University of Glasgow

# Importance of developing cultural competency in veterinary education

## Strategies and approaches to integrating diversity, equity and inclusion within Veterinary Medicine Undergraduate degree programme at University of Glasgow, UK


**Prof Lubna Nasir** she/her (*Lub nah Nah sir*)
Equality Diversity and Inclusion Director
Gender pronouns she/her/hers


WORLD CHANGING GLASGOW

# Overview

- Our Equality, Diversity and Inclusion (EDI) journey and Athena Swan Gender Equality Charter
- Drivers
- Introduction to Cultural Competency/humility
- Our approach to integrating EDI/CC into the curriculum
- Challenges
- What next

# Our journey

## Athena Swan Gender Equality Charter

Established in 2005, administered by Equality Challenge Unit, originally formed to advance careers of women in STEMM employment

2015 – Charter expanded, now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women

Academic roles in STEMM and AHSSBL, professional and support staff, trans staff and students

In relation to representation

- progression of students into academia
- journey through career milestones
- working environment for all staff

**AHSSBL = Arts, Humanities, Social Sciences, Business, Law**

**STEMM = Science, Technology, Engineering, Maths, Medicine**

# Athena Swan principles

- Adopt robust, transparent and accountable processes for gender equality work
- Address structural inequalities/ social injustices that manifest as differential experiences and outcomes for staff and students
- Tackling behaviours/ cultures - gender-based violence, discrimination, bullying, harassment or exploitation
- Addressing intersectional inequalities
- Examine gendered occupational segregation, and elevate the status, voice and career opportunities of any identified under-valued and at-risk groups
- Mitigate the gendered impact of caring responsibilities/career breaks, support flexibility and a healthy ‘whole life balance’
- Mitigating the gendered impact of short-term/casual contracts and casual contracts for staff

# Award criteria

| | Bronze | Silver | Gold |
|---|---|---|---|
| Structures and processes underpin and recognise gender equality work | | | |
| Evidence based recognition of key issues | | | |
| Actions in place to address key issues and carry the department forward | | | |
| Demonstrates of progress against priorities | | | |
| Evidence of sector leading practice/supporting others | | | |

# Has engagement with Athena Swan been effective ?

- 93% of AS leads = Charter has had a positive impact on gender issues
- 78% = Charter had a positive impact on equality and diversity issues, and
- 78% = Charter had a positive impact on the career progression of women

- Improvements in open communication, honest discussion, scrutiny of practices and commitment to a common purpose

- Process supported cultural and behavioural change – not just around gender equality, but equality and diversity in all its forms (Advance HE report 2014)

- Athena Swan members showed greater and faster growth in female representations. Silver awardees had greater university performance than Bronze awardees (Xiao et al 2020)

# Cultural competency/humility

The awareness of diversity and developing the knowledge and skills to support and develop inclusive work cultures that are support all people from all backgrounds and protected characteristics.

Being ‘culturally competent’ means we have an **awareness** of one’s own cultural values, a **knowledge** of cultures different to our own, **skills** to interact with groups/individuals effectively and the ability to use this skill set to  making respectful, reflective and reasoned choices leading to equity and inclusion for all.

**Cultural competence provides a framework and set of approaches to help ensure that the needs of all people and communities are met in a responsive and respectful way.**

# Why is cultural competency important ?

- Increasing recognition of the importance of cultural competence and capacity in education and professional practice and its role in helping to facilitate collaborative and respectful interactions with diverse cultural and social backgrounds
- In environments that are equitable and inclusive people feel valued and safe (physically and psychologically), free from discrimination and can fulfil their potential.
- Cultural awareness helps to prevent stereotyping and prejudice
- Overcomes ethnocentrism - the tendency to view the norms and values of one's own culture identity above others

- CC is commonly discussed in the health care setting
- Importance of doctor-/nurse patient care
- Public health impact- racial and societal health inequalities

# Why is cultural competency important for Veterinary Medicine ?

Globally, CC is an essential skill for veterinary professionals if they are to remain relevant and effective when communicating with teams, communities, and clients. Effective communication contributes to the development of trust and improved client adherence, which in turn enhances animal health outcomes

*Jaime Gongora et al 2022*

| | |
|---|---|
| **Royal College of Veterinary Surgeons Day 1 competency** | Demonstrate inclusivity and cultural competence and encourage diverse contributions within the workplace |
| **American Veterinary Medical Association Standard (Students)** | The programme must promote a learning environment that values diversity, equity and inclusion |
| **American Veterinary Medical Association Standard (Curriculum)** | Opportunities should exist throughout the curriculum for students to gain an understanding of the important influences of diversity and inclusion in veterinary medicine |

