

DIVERSITY, EQUITY, & INCLUSION CLIMATE ASSESSMENT SURVEY

Academic Year 2022-2023

UConn
SCHOOL OF PHARMACY



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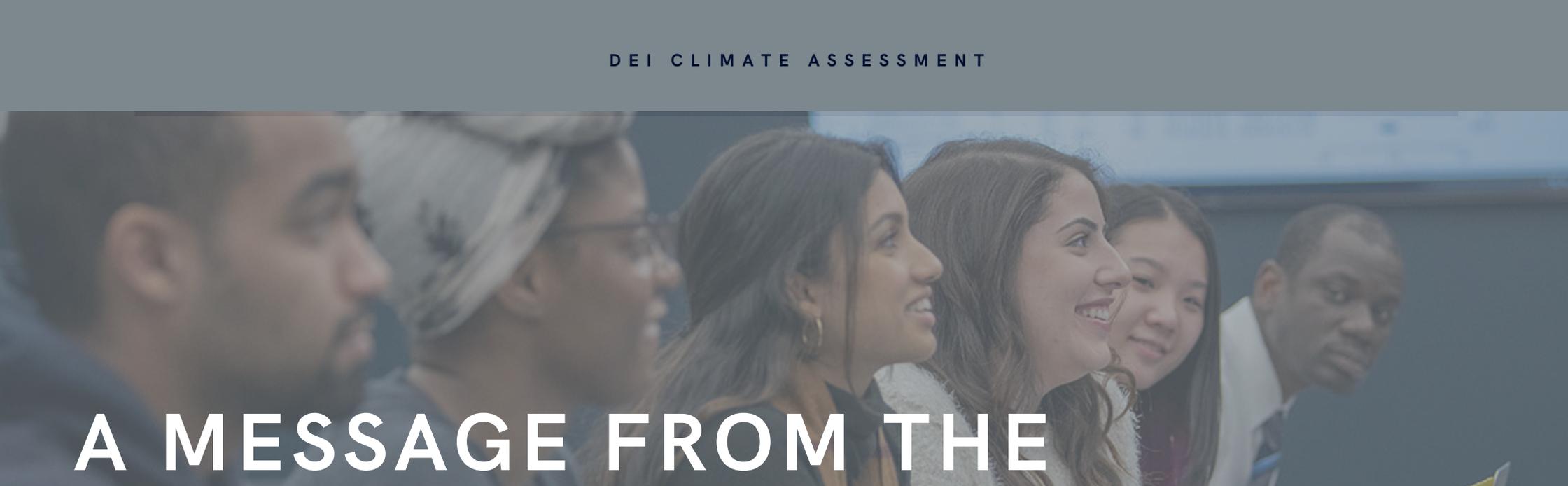
The UConn's School of Pharmacy's Diversity, Equity, and Inclusion Climate Assessment is a public document that is made available for information, transparency and accountability purposes. It was prepared by Chilombo Consulting on request of UConn School of Pharmacy.

Cover picture: UConn School of Pharmacy

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UConn
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A MESSAGE FROM THE DIVERSITY COMMITTEE

We conducted this project to learn about the unmet needs of the School of Pharmacy in fostering a more inclusive environment. In doing so, it was important for us to hear from students, faculty, and staff and we greatly appreciate those who shared their thoughts, experiences, and perspectives. The 2022-23 Climate Assessment Project is the first time the school has ever embarked on this effort, and it is our hope that this project will begin a

new tradition, with information from this report serving as a catalyst for continued conversations on increasing inclusivity and belonging for all members of the School of Pharmacy community.

-UConn School of Pharmacy Diversity Committee

PROJECT BACKGROUND

This report is a summary of the findings from the Diversity Committee's Climate Survey, a component of the Climate Assessment Project. The survey launched in Fall 2022, was open to all PharmD and MS/PhD students, faculty, and staff, and aimed to establish a baseline measurement of sentiments and experiences related to diversity, equity, and inclusion at the School of Pharmacy. Insights from this report will help guide efforts toward achieving an inclusive and welcoming environment. The purpose of the Climate Assessment Project is to explore the views of current students, faculty, and staff regarding the School of Pharmacy's climate as it relates to diversity, equity, and inclusion and explore experiences regarding discrimination and inclusion. Survey development began in February 2021, when Diversity Committee members reviewed the findings of the UConn

Racial Microaggressions Survey that captured the experiences of students of color across the University. Given the unique structure of the School of Pharmacy, we proposed a school-specific assessment to establish a baseline that better represents our community.

