“Diversity – a defining feature of California’s past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more.”

From the University of California Statement on Diversity, approved by the UC Regents

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**Core Values**

- **Multicultural Practice**
  - We are committed to a set of values, behaviors, attitudes and practices that enable all members of the DGSOM to work effectively in a multicultural organization.

- **Respect**
  - We welcome and respect the diversity of our faculty, staff, students, trainees, and patients.

- **Inclusiveness**
  - We embrace the perspectives and contributions of each individual in the DGSOM; diversity and inclusiveness work together.

- **Excellence**
  - We recognize diversity as key to enriching our intellectual climate and as an unequivocal component of excellence.

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**2013 DGSOM Diversity Statement**

- **Diversity and Inclusion:** We, the David Geffen School of Medicine at UCLA, aim for excellence in all tenets of healthcare, including education, research, community engagement, and clinical care. We believe that the core values of diversity and inclusion are inseparable from our institutional goal. DGSOM leadership is committed to fostering an environment that celebrates the unique backgrounds, contributions, and opinions of each individual. Through fair and deliberate recruitment, hiring practices, promotions, admissions, and education, DGSOM will draw its talent from across the community and provide the highest quality of service to everyone we encounter. We believe in a system that supports outstanding faculty, fellows, residents, staff, and students with different perspectives and experiences. By a process of continual reevaluation, reflection, and shared responsibility, we are unwavering in our dedication to equality, communication, and respect.

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**Equality is not Equity**

- **Equal Opportunity**
  - Identify and eliminate barriers that prevent opportunities
  - Gender, racial, and ethnic profiles of the medical students, graduate students, postdoctoral trainees, residents and fellows, staff, and faculty will reflect the pool of available applicants

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**DGSOM Diversity Office**

- **Initiates or adapts programs, training sessions, and discussion**
  - to foster institutional awareness and commitment towards equal opportunity for all qualified candidates for appointment and promotion
  - to promote recruitment and retention of a diverse faculty

- **Promotes programs that enhance a welcoming and inclusive environment**

- **Available for individual or group discussions**
http://medschool.ucla.edu/diversityaffairs

Faculty Development: Junior Faculty Lecture Series

• 2017-2018 Series
• October – June
• Once per month
• Recordings will be available when possible

Topics to include:
• Dossier preparation
• Academic trajectory
• Negotiation skills
• Effective mentoring

Goals
1. Culture & Climate
   • Create a culture and climate of inclusiveness and diversity
2. The Faculty Pipeline
   • Develop and nurture relationships for diverse backgrounds for careers in science and medicine
3. Recruitment & Retention
   • Recruit and retain diverse faculty
4. Professional Advancement
   • Nurture and develop diverse faculty
5. Intellectual Leadership
   • Become leaders in researching the health of diverse populations

Key Strategies
1. Strategic planning
2. Culture change
3. Recruitment
4. Professional development
5. Intellectual leadership

Faculty Development

• We sponsor faculty participation in leadership programs at the local or national level including AAMC programs:
  • Minority Faculty Early Career Development
  • Minority Faculty Mid-Career Development
  • Mid-Career Women Faculty Professional Development
  • Early Career Women Faculty Professional Development
  • ELAM program (Executive Leadership for Women in Academic Medicine)
  • Travel Child Care Awards (assistant professor and post-docs)
  • Local programs on leadership

DGSOM Affinity Groups

• Active Groups
  • American Medical Women Association (AMWA)
  • Asian Pacific American Medical Student Association (APAMSA)
  • Latino Medical Student Association (LMSA)
  • Medical Student Gay & Lesbian Organization (MedGlo)
  • Student National Medical Association (SNMA)
  • Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) - STEM-PLEDGE
  • DGSOM Women in Science and Doctors of Medicine (WiSDoM)
  • Resident and Fellows Diversity Group
  • VA Peer Mentoring

Faculty Development: Junior Faculty Lecture Series

Navigating The Academic Roadmap: A Lecture Series Designed for Junior Faculty

• Junior Faculty Lecture Series (JFLS)
  • This series will help junior faculty in their academic trajectory through lectures and workshops targeted to and tailored to the specific needs of junior faculty, designed for both basic science and clinical faculty.
  • Sessions will occur monthly, October 2017 through June 2018, and will either be held at noon or 4:30 PM. Whenever possible, these sessions will be recorded or there will be video conferencing available.

