Expect Equity

2018 Institute for Equity, Diversity, and Inclusion

Terrance R. Mayes, EdD – Associate Vice Chancellor for Diversity and Inclusion, Health Affairs
Office of Diversity and Inclusion (ODI)
Samueli College of Health Sciences

• Supports students, trainees, faculty and staff across all four COHS disciplines
  • Medicine
  • Nursing
  • Pharmacy
  • Public Health
• Supports the Medical Center
• Established in October 2017
ODI- What we do

- **Education**
  - Implicit Bias
  - Social Determinants of Health
  - Cultural Humility and Awareness
  - Best Practices in Faculty Hiring
  - Best Practices in Admissions

- **Collaboration**
  - Search Committees
  - Climate Assessments
  - Diversity Strategic Plans

- **Empowerment**
  - Vice Chancellor’s Diversity Advisory Council
  - LGBT+ Health Working Group
  - ABC African-American, Black, Caribbean Excellence Initiative

- **Accountability**
Common Inequities in Academia

• Access to and success within higher education remains unequal for traditionally underrepresented minorities, low-income, and first-generation students (i.e. Solarzano, 2005; Zusman, 2003; Contreras, 2015)

• Women and minorities are not being hired in proportion to their availability in the relevant labor pool (i.e. Gibbs, 2015; Williams, 2015; Leslie, 2015)

• Women and minorities are disproportionately burdened with diversity service and other administrative duties (i.e. Pyke, 2015; Coll-Tellechea, 2017)

• Teaching evaluations of faculty of color more likely to be affected by negative stereotypes, thus unfairly impacting career advancement (i.e. Lopez, 2014; Fiske, 2018)
Supporting Diversity and Practicing Inclusion is Important
But Not Enough
EQUITY ≠ EQUALITY
Equity recognizes, accepts, and works to remedy the historic and systematic oppression and marginalization of historically disenfranchised groups.
An Equity and Social Justice Framework

Recognize  Disrupt  Repair

Mayes, 2014
Recognize

• What inequities exist and what are our entrenched practices that reinforce them?
• What are the everyday experiences of our campus community who belong to traditionally underserved or underrepresented groups?
• Requires personal and institutional self-reflection
Disrupt

• Talk the Talk
• Promote a language shift
• Rethink excellence and success
Repair

- Walk the Walk
- Set and Monitor Equity-Minded Goals
- Expect Accountability
An Equity and Social Justice Framework

Recognize  Disrupt  Repair

Mayes, 2014
**GRIT Rubric**

<table>
<thead>
<tr>
<th>Attribute</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Self-Concept</td>
<td>Expresses confidence they can complete challenging goals, makes positive statements about abilities</td>
<td>Shows confidence and independence but may be unsure about adequacy or skills</td>
<td>Is unsure they can complete the program, exhibits low self-efficacy</td>
</tr>
<tr>
<td>Realistic Self-Appraisal</td>
<td>Can clearly and realistically delineate strengths and weaknesses, works on self development</td>
<td>Has trouble identifying strengths and weaknesses but appreciates/seeks both positive and negative feedback</td>
<td>Over or understates abilities, does little to no self-assessment, does not appear to have learned from experiences</td>
</tr>
<tr>
<td>Preference for Long vs. Short Term Goals</td>
<td>Clearly communicates long-range goals beyond the PhD</td>
<td>Primary goal is PhD completion</td>
<td>Is vague about long-term goals, or goals are short term such as coursework</td>
</tr>
<tr>
<td>Support Person Availability</td>
<td>Can define a professional support network including mentors</td>
<td>Expresses support from one individual, or family or community members</td>
<td>Expresses little or no support from family or institution for goals</td>
</tr>
<tr>
<td>Leadership/Community Involvement</td>
<td>Demonstrates involvement and leadership ability in either academics, family, community, religious group, or athletics</td>
<td>Demonstrates involvement in groups in academia or extramural and has not shown leadership</td>
<td>Not involved in institutional or community group, no demonstrated leadership</td>
</tr>
<tr>
<td>Knowledge in a Field/Non-Traditional Learning</td>
<td>Has engaged in, and learned from experiences outside the classroom, i.e. performed independent research, extramural activities, self-taught skills</td>
<td>Shows some evidence of non-traditional learning experience</td>
<td>Has not engaged in or demonstrated learning from experiences outside the classroom</td>
</tr>
<tr>
<td>Perseverance</td>
<td>Can describe a time they failed or encountered an obstacle and successfully coped.</td>
<td>Can identify a time they hit an obstacle but has trouble defining how they overcame the challenge.</td>
<td>Has little experience with failure/obstacles. Cannot provide an example or describe response</td>
</tr>
</tbody>
</table>

**Standardized Interview Questions**

**Applicant Interview Protocol**

**College Experience:**
- High points
  - Describe the high points of your college experience.
  - What went well for you? / What are you most proud of?
  - Describe a time when you have faced a difficult academic challenge or hurdle that you successfully navigated. What was the challenge and how did you handle it?
  - What are you most proud of accomplishing?

- Low points
  - Were there any personal or academic obstacles or challenges that had a significant impact on your college experience?
  - Describe the low points. / What didn’t go well and why?
  - What failures did you have (a time also to probe for issues with the transcript)? How did you handle them?
  - What mistakes did you make?
  - What would you do differently?

**Research Experience (in class, lab or other):**
- Tell us about your most successful or interesting research experience, either in class, in the lab or at work?
- What was most challenging about it?
- How did you figure out what to do?
- What did you learn most from this experience?
- Who did you work with, and describe the working relationships.

**GRIT Model by Keivan Stassun at Vanderbilt**
What we are doing at COHS

Climate and Culture Assessment

Health (In)Equity Awareness and Education

- Adult-onset diabetes
  - White
  - African-American
  - Hispanic
  - American Indian/Alaskan Native

- Infant mortality
  - White
  - African-American
  - Puerto Rican
  - American Indian/Alaskan Native

- HIV/AIDS (new Infections)
  - White
  - African-American
  - Hispanic
Health Equity and Diversity Symposium
October 18 | 1pm-5pm | Nelson Auditorium
~Free and Open To the Public~

Register at: http://healthsciences.uci.edu/health-equity-symposium/

Sponsored by the Office of Diversity and Inclusion at the Susan and Henry Samueli
College of Health Sciences and UCI New Narratives
Additional Readings

Holistic Review in Graduate Admissions
A Report from the Council of Graduate Schools

Committing to Equity and Inclusive Excellence
A Campus Guide for Self-Study and Planning

Guidelines for Addressing Race and Gender Equity in Academic Programs in Compliance with Proposition 209

https://www.ucop.edu/general-counsel/_files/guidelines-equity.pdf
Human equality doesn’t mean we’re all the same.

Human equality says we all have equal value as human beings.
Thank you

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