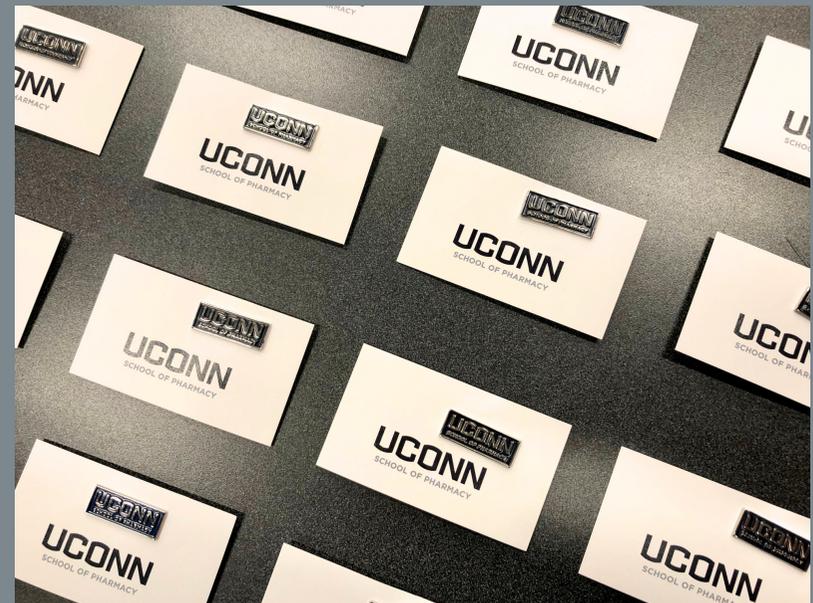


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**RESPONSE RATES
&
DEMOGRAPHICS OF SURVEY
PARTICIPANTS**

RESPONSE RATES AND DEMOGRAPHICS OF SURVEY PARTICIPANTS

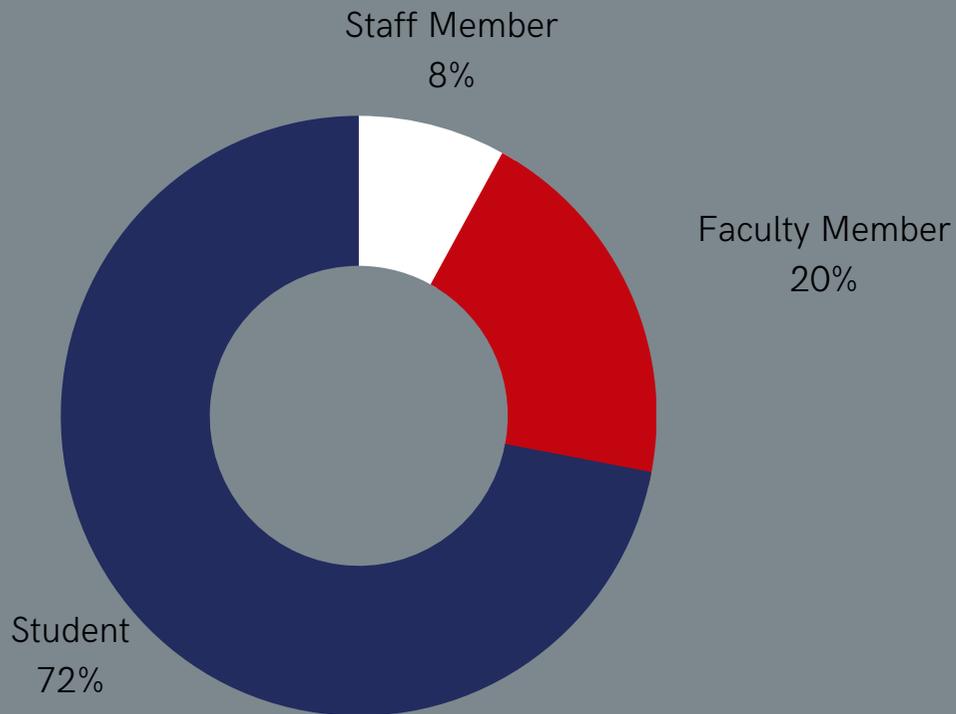
Response Rates by Group

The survey had 125 respondents, with an overall response rate of 30% across the School of Pharmacy.

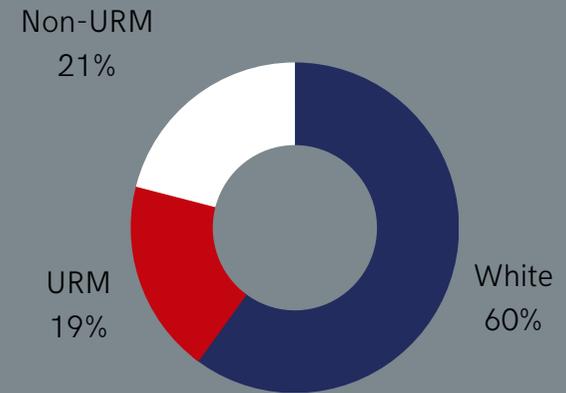
Overall (% response rate)	Students	Faculty	Staff
30% (125/417)	26% (90/346)	49% (25/51)	50% (10/20)

RESPONSE RATES AND DEMOGRAPHICS OF SURVEY PARTICIPANTS

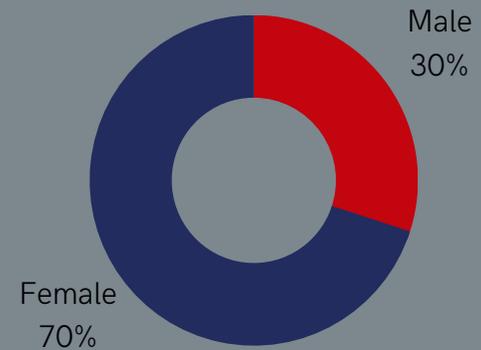
Respondents by Group



Race/Ethnicity*



Gender Identity



* See next page for definitions of Race/Ethnicity groups.