Todays students are tomorrows managers and leaders who will influence EDI in their workplace, to be confident in managing difference we need both knowledge and enhanced personal skills

# British Veterinary Association: discrimination into the veterinary profession statistics 2021

- 15% of vets reported having personally experienced discrimination within workplace/learning environment over the past 12 months

- 21% of vets had witnessed discrimination during the same time period

34% of vets (under 35 yrs of age) compared to 7% (over 55 years of age)

31% of vets with a disability compared to 13% with no disability

24% of vets who were not heterosexual compared to 14% who were heterosexual

23% of vets with mental health concerns compared to 7% without

19% of female vets with compared to 8% male

# Four key components of cultural competence

## 1. *Self-awareness*

**Examples of key competencies**

- ✓ Awareness of our social identities and their cultural influences and how they intersect.
- ✓ Awareness of our prejudices, stereotypes, and biases.

## 2. *Awareness of others*

Not only is self-knowledge and awareness needed to enact cultural competence for equity and inclusion, so is knowledge and appreciation of the social identities, cultures, and worldviews of other people.

**Examples of key competencies**

- ✓ Knowledge of the social identities of other people, their cultural influences, and how they intersect
- ✓ Ability to value and appreciate ways of being, doing, and thinking other than our own
- ✓ View things as others may view them, ***the cultural lens***

## *3. Knowledge of societal inequities*

We cannot understand ourselves or other people, or create greater equity without considering the larger socio-political and historical context of which we are part

Recognise different forms of privilege and oppression and how these they affect people's experiences

Consider the intersectionality of different identities

***Some key competencies include:***

- Knowledge of the history of systemic inequalities
- Understanding of how different forms of oppression operate on interpersonal, cultural, institutional, and structural levels
- Understanding of the impact of systemic inequalities on individuals' opportunities and lived realities

## *4. Skills to interact effectively with a diversity of people in different contexts.*

In addition to understanding self, others, and society, we need the ability to adapt to and work collaboratively with diverse people in a range of situations.
People's social identities affect their interpersonal, communication and work styles, as well as a range of other factors, e.g. their views of conflict, notions of leadership.

***Some competencies of this component include***

- ✓ Engage in dialogue about social identities, diversity, and oppression issues
- ✓ Identify and address inequities and choose appropriate interventions to create environments, policies
- ✓ responding to biased comments
- ✓ addressing inequitable group dynamics, creating culturally inclusive work and learning groups

**Developing cultural competency is an ongoing process; it is not an endpoint.**

# Development of ‘Foundations of Cultural Competency’ training

**Our aims**

- Introduce key facets of EDI to increase knowledge and awareness
- Introduce opportunities for students to engage in self reflection, to reflect on their own cultural belief systems and in those they interact with, across different cultural environments, diverse social groups, diverse genders, and intercultural settings.
- Wellcome Institutional Strategic Fund (ISSF) in 2020 (9 month appointment of a full time EDI training specialist)
- Formal inclusion of ‘Foundations of Cultural Competency training’ began in 2021

# BVMS Programme structure

- BVMS programme is based on integration of clinical and science subjects
- Spiral structure; revisit topics through the programme, with increasing clinical focus
- Vertical theme of professional and clinical skills development to acquire the personal qualities/skills for professional environments

## Foundation Phase (yrs 1-2)

- Fundamental knowledge/ develop the skills, professional training; animal-handling techniques, learn skills such as suturing, communication skills, history taking, clinical examination and clinical reasoning

## Clinical phase (years 3-4)

- Broad training in key areas of veterinary professional practice, focus on common and important problems and presentations encountered
- Scenarios and cases form the basis for integrating clinical aspects of veterinary practice with disease investigation and control measures.

## Professional phase (Year 5)

- Lecture free; small-group clinical activity, selectives in niche veterinary activities (such as wildlife, zoo and exotics) or to gain in-depth clinical experience related to core subjects.