Thursday, October 12, 2017, 12pm-1pm Room 13-105 CHS

"Dossier: What’s Important"

Presenters: Richard Gold, MD and Elizabeth Neufeld, PhD

Assistance Chair for Academic Affairs

<table>
<thead>
<tr>
<th>2017-2018 Save the Dates</th>
<th>November 1st 4:30pm</th>
<th>March 15th 10pm</th>
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<tbody>
<tr>
<td></td>
<td>December 1st 4:30pm</td>
<td>April 4th 4:30pm</td>
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<td>January 8th 4:00pm</td>
<td>May 15th 10pm</td>
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<td></td>
<td>February 1st 4:00pm</td>
<td>June 14th 4:00pm</td>
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Find updates, recording of past lectures at http://medschool.ucla.edu/diversity-lecture-series.
Networking and Learning Together

- Diversity Welcome
  - October 2, 5pm-7pm, Geffen Hall Bldg. Room 113
- Faculty and Trainees
  - with Resident Diversity Group
- Special Topic Events
  - Linguistic concordance
  - Celebrating heritages
  - Currently it is National Hispanic Heritage Month
- Family Picnic (Held yearly in August)

We are open to suggestions!

DGSOM UCLA - Open Forum for Dialogue

- In July 2016 we hosted the first forum, “Moving Beyond Despair or Words to Solidarity and Action”

- An open forum every other month during this academic year in an effort to continue to bring together faculty, staff and students to discuss issues of national violence, equality, equity, race, gender, and all forms of social justice

- Next session:
  - Monday September 25th, 5pm-6pm

Women in Science and Doctors of Medicine (WiSDoM)

Purpose:
- Promote gender equity and career advancement.
- Increase visibility of the accomplishment of women physicians and scientists.
- Provide opportunities to mentor, network and foster communication among women in various disciplines and division.

- Upcoming sessions 2017-2018
  - Mentoring mixer with AMWA October 24th
  - Women’s History Month March 2018
  - Guest speaker TBD
  - Negotiation workshop

As New Faculty Be Aware……

- Pipeline
  - Help encourage talented students
  - Become a mentor to students/trainees

- Bias
  - Result in lower preference for women or minority applicants
  - Implicit Bias
    - How do you describe a student/colleague – what adjectives do you use in letters
    - How do you react to CV’s
Implicit Bias / Search Committee Training

- This briefing complies with Academic Senate requirements that all members of a Search Committees must have completed training.
- The briefing covers:
  - Unconscious bias in recruiting and evaluating candidates
  - Legal interview questions
  - The roles of search committee members and the committee chair
- Trainings are held by UCLA Equity, Diversity and Inclusion Office
  - Visit website for additional dates and times
    - https://equity.ucla.edu/programs-resources/faculty-search-process/

Diversity at UCLA: https://equity.ucla.edu

Cultural Competency Task Force:
Led by Dr. Christina Harris and Dr. Gerardo Moreno

There are opportunities to participate if you are interested ------

What is Cultural Competence?
Definition:
The ability of an individual to UNDERSTAND and RESPECT values, attitudes, beliefs, and morels that differ across CULTURES, and to consider and respond appropriately to these differences in planning, implementing, and evaluating health education and promotion programs and interventions.

Cultural Competency: The Real World

- The Patient:
  - The “combative” patient
  - The “drug seeking patient”

- The Tutor/Teacher
  - “Anchor baby”
  - Relationship between “Grinder” and STDS
  - Student not feeling supported by tutor

- The Group
  - “Illegal” immigration discussion…..and I am DACA student

Why is this important?

- We live in a multicultural world and our students represent this broad diversity.
- The climate has changed.

- Our words matter and students are watching our every move.
- We all have something to learn.
Why is this important?

- **Bias**: Prejudice in favor of or against a thing, person or group usually in a way considered to be unfair them. Can be explicit or implicit.
- Everyone has them.....

Why is this important?

- Everyone's doing it:
  - Microaggressions: *Subtle verbal and non-verbal insults* often done automatically and unconsciously. They are layered insults based on one's race, gender, class, sexuality, language, immigration status, phenotype, accent, or surname.

Intergroup Contact Theory

The conditions needed for effective intergroup contact include equal status, sustained/individualized interaction, common goals, cooperation, and institutionally sanctioned support.

From Drs. Christina Harris and Gerardo Moreno

Know Your Role- “Interrupting Microaggressions”

- **V** - Validate their feelings and experiences
- **I** - Inquire to obtain more information/clarification
- **T** - Take time to mirror/reflect what the person says
- **A** - Assume the best of each other
- **L** - Leave opportunities for follow up conversations
- **S** - Speak up for others affected by negative biases/microaggressions

Know Yourself

Use Critical Self Reflection

**Teaching Tip**

Recognize when your biases are influencing your judgments of a student or the case.

Implicit Bias Association Test (https://implicit.harvard.edu)

From Drs. Christina Harris and Gerardo Moreno

Know Your Students

- Never assume a persons lived experiences based on appearance
- Follow the temperature of each individual student/trainee and reach out first if you think there is something going on

Diversity Affairs Office

Communication:

- Weekly Tuesday DGSOM Digest Postings & Monitors
- Weekly Emails from Diversity Affairs Office
- Visit: http://medschool.ucla.edu/diversityaffairs

Contact Information:

Email: Diversity@mednet.ucla.edu
Office: 310-825-2253

From Drs. Christina Harris and Gerardo Moreno
• THANK YOU