RESPONSE RATES AND DEMOGRAPHICS OF SURVEY PARTICIPANTS

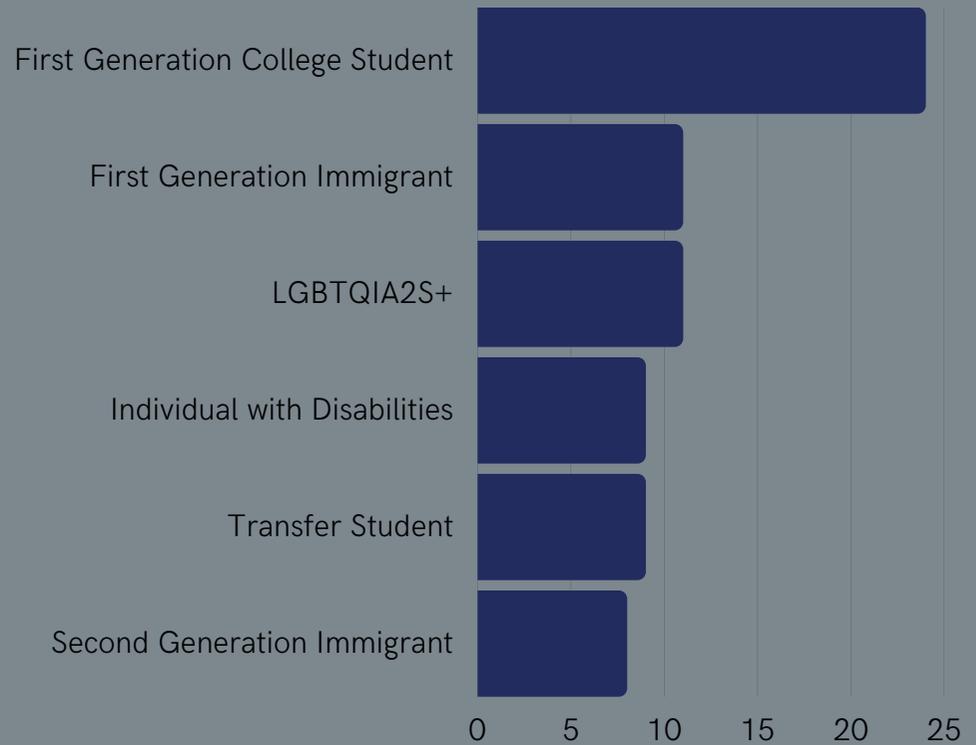
The Race/Ethnicity Categories represented in this survey include the following

- Underrepresented Minority (URM):
 - Black or African American, East Asian, Hispanic and/or Latino/a/e/x, or Mixed Race/Biracial
- Non-Underrepresented Minority (Non-URM):
 - East Asian/East Asian American, South Asian/South Asian American, Middle Eastern/Northern African/West Asian, or Mixed Race/Biracial
- White
 - White

These categories are based on the Underrepresented Minority Definition provided by the UCSF Office of Diversity and Outreach.

[Source](#)

Other Identities Represented



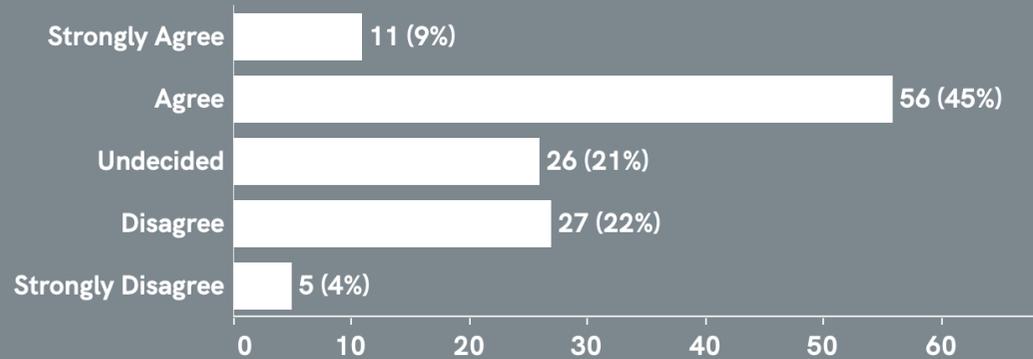
Additional identities shared include International Student, Atheist, and Deaf or Hard of Hearing.

A photograph of four medical students in white coats gathered around a laptop. The laptop lid features the 'UConn School of Pharmacy' logo. The students are looking at the screen with interest. The background shows a classroom or office setting with papers on a wall.

POSITIVE PERCEPTIONS OF DEI CLIMATE

POSITIVE PERCEPTIONS OF DEI CLIMATE

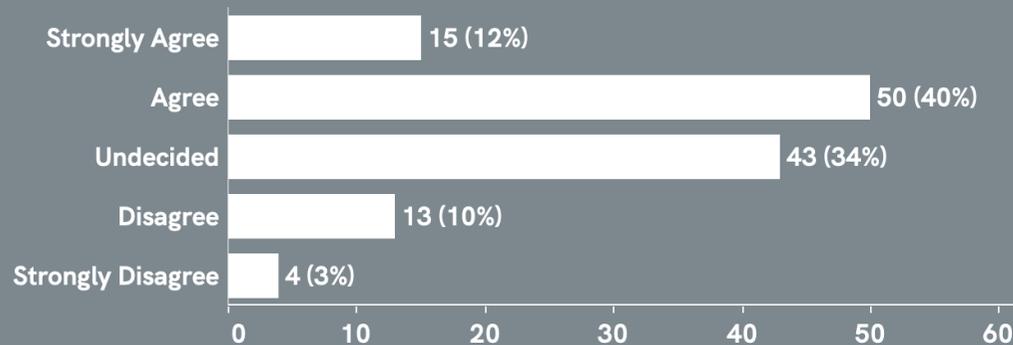
I think the University of Connecticut (UConn) addresses issues of racism, discrimination, or prejudice well.



When asked about the University of Connecticut, half of the respondents (54%) agreed or strongly agreed that they feel the University of Connecticut addresses issues of racism, discrimination, or prejudice well.

Students made up the majority of those who Disagree/Strongly Disagree with this statement.

I think the School of Pharmacy (SoP) addresses issues of racism, discrimination, or prejudice well.