# Foundations of Cultural Competency

Equality Act 2010

Unconscious Bias

Case for Diversity

Inclusive language

Allyship

Cultural awareness

Introduction to microaggressions

Intersectionality and Privilege

Race Equality

Disability awareness

Each unit has Intended Learning Outcomes and map to Foundation Phase ILOs

# Foundation Phase

| Orientation | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
|---|---|---|---|---|---|---|
| | Getting Started | Natural Defences | Digestion | Infectious Agents | Reproduction | Urinary System |

**Equality Act** | **Unconscious Bias** | **Case for diversity** | **Inclusive Language** | **Allyship** | **Cultural Awareness**

| Module 7 | Module 8 | Module 9 | Module 10 | Module 11 | Module 12 |
|---|---|---|---|---|---|
| Skin and Bones | Neural Networks | Breathe Easy - Respiration | In a Heart Beat; Cardiovascular | Niche Species | Integrated Body Systems |

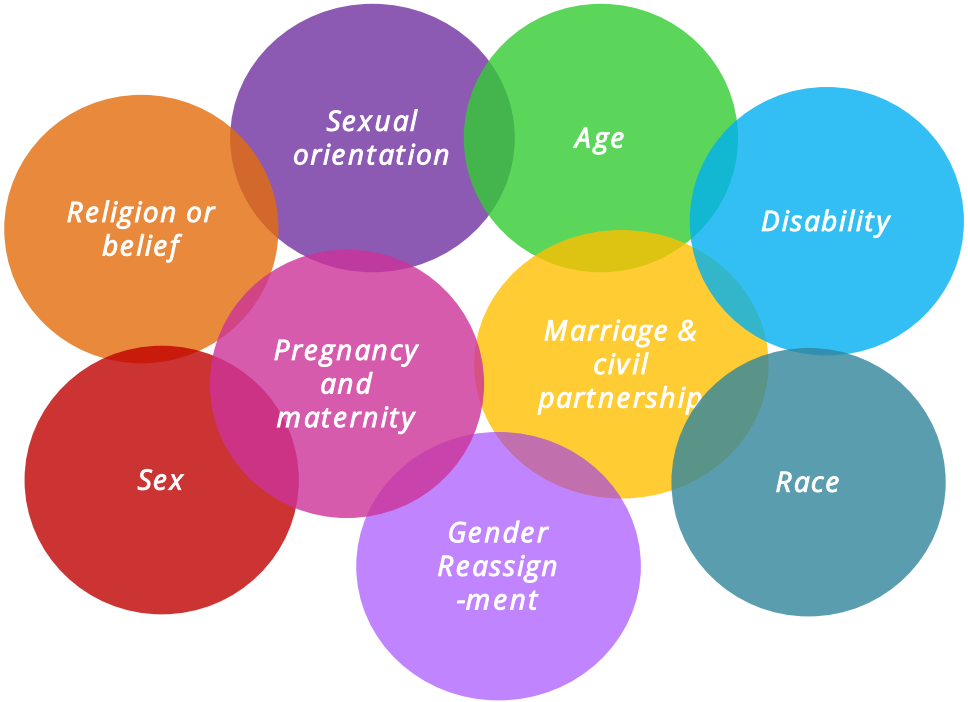
**Micro-aggressions** | **Intersectionality & Privilege** | **Race Equality** | **Disability awareness**

**Our values**
**Our commitment**
**Dignity & Respect**
**Definitions**

Foundation Phase of the programme (years 1& 2)

# The UK Equality Act 2010: The protected characteristics

- Equality in the UK is backed by legislation (Equality Act 2010) which is designed to
- address unfair discrimination, harassment and victimisation;
- to advance equality of opportunity and to foster good relations between people who share a protected characteristic and those who do not



# Other characteristics

## Students from northern England facing 'toxic attitude' at Durham University

**Exclusive: university vows to look into report detailing numerous claims of bullying**

Nazia Parveen
@NParveenG
Mon 19 Oct 2020 14.03 BST

## 'It's had a lasting impact': students on being bullied over their accents

Past and present university students talk about their experiences of being made to feel out of place

- UK's top universities urged to act on classism and accent prejudice

Nazia Parveen *North of England correspondent*
@NParveenG
Sat 24 Oct 2020 07.00 BST

## Universities must embrace working-class academics, students and culture

In the absence of an express prohibition of class discrimination, a new code offers a beginning for dialogue, says Geraldine Van Bueren

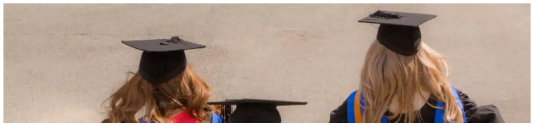
October 9, 2021

Geraldine Van Bueren

## UK's top universities urged to act on classism and accent prejudice

**Investigation finds widespread evidence of students being ridiculed over their backgrounds**

- Case studies: 'It's had a lasting impact'



