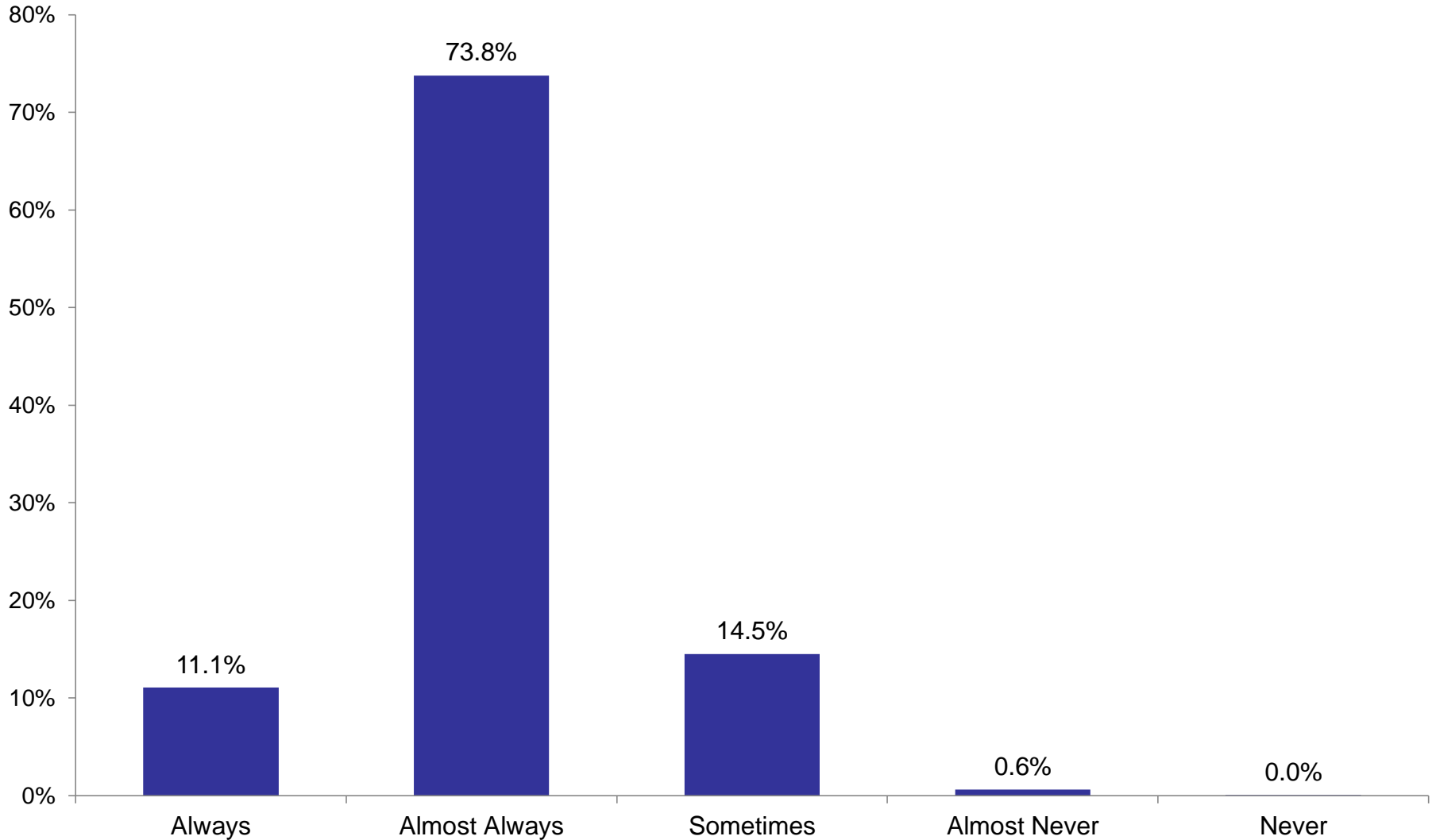
Reported Percentage of Students with a Faculty or Staff Confidant
Climate Survey
2011



Reported Percentage of Students with a Faculty or Staff Confidant Climate Survey 2011



Reported Extent to Which Students Treat Each Other with Respect Climate Survey 2011