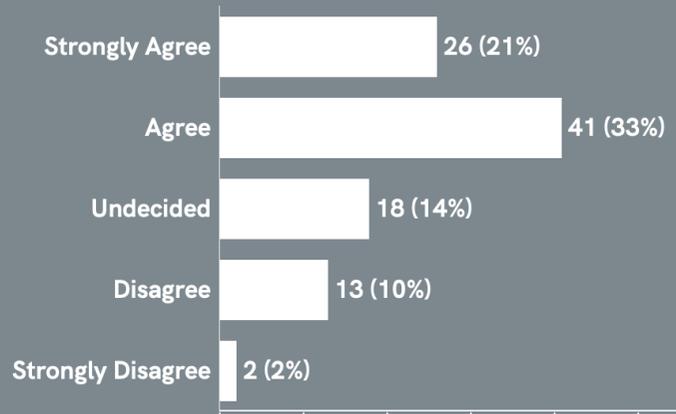


When asked about the School of Pharmacy, about half of the respondents (52%) agreed or strongly agreed that they feel the SoP addresses issues of racism, discrimination, or prejudice well, but many more are undecided, compared to when asked how the University addresses these matters.

Students also made up the majority of those who Disagree/Strongly Disagree with this statement.

POSITIVE PERCEPTIONS OF DEI CLIMATE

It is important to me to see representation of my identities throughout the School of Pharmacy community.

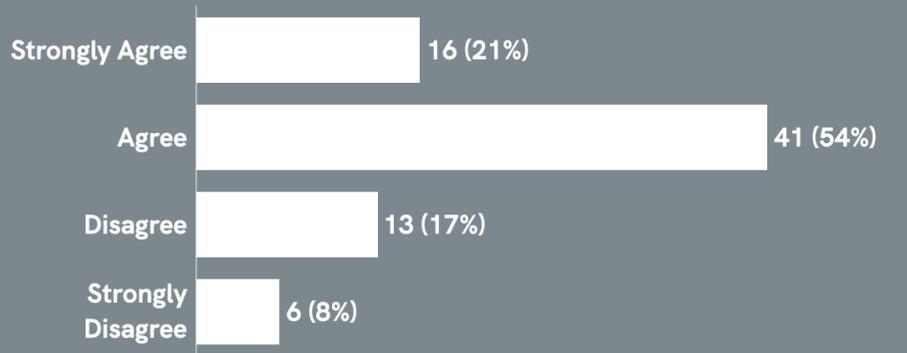


About half of the respondents agreed or strongly agreed it is important to see their identities represented throughout the School of Pharmacy. The other half were undecided, disagreed, or strongly disagreed.

Across racial categories, all URM respondents agreed or strongly agreed with this statement.

POSITIVE PERCEPTIONS OF DEI CLIMATE

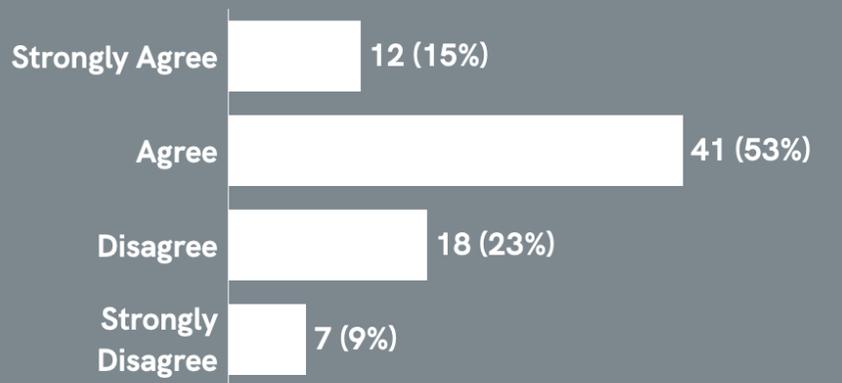
Among the School of Pharmacy (SoP) student body, I believe my identities are well-represented.



Most respondents (75%) agreed or strongly agreed that their identities are well-represented in the School of Pharmacy student body.

Respondents who identified as URM comprised most of those who disagreed or strongly disagreed with this statement.

Among the School of Pharmacy (SoP) faculty and staff, I believe my identities are well-represented.



Across the Student/Staff/Faculty and Race/Ethnicity groups, responses to the question about identity representation in the SoP faculty and staff mirrored the breakdown for the prior question about identity representation in the SoP student body.

POSITIVE PERCEPTIONS OF DEI CLIMATE

I believe that [members of group] are free to express their ideas, opinions, or beliefs in the School of Pharmacy (SoP).

The majority of respondents across groups agreed or strongly agreed that members of their group were free to express, ideas, opinions or beliefs.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Faculty Member		17%	13%	50%	21%
Staff Member			25%	38%	38%
Student	3%	15%	14%	43%	25%

I believe that [members of group] are heard when expressing their ideas, opinions, or beliefs in the School of Pharmacy (SoP)

There was greater variation among the students when asked if they are heard when expressing themselves.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Faculty Member		17%	17%	50%	17%
Staff Member			25%	38%	38%
Student	7%	22%	26%	26%	18%

POSITIVE PERCEPTIONS OF DEI CLIMATE

““

I think the School of Pharmacy has come a long way since I started here. There have been events including LGBTQ communities and sharing of pronouns are becoming more normalized. Where we can grow is in the following areas: integrate more diverse topics into courses.

- Student

““

The SoP Diversity Committee, UST, and public health course are all fantastic resources in providing education regarding issues of racism, discrimination, and prejudice.