## Approach for facilitated workshops

- Online sessions,  approx. 1.5 hrs
  - Bender (2003) ‘students in an online class may have an advantage over students in a traditional classroom  because they can choose when and how to represent themselves, particularly their race, culture, or ethnicity, to their classmates and instructors’
  - Students can choose when and how to represent themselves, their gender, race, culture, or ethnicity, to their classmates and instructors
  - Allows students to write comments/questions rather than vocalise, anonymously

- Content warning

- Breakout rooms  (up to 10/12 students)

- Students are asked  not to disclosed any information about own experiences/identity unless are comfortable to do so

- Sources of support and further information provided

## Approach for facilitated workshops- facilitators

- Aim to create, a welcoming and inclusive environment
- Purposeful vulnerability and selective acts of self-disclosure by instructors to help build the conditions of trust and care needed for dialogue around emotionally and politically challenging topics
- Storytelling- sharing stories builds inclusion
- Disrupt traditional power hierarchies

# The case for diversity

This presentation provides insights into the diversity of the UK STEM workforce and the case for diversity with a focus on Veterinary Medicine

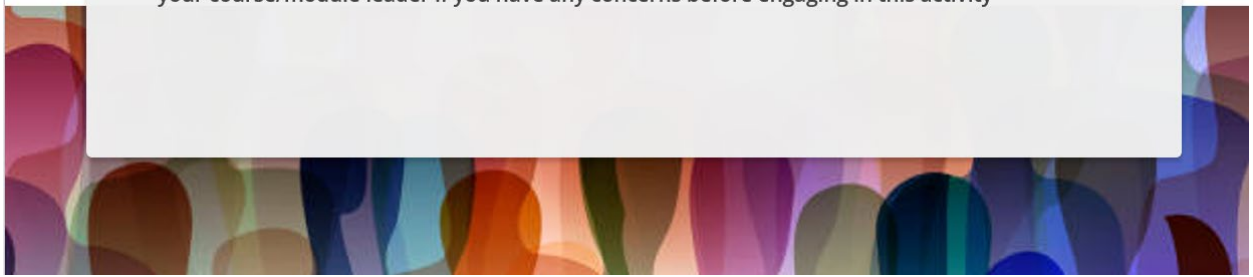
Start

Developed by Lubna Nasir (she/her) and Karen MacEachern, (she/her) School of Veterinary Medicine, University of Glasgow, funded by Wellcome Institutional Strategic Support Fund

# Content warning

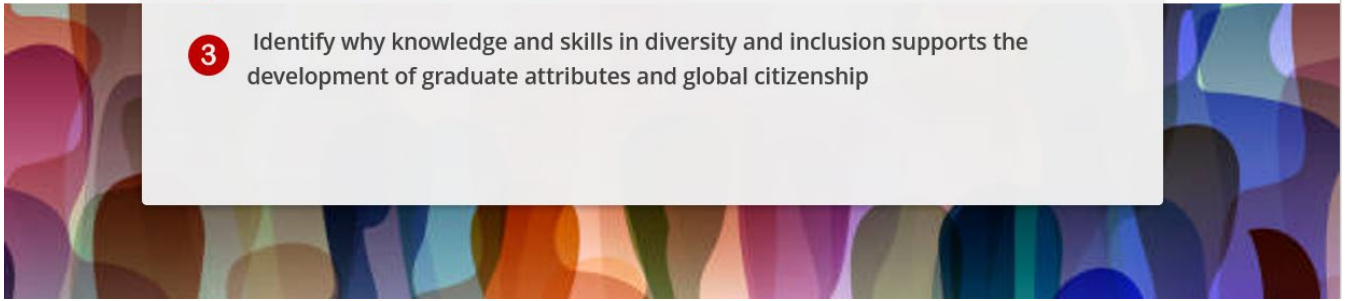
The  presentation contain statistics and information on discrimination against protected characteristics which may trigger unwelcome and distressing memories or thoughts

Please contact  Diversity and Inclusion leads, Lubna Nasir and Karen MacEachern  or contact your course/module leader if you have any concerns before engaging in this activity