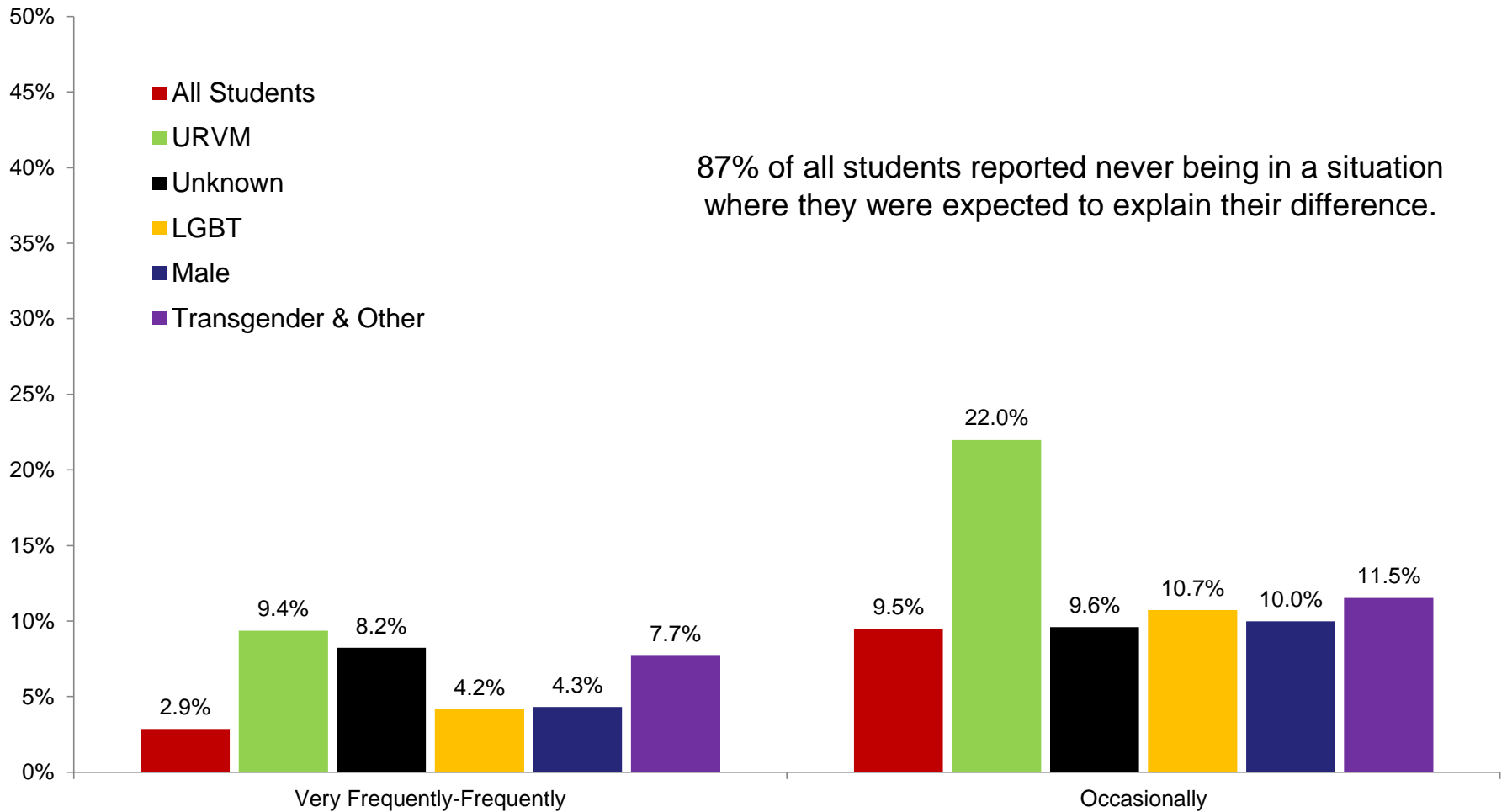
FREQUENCY OF INTOLERANT LANGUAGE

Heard at the College...

- Students were most likely to make comments around race and sexuality.
- Affected groups were more likely to hear the comments.
 - *Nearly 1/3 of R/E URVM students reporting hearing racist comments from their students colleagues occasionally to very frequently.*
 - *Over 20% of LGBT students reported hearing homophobic comments from students occasionally to very frequently.*
- Faculty had the second highest incidence of reported sexist comments.
 - *Just over 21% of female students & 23% of transgender students said they heard faculty making sexist comments occasionally to very frequently.*

Partial Reported Frequency of Comments from other Races about Stereotypes of a Student's Race

Climate Study
2011



87% of all students reported never being in a situation where they were expected to explain their difference.

Other stereotype questions were not asked in this survey.