- Student

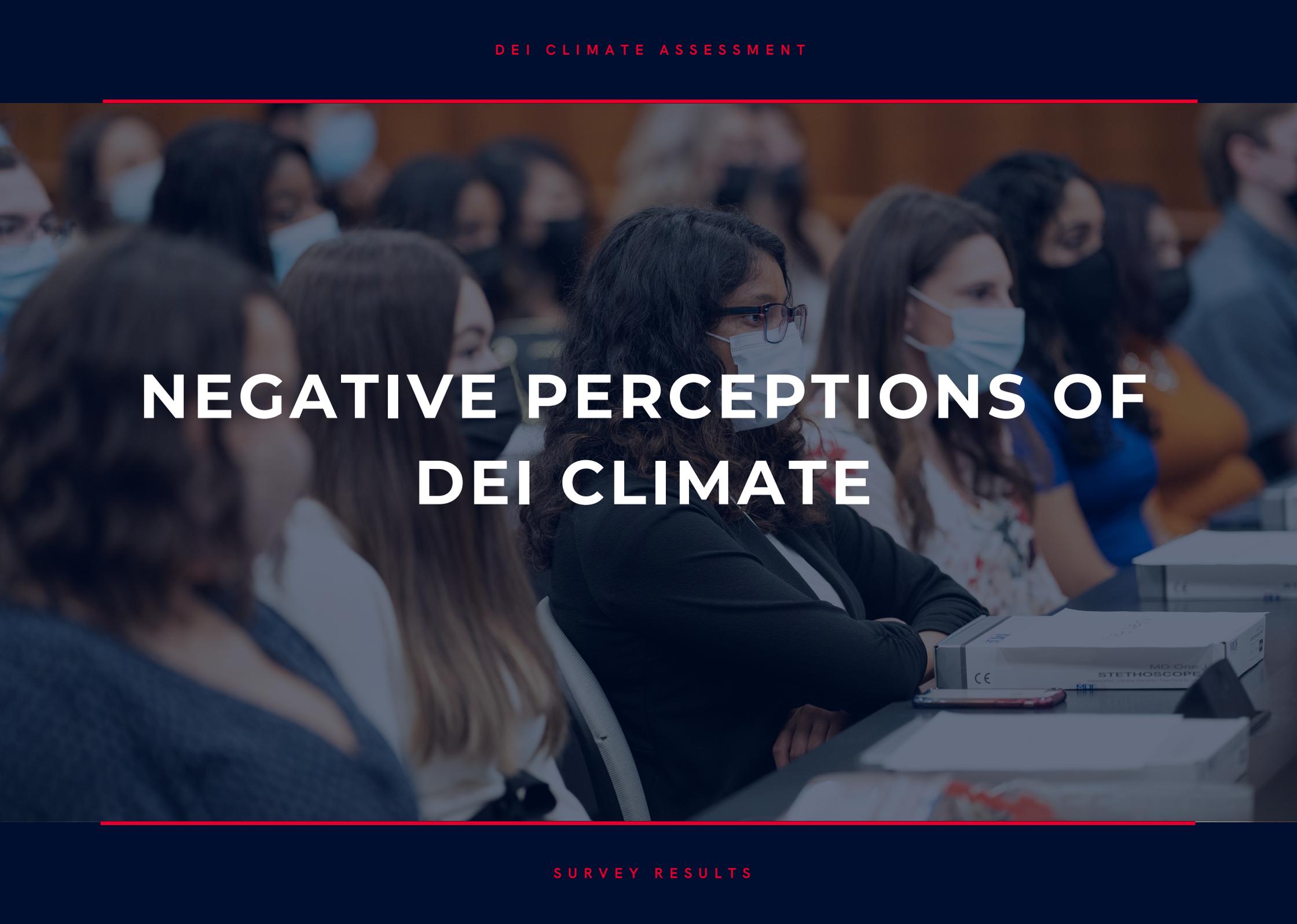
””

““

I feel like overall, the University has a lot of resources and takes the time to devote energy/finances/support to issues of racism, discrimination, and prejudice. There's always room for improvement, but I feel as if they're going in the right direction.

- Student

””



NEGATIVE PERCEPTIONS OF DEI CLIMATE

KEY DEFINITIONS

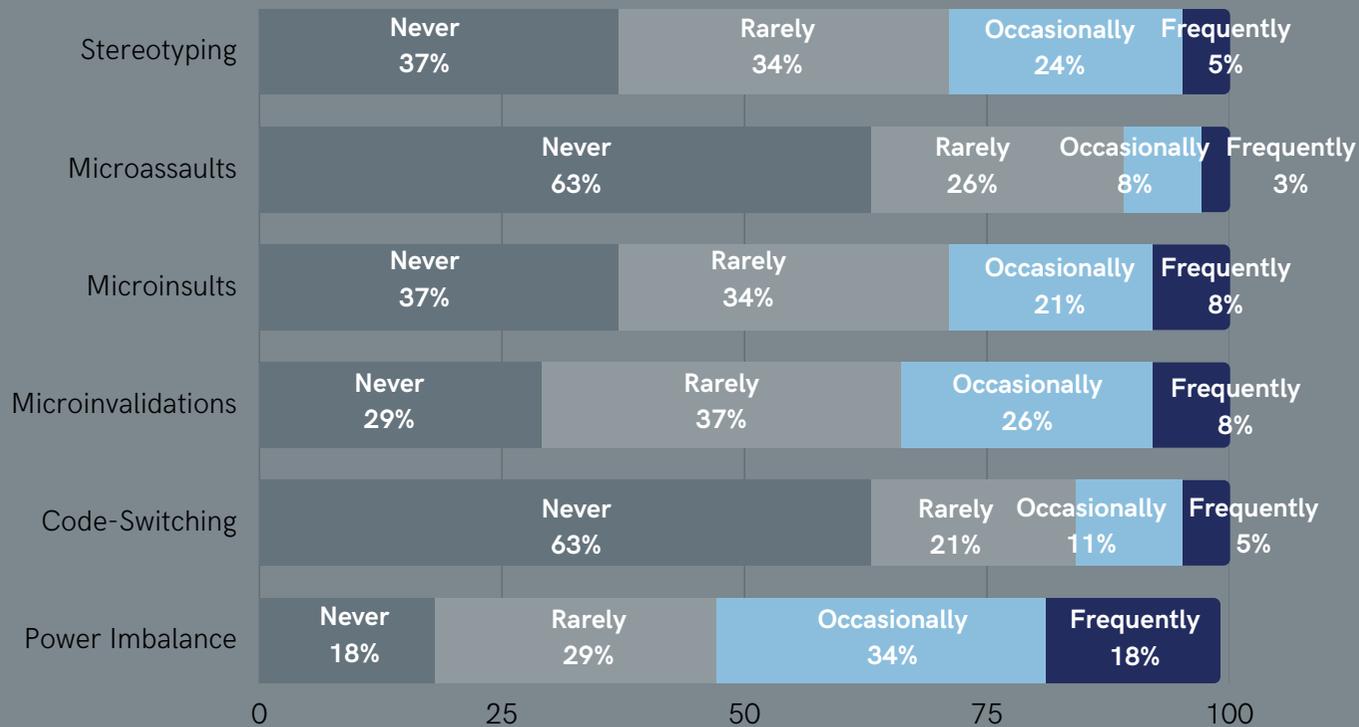
In the following questions, respondents were asked to indicate whether they had witnessed or experienced these events.