# Content ILOs

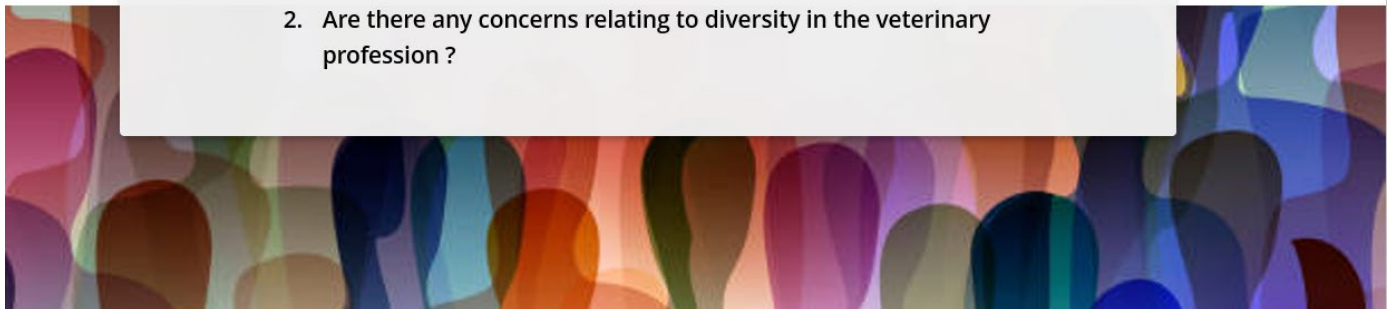
1. Summarise aspects of the STEM and veterinary science workforce that lack representation and diversity
2. Outline why diversity and inclusion is important for the STEM/vet workforce
3. Identify why knowledge and skills in diversity and inclusion supports the development of graduate attributes and global citizenship



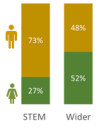
# How diverse is the Veterinary Science/ STEM workforce ?

Activity 1- breakout rooms

1. Which areas of the STEM workforce lack diversity/representation with respect to any protected characteristic
2. Are there any concerns relating to diversity in the veterinary profession ?

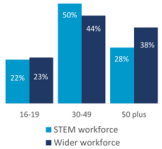


# How diverse is the UK STEM workforce ?




### Gender

STEM workforce has a lower share of female workers than the rest of the workforce (27% versus 52%)




### Age

STEM workers tend to be aged below 50

**11% of STEM workers have a disability**

### Disability

STEM workforce has lower representation of disabled people than the rest of the workforce (11% versus 14%)

**12% of the STEM workforce are from ethnic minorities**, a similar proportion to the rest of the workforce

### Ethnicity

Indian ethnicity most common; people of other ethnic minorities tend to be under-represented

Source: British Science Association, Data Analysis Brief, 2019

# Some of the challenges in Veterinary Medicine

### Ethnicity

- In the UK only 3% of vets indicated they were from an ethnic minority (2014 RCVS survey)
- The UK veterinary profession is only 3% non-white, compared to a UK population that is 14% non-white.

Data USA, around 90% of veterinarians in the are white. 4% are Asian, and less than 2% are Black; this is disproportionate to generic demographic data, where around 40% of the US population is Black, Hispanic, Native, or Asian

70% of black veterinarians are educated at a singular institution, Tuskegee University

Tuskegee is the only veterinary school in the country to be situated on a historically black campus

## STUDENT/STAFF PIPELINE BY BME/WHITE IDENTITY

UK domiciled students and UK staff proportions by BME/white identify 2016-17

Advance HE (2018) Equality in Higher Education statistical report

## Career progression for BME minorities

- Black and Asian ethnic (BME) minorities are less likely to move through the career progression pathway than white students/staff
- There are significant differences on progression for different ethnicities

*The UK veterinary profession is only 3% non-white, compared to a UK population that is 14% non-white.*

# How does diversity contribute to innovation and problem solving ?

We all hold a different set of experiences, perspectives and ways of identifying solutions to problems

It's the diversity of the problem solvers that is usually more important than individual ability

We all have a different view of the world

The more ways we can perceive a problem, the higher the likelihood that we can solve them

## Intersectionality and Privile

This unit introduces the concept of intersectionality and p

Start

Developed by Lubna Nasir (she/her) and Karen MacEachern (she/her), School of Veterinary M
(funded by the Wellcome Institutional Strategic Support Fund)

## Intersectionality

Intersectionality is a framework for underst
social identities combine to create different

The term 'intersectionality was originally co
an American lawyer and academic, in the la

Crenshaw used the term to demonstrate th
women in the US was not distinctly due to g
combination of the two factors

