Equity-minded Approaches to Career Development

UCLA RCMAR/CHIME & UCLA CTSI Scientific Retreat

Monday, 10-19-20 & Wednesday, 10-21-20

David Geffen School of Medicine | UCLA Health

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Building.Belonging.Becoming.

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*Our Biases: We believe in a society grounded in Equity & Justice

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Our present situation in Education/Society

Broad lack of awareness or disbelief in the ways in which systemic inequities (education, employment, healthcare, the criminal justice system, etc.) affect many minoritized people in a range of social institutions or contexts.

Attributing education/training outcome disparities to student deficits in students' identities, life circumstances, or capabilities.
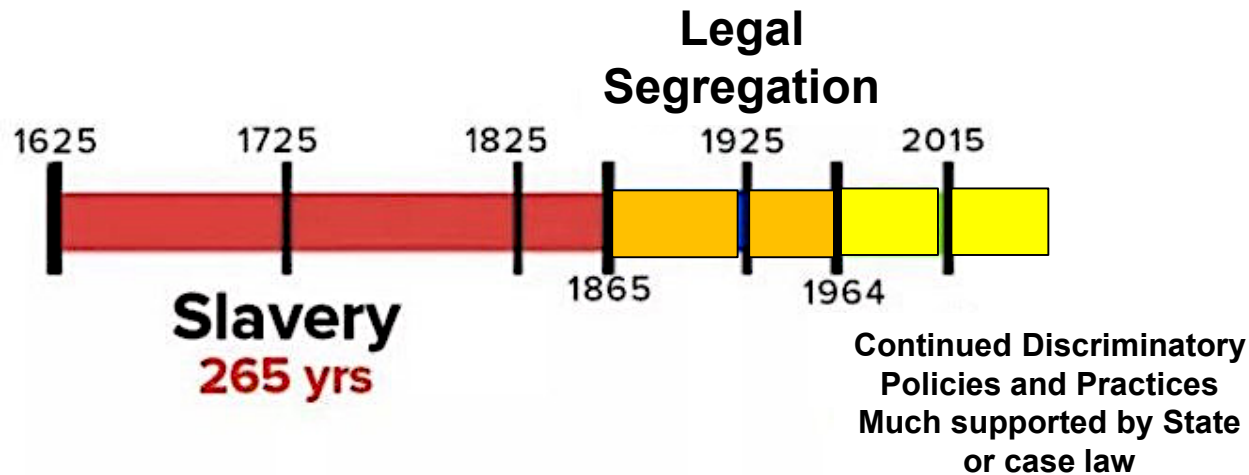
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How did we get here?

Historic and Persisting Structural Inequities

- The inequitable distribution of the ***social determinants of health*** due to Structural Racism, Sexism, Materialism, Sectarianism, etc.
  - Which predominate depends on the country.
  - In the US racism was used to justify and support slavery and is still used to support post slavery oppression.

A characteristic of structural racism and its ideology is that it can persist in governmental and institutional policies in the absence of individual actors who are explicitly racially prejudiced

Williams DR, Lawrence JA, Davis BA. Racism and Health: Evidence and Needed Research. Annual review of public health. 2019;40:105-25.

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Historic and Persisting Structural Racism

Legal Segregation

1625   1725   1825   1925   2015

1865   1964

Slavery
265 yrs

Continued Discriminatory Policies and Practices Much supported by State or case law

Didn't the Civil Rights Bill fix all of that?

Do you mean the 1865 civil rights bill or the 1964 civil rights bill?

Do we have to wait for the 2063 civil rights bill?

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Housing law practices post civil rights - 2019

- 86 minority potential buyer testers applied for a house
  - Judged by 2 independent consultants - law professor and co-founder of the Fair Housing Justice Center
- Brokers subjected minority potential buyer testers to disparate treatment 40% of the time.
  - 19% Asian testers experienced disparate treatment
  - 39% Hispanic testers experienced disparate treatment
  - 49% Black testers experienced disparate treatment

The law has been eliminated but the practice exists
The system still works as originally designed!

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Education: What Happens Before College Matters

Nonwhite School Districts get
$23 Billion Less/yr
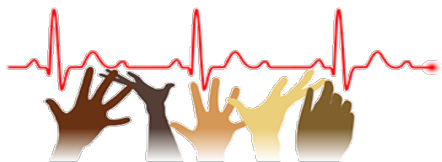than White Districts despite
Serving the Same Number of Students

- For every student enrolled, the average non-White school district receives $2,226 less/yr than a White school district

- What about Poor White school districts ?

- Poor White school districts receive ~$150 less/yr per student than non-poor White school districts

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Madeline St. Amour. What Happens Before College Matters. Inside Higher Ed. October 20, 2020.