[The Racial Microaggressions Scale \(RMAS\)](#)

<p>Stereotyping Association of collective characteristics affiliated with a particular group to every member of that group, discounting individual characteristics</p>	<p>Microassaults A type of microaggression that is characterized as overt discrimination (conscious and deliberate)</p>	<p>Microinsults A type of microaggression characterized as verbal or nonverbal communications that subtly convey rudeness and insensitivity towards a person’s heritage or identity</p>
<p>Microinvalidations A type of microaggression characterized as communication that subtly excludes, negates, or nullifies the thoughts, feeling, or experiential reality of a member of a marginalized group</p>	<p>Code-switching The practice of shifting the languages you use or the way you express yourself in your conversations when around people with different racial/ethnic backgrounds</p>	<p>Power Imbalance Characterized as an assertion of power in ways that disadvantages others or leaves them feeling disempowered</p>

NEGATIVE PERCEPTIONS OF DEI CLIMATE

Events Experienced: At the School of Pharmacy (SoP) or among individuals affiliated with the SoP, I have personally been the target of/experienced...

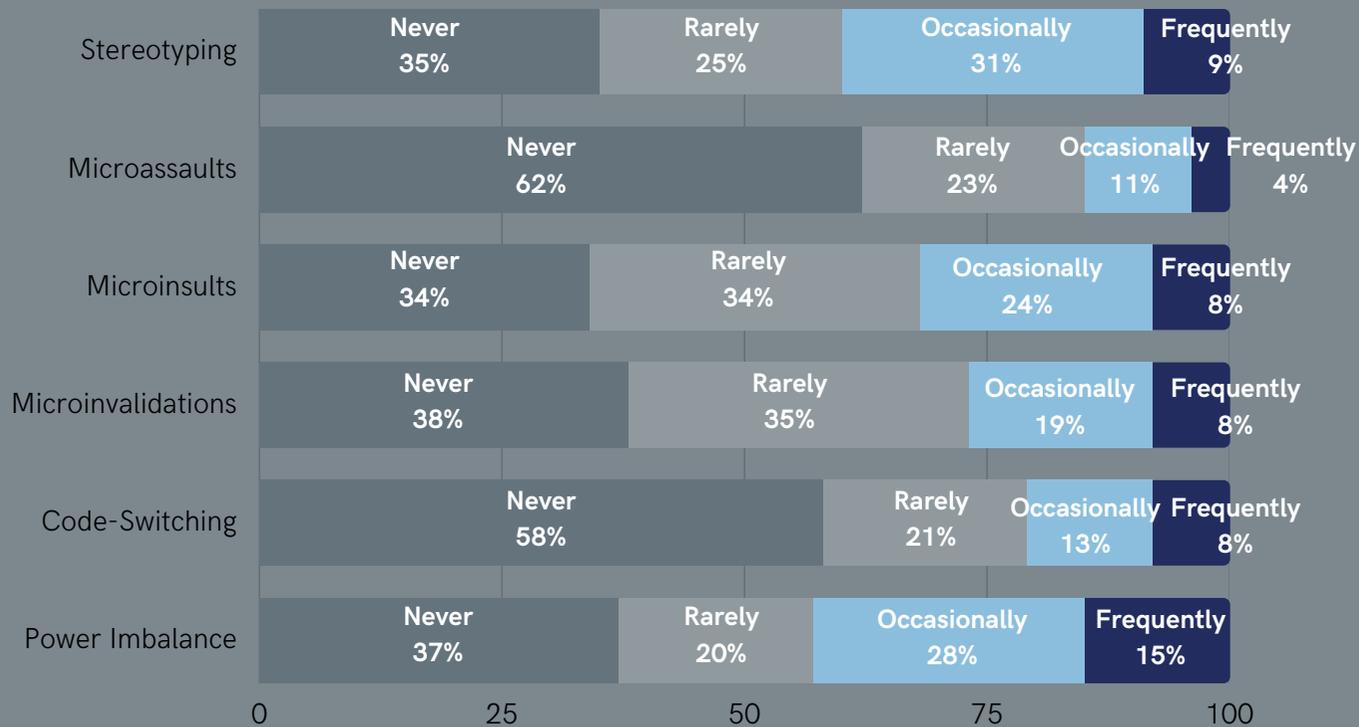


Power imbalance was reported as being experienced most often.

Microassaults and Code-Switching were reported as being experienced the least often.

NEGATIVE PERCEPTIONS OF DEI CLIMATE

Events Witnessed: At the School of Pharmacy (SoP) or among individuals affiliated with the SoP, I have witnessed...



Power imbalance and Stereotyping were reported as being witnessed in greater proportions compared to other activities.

Microassaults and Code-Switching were reported as being witnessed in lesser proportions, compared to other activities.