HARASSMENT LEVELS

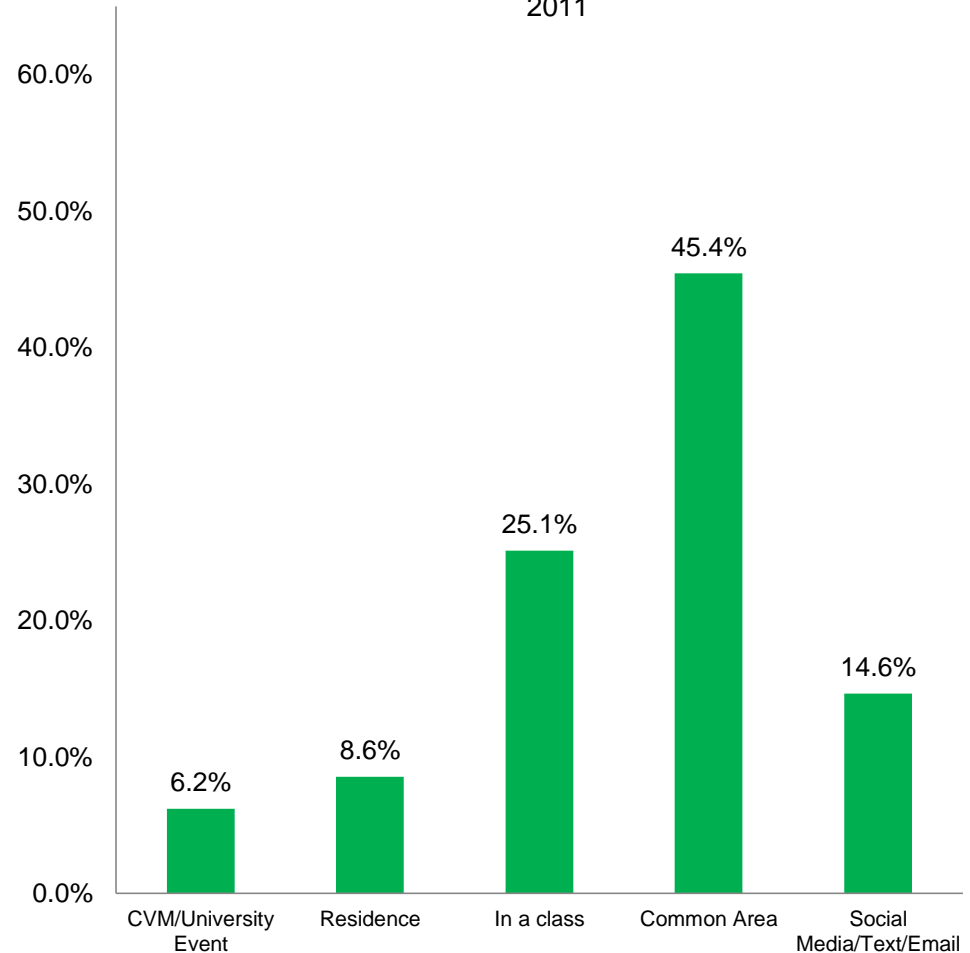
Harassment

- Low levels of harassment reported
 - Across all areas combined, 14% of students reported experiencing ‘something’

- Of students who reported some form of harassment:
 - 76% reported harassment happening on campus
 - Most often in a common area (45.4%) or in a classroom (25.1%).

- Students don’t report
 - 89.5% of students never report harassment to anyone at the college