Today, intersectionality is used to understar
that identity is experienced as a combinatio

## Privilege

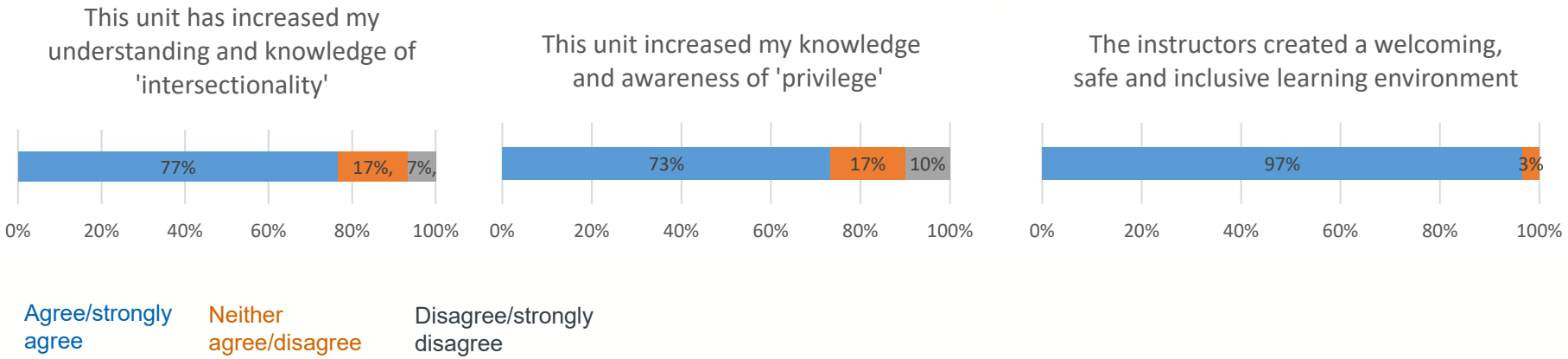
What does privilege mean ?

What i

## Watch this short video on the Privilege Walk

(please click on CC for captions)

# Student evaluation: Intersectionality & Privilege




‘I found it very informative and a comfortable, open environment to learn in.’

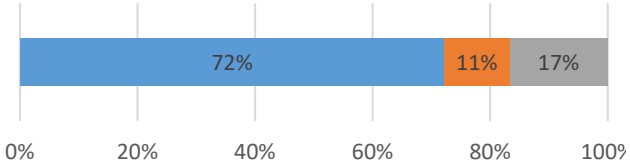
‘I think instead of teaching us what these things are, we should be taught the best way to combat it in everyday life’

‘maybe a bit longer as it felt rushed’

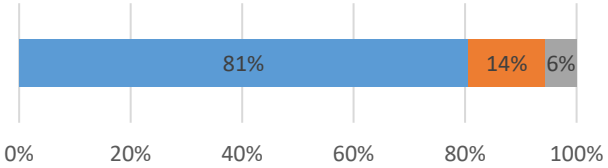
‘This would be better in person. Even in breakout rooms, most people don't engage at all or engage very little. ‘

# Student evaluation: Introduction to microaggressions

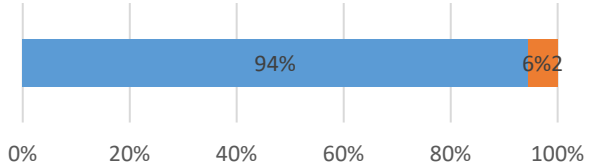
I had some knowledge of what microaggressions are before undertaking this training unit




This unit increased my knowledge and awareness of microaggressions and the impact they can have on people




The instructor created a welcoming, safe and inclusive learning environment




I truly feel that these competency workshops are PARAMOUNT and immensely HELPFUL! I am so greatly thankful that these are run by our educators at this university.

Having the questions available in advance that are going to be discussed could help with discussion as we didn't really have access to the questions, it would pop up and then disappear.

# Challenges

- Underestimated the difficulties/complexity of running workshops
- How to ensure all students participate ?
- Where in the curriculum are these best placed ?
- Assessment
- The choice to engage vulnerability involves risk – of not getting things right, of not knowing what might happen next
- Courage from individual educators and ‘emotional labour’

# Where next ?

***Skills to interact effectively with a diversity of people in different contexts*.**

- Elements already embedded within communication skills training
- Case scenarios represent diversity, can we do more ?
- Build on the cultural competency skills in the clinical phase of the programme

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