NEGATIVE PERCEPTIONS OF DEI CLIMATE

Where have you witnessed or experienced the discriminative/prejudicial behaviors selected in the previous questions?

The three most common responses were
Classroom
Social Gathering with other SoP-affiliated individuals
IPPE/APPE Rotation

At the School of Pharmacy (SoP) or among individuals affiliated with the SoP, I have personally experienced discrimination or felt unwelcome/excluded based on...

The two most common responses were
Racial/Ethnic Identity
Gender and/or sexual orientation

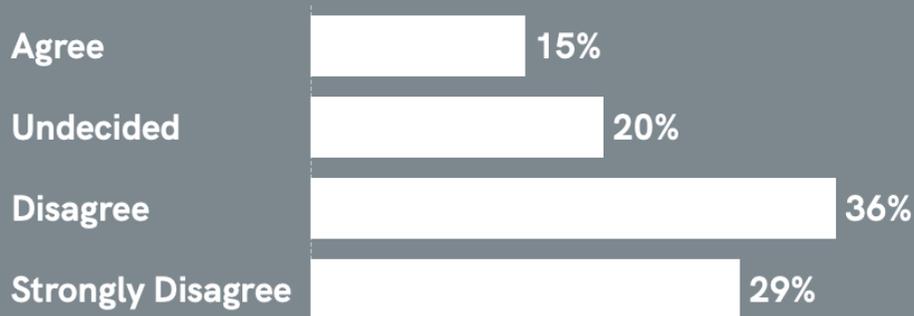
Written-In responses Included
Age, Having Medical Issue, Country of Origin, Non-Liberal Viewpoints, Academic Performance

NEGATIVE PERCEPTIONS OF DEI CLIMATE

Material delivered during a lecture, seminar, symposium, or talk

Students

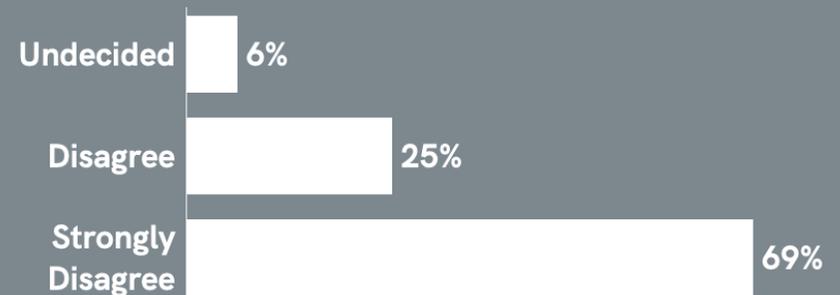
I have witnessed a lecture at the School of Pharmacy (SoP) in which the material (i.e. research, presentation slides, cases) was presented in a disrespectful or discriminatory manner.



For this question, Non-URM and White respondents tended to Disagree/Strongly Disagree about 10% more often than URM respondents.

Staff/Faculty

I have witnessed a seminar, symposium, or talk at the School of Pharmacy (SoP) in which the material (i.e. research, presentation slides, cases) was presented in a disrespectful or discriminatory manner.



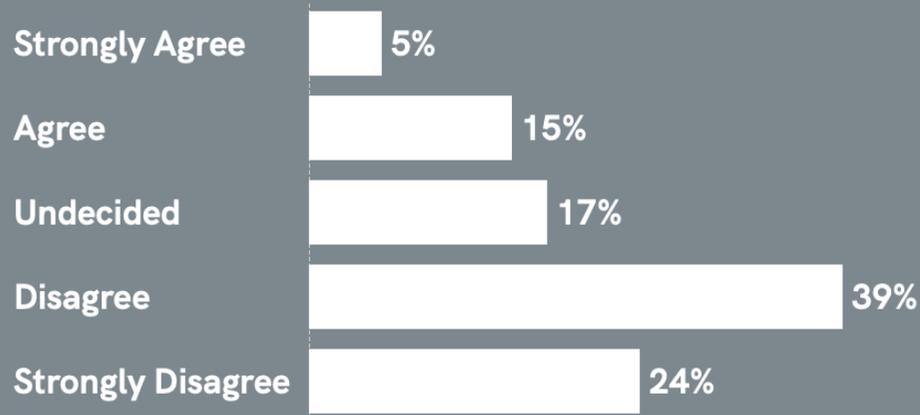
Across Race/Ethnicity groups, responses did not vary significantly across Undecided vs. Disagree/Strongly Disagree.

NEGATIVE PERCEPTIONS OF DEI CLIMATE

Questions or answers expressed during a lecture, seminar, symposium, or talk

Students

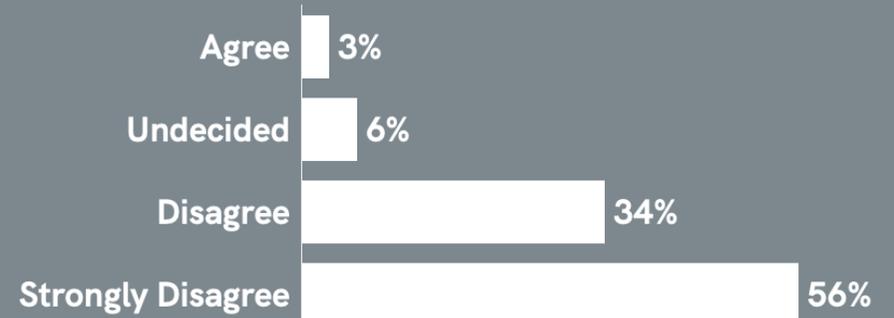
I have witnessed a lecture at the School of Pharmacy (SoP) in which questions or answers were insensitive, disrespectful, discriminatory, and/or prejudicial.