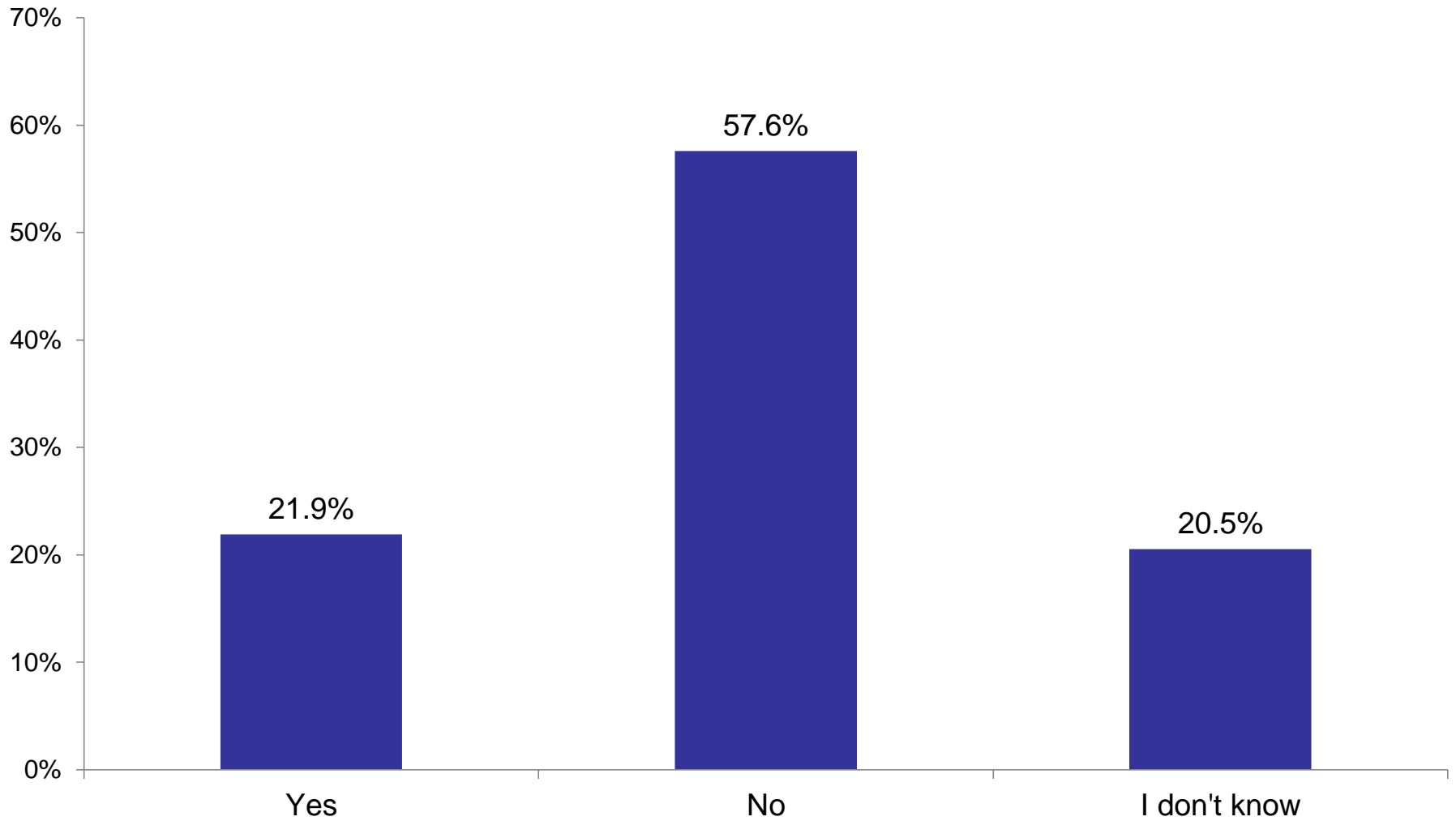
Reported Locations Where Harassment Occurs
Climate Survey
2011





ARE WE DOING TOO MUCH?

**Responses to the question concerning whether the CVM
has been overly sensitive and/or accommodating
for underrepresented groups**
Climate Survey
2011



Overly sensitive

- Marginal variance across groups concerning oversensitivity of the colleges—with a few exceptions
- *Groups who said yes at a rate higher than the total:*
 - 28% of students who reported they were from rural backgrounds
 - 30.3% of male students felt the CVMs were oversensitive
 - 31.3% of White male students
- *Groups who said no at a rate higher than the total:*
 - 63.8% of students with legal residence in Western states
 - 66.6% of student from suburban backgrounds
 - 59.1% of female students
 - 69.4% of R/E URVM female students



WRAP UP

What Does All of This Mean?

Overall things are good; we are doing something right in creating positive learning/living environments on our campuses.

- We can not explain why students may have responded the way they did. The findings suggest the need for additional research to probe these and other findings more deeply.
- The findings reveal opportunities for ‘teachable moments’ for students, faculty & staff.
 - This doesn’t mean just ‘diversity’ programming, but seeking collaborative ways of addressing how to challenge bias, how inclusion and professionalism can be addressed jointly, what these findings mean for future employees, employers and business owners.
- There is a need for individual institutions to dig into their data to assess whether there are issues that may require intervention on campus.

What Does All of This Mean?

- The data suggests that there are some populations that require greater attention.
 - It's impossible to say that these students are “at risk” from this data, but it is clear that there are some students who may be living on the margins of vet school life.
- The findings should challenge how we think prospective applicants may view the college.
 - How much anecdotal data show up on FB, blogs, other electronic media and do such postings impact our pool and our ability to ‘take’ admitted applicants.

Looking to the Future

- Additional analysis to come
- Publication plans
- Follow up studies
 - Planned qualitative study on LGBT student experience at US CVMs
- Comparative with the WesternU faculty, staff & administrator study



Acknowledgements

- SE Regional DiVersity Matters Planning Committee
- Midwest Iverson Bell Diversity Summit Planning Committee
- Association of American Veterinary Medical Colleges
- AAVMC Committee on Multicultural Affairs
- American Veterinary Medical Association
- Veterinary Students One in Culture and Ethnicity (VOICE)
- Broad Spectrum
- Student Veterinary Medical Association
- Lesbian and Gay Veterinary Medical Association
- Lakecia Pettway, UGA
- Evan Brooks, AAVMC Data Analyst
- Tony Wynne, AAVMC Operations Manager

Many thanks for your contributions and support!



Questions?

Thank You

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