David Geffen School of Medicine: Equity and Diversity Inclusion

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“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

Multicultural Practice
We are committed to a set of values, behaviors, attitudes and practices that enables 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.

Iclusiveness
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.

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.

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

DGSOM Office of Equity and Diversity Inclusion

Senior Associate Dean: Lynn Gordon
Assistant Dean: Melanie “Mel” Bonilla
Assistant Dean: Valencia Walker

Reports to Dean Kelsey Martin and VC John Mazziotta
Vice Dean Education: Clarence Braddock

Isadora Avendano
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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 (Pride Alliance)
  - 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)
  - Mid Career Women’s Leadership Group
  - Resident/Fellow GME- EDI group
- *** new in 2018 First gen – first to go

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

Networking and Learning Together

- EDI Welcome reception
  - Occurred on September 27: Watch for our emails!
- Faculty and Trainees
  - with Resident GME-EDI Group
- GME-EDI
  - Best practices for residency evaluation and recruitment
  - Med student led review of curriculum
  - Special Topic Events
    - Linguistic concordance
    - Celebrating heritage
  - 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

• We are open to continuing, but may also change into a form of a journal club discussion of specific topics
  • Thoughts, suggestions, ideas are welcome!

https://bioscience.ucla.edu/diversity-inclusion-community-excellence

• Gregory Payne, PhD
  • Director, Graduate Programs in Bioscience
  • Senior Associate Dean of Bioscience Graduate Education, David Geffen School of Medicine

• Diana Acuña, PhD
  • Director of Recruitment and Inclusion for Bioscience Research Training

• Programs and Groups
  • Scientific Excellence through Diversity Seminar (SEDS) Series
  • Association for Multi-Ethnic Bioscientists’ Advancement (AMEBA)
  • Black Scholars in Bioscience (BSB)
  • Advancing Women in Science and Engineering (AWiSE)
  • Organization of African-American Students Excelling in STEM (OASES)

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 – You ALL should at least view the videos by VC Kang

• Visit website for additional dates and times
  • https://equity.ucla.edu/programs-resources/faculty-search-process/

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

What is Cultural Competence?

Definition:
The ability of an individual to UNDERSTAND and RESPECT values, attitudes, beliefs, and mores 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.

From Drs. Christina Harris and Gerardo Moreno
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.

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

Everyone has them…..

Why is this important?

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

Perpetrator Recipient
Microaggression
Bystander
Bystander Ally
Ally

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.

Examples:
- “What are you?”
- “When I look at you I don’t see race”
- “That’s so gay”
- “You are so articulate”
- “As a woman I know what you go though as a racial minority”
- “I believe the most qualified person should get the job”

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

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

Teaching Tip
Recognize when your biases are influencing your judgments of a student or the case.
Know Your Students

• Never assume a person's 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.

Teaching Tip
Don’t judge a book by its cover.

Office of Equity and Diversity Inclusion

Communication:
• Weekly Tuesday DGSOM Digest Postings & Monitors
• Weekly Emails from our office
  • Please don’t just delete immediately!
  • Our activities are for everyone
• Visit: http://medschool.ucla.edu/diversityaffairs

Contact Information:
310-825-2253 Faculty EDI
310-206-3217 Student EDI
Email: DGSOMEDI@mednet.ucla.edu

• THANK YOU