URM made up the majority of those who responded Agree/Strongly Agree.

Staff/Faculty

I have witnessed a seminar, symposium, or talk at the School of Pharmacy (SoP) where the questions and/or answers were insensitive, disrespectful, discriminatory, and/or prejudicial.



Across Race/Ethnicity groups, responses did not vary significantly across Undecided vs. Disagree/Strongly Disagree.

NEGATIVE PERCEPTIONS OF DEI CLIMATE

The discrimination or feelings of exclusion that I have experienced and/or witnessed has affected my willingness to...

Most common Responses

The most common overall response was that what has been witnessed has not impacted willingness to be involved in the SoP.

"Participate in activities or groups related to the School of Pharmacy," "Participate in class discussions," and "Connect with faculty/staff" were the most common responses.

I would feel comfortable using the following resources if I experience discrimination or felt unwelcome/excluded

Most common Responses

"For students, "SoP faculty/staff member" was the most common response, followed by "SoP student". Students also made up the majority of those who selected "There are no resources that I would feel comfortable using."

For faculty and staff, "SoP faculty/staff member" was also the most common response, followed by "non-SoP faculty/staff member".

Human Resources, Union Representative, and Office of Institutional Equity were the least common responses.

NEGATIVE PERCEPTIONS OF DEI CLIMATE

“
Not all faculty are educated. I think some time should be taken to immerse them into diversity workshops that help with understanding the population of students they are working with.
”
- Student

“
[At the SoP] there is a culture that does not take into account the cultural wealth students of color bring to the School, and the professionalism requirements uphold white supremacist notions of gender and racial heteronormativity.
”
- Staff Member

“
I haven't had any experience of the SOP dealing with racism and prejudice and haven't heard them speak out against the racial injustices going on in the world today.
”
- Student

EXPERIENCES OF DISCRIMINATION

Participants shared their experiences through the open-ended survey question below.

If you feel comfortable, please share experiences that you've had, witnessed, or heard involving discrimination, prejudice, feeling unwelcome, excluded, etc.

For this question, 12 respondents shared their experiences, which constituted these themes:

- **Name mispronunciation**
- **Gender-based discrimination**
- **Insensitivity to learning differences**

Name mispronunciation occurred from faculty toward students and from students in reference to faculty members.

The gender-based discrimination events were all shared by female faculty members based on their experiences with their honorifics not being included in correspondence from students or being spoken over in meetings related to their work at UConn.

Insensitivity to learning differences was exhibited by faculty members toward students with disabilities requiring learning accommodations.

COPING STRATEGIES

Respondents were invited to share strategies in response to this question:

What strategies have you used to cope with experiences of discrimination, prejudice, feeling unwelcome, excluded, etc.?

From the 15 responses shared, the following approaches to coping emerged:

- **Reflect with others about the situation**
- **Speak up in the moment about an incident**
- **Ignore or avoid perpetrators of the experience**
- **Take no action**

Reflecting with others was the most common approach, mentioned by 8 respondents, and involved speaking with family, friends, or colleagues outside of the SoP about the situation.

Speaking up at the moment about an incident included offering a perspective-taking exercise to those involved in discriminatory activities and was a unique approach.

Ignoring/avoiding perpetrators of the experience and taking no action were mentioned by two respondents each.

Some respondents noted that they are not comfortable speaking up, due to the concern that they may be seen as hostile for sharing their thoughts in a climate that values "strong cultural of political correctness over sharing uncomfortable feelings"

A photograph of a large group of graduates in blue caps and gowns, seated in rows during a ceremony. The graduates are looking towards the right side of the frame. The image is overlaid with a dark blue gradient and a red horizontal line at the top and bottom.

CONCLUSIONS AND RECOMMENDATIONS

SUGGESTIONS FOR IMPROVEMENT

Survey respondents provided suggestions for improvement through free-text responses.

The survey asked respondents, "In what ways should the School of Pharmacy (SoP) address issues of discrimination or prejudice? Where could we make improvements?"

From the 17 responses, three themes emerged:

- **Faculty Development**
- **Need for diversity throughout the student experience**
- **Transparent communication**

While several suggestions were shared, a handful of respondents expressed concern that spending time on DEI initiatives may detract from other SoP priorities.

Faculty Development included protecting time for faculty to create DEI-related training and establishing student evaluations of faculty members' responses to issues of discrimination or prejudice.

Suggestions to increase diversity throughout the student experience included recruiting more diverse staff members, recruiting a more comprehensive range of IPPE/APPE sites like homeless shelters or substance use disorder clinics, and establishing affinity-based student organizations.

Responses under the theme of transparent communication offered general student body meetings as an approach to keep the SoP informed and aware of next steps when issues of racism, discrimination, and prejudice arise.

CONCLUSIONS AND RECOMMENDATIONS

While some respondents are satisfied with the status quo or concerned that too much emphasis on DEI initiatives may negatively impact the educational mission of the UConn School of Pharmacy, the survey highlighted areas of action to consider.

Classrooms were noted as one of the most common sites for witnessing or experiencing discriminative/prejudicial behaviors. These behaviors include name mispronunciation and a lack of empathy for learning differences. Thus, future work might explore opportunities to use the classroom as a transformative space for more positive interactions.

Survey responses also indicated an interest in strategic communication tools and approaches to increase the capacity for navigating difficult conversations around discriminatory incidents inside and outside the classroom.

Beyond the classroom, the survey indicated discriminatory behavior was witnessed or experienced



at IPPE/APPE sites. At the same time, there was a stated interest in broadening the types of rotation sites available to students, including homeless shelters, substance use disorder facilities, and other locations addressing community needs.

Findings related to the IPPE/APPE sites point toward an opportunity to reimagine how rotation experiences fit into the vision of a more inclusive SoP training journey.