Towards Achieving Equity

1. EQUALITY imagines an equal world.

"I care about all students equally"

CENTER for URBAN EDUCATION

Center for Urban Education. © Copyright 2016. All Rights Reserved.

2. But the world ISN'T EQUAL.

High SES Whites | Low SES Whites High SES Minorities (boxes vary) | Low & Mid SES Minorities (Hidden America)

White Supremacy Ideology created chattel slavery in the US to place people of African descent into the well - laws, practices, policies and terrorism keep most there

Laws
Practices
Policies
Generational Wealth
Social/Political Capital
Criminal justice, Health Care
Housing, Employment Education

Adapted from the USC Center for Urban Education

3. And it has BIAS AND SYSTEMIC RACISM.

High SES Whites | Low SES Whites High SES Minorities (boxes vary) | Low & Mid SES Minorities (Hidden America)

Limited health care
Microaggressions
Predominantly White
Implicit Bias
Poor Schools
Disproportionate Remediation
Predominantly Marginalized Racial/Ethnic Groups

Laws
Practices
Policies
Generational Wealth
Social/Political Capital
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Housing, Employment Education

4. Within this same picture, a DIVERSITY lens focuses only on bringing more students into an unequal pathway.

High SES Whites | Low SES Whites High SES Minorities (boxes vary) | Low & Mid SES Minorities (Hidden America)

More people in the "pipeline" but the underlying issues have not been addressed

Laws
Practices
Policies
Generational Wealth
Social/Political Capital
Criminal justice, Health Care
Housing, Employment Education

5. In contrast, EQUITY redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.

& Justice closes the hole and starts adding some boxes

The path making one America

Regular data disaggregation & analysis
Goal setting and action planning
Faculty & staff training to be equity agents
Inquiry to understand how practices impede equity

- Don't be afraid of the name Structural Racism. No one on this zoom owned an enslaved Black person or created structural racism
    - Structural racism - **mutually reinforcing systems** of housing, education, employment, earnings/benefits, credit, media, health care, criminal justice, etc.

- However, everyone can either continue to support structural racism (actively or by doing nothing) or **to help to dismantle it.**

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From UCLA Health Care Workers rally for Black Lives Matter – June 2020

Goal for the Classroom - Inclusive Science

Hurtado S, White-Lewis D, Norris K (2017) Advancing inclusive science and systemic change: The convergence of national aims and institutional goals in implementing and assessing biomedical science training. BMC Proc, 11(Suppl 12):17.

How do we get there?

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Equity-mindedness

- Recognizing the ways in which systemic inequities disadvantage minoritized people in a range of social institutions or contexts (education, employment, healthcare, the criminal justice system, etc.)

- Not attributing outcome disparities exclusively to students or perceived deficits in students' identities, life circumstances, or capabilities;

  - **Think first - (re)framing education/training outcome disparities as an indication of institutional underperformance rather than students' underperformance**

  - **Critically reflecting upon one's role and responsibilities (as a faculty member, student affairs staff, administrator, counselor, institutional researchers, etc.)**

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Health Equity in the Classroom

- Promote interpersonal interaction. Dehumanization is the main tool for bias/racism.

- Educators must not only be able to recognize the differences in race, gender, class, ethnicity, sexual orientation, and other social identities among their students, but also adjust their approach to teaching those students accordingly.

- Try to make sure that what you teach meets a student where they are, including how those identities and experiences shape how they learn… rather than seeing it as a problem or something to manage.

Adverse Childhood Experience Questionnaire for Adults

1. Did you feel that you didn't have enough to eat, had to wear dirty clothes, or had no one to protect or take care of you?

2. Did you lose a parent through divorce, abandonment, death, or other reason?

3. Did you live with anyone who was depressed, mentally ill, or attempted suicide?

4. Did you live with anyone who had a problem with drinking or using drugs, including prescription drugs?

5. Did your parents or adults in your home ever hit, punch, beat, or threaten to harm each other?

1. Did you live with anyone who went to jail or prison?

2. Did a parent or adult in your home ever swear at you, insult you, or put you down?

3. Did a parent or adult in your home ever hit, beat, kick, or physically hurt you in any way?

4. Did you feel that no one in your family loved you or thought you were special?

5. Did you experience unwanted sexual contact (such as fondling or oral/anal/vaginal intercourse/penetration)?

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Adverse Childhood Experience Questionnaire for Adults

- 61% of adults had at least one ACE & 16% $\geq$ 4
  - Females and several racial/ethnic minority groups were at greater risk for experiencing $\geq$ 4 ACEs.

- Persons who experienced $\geq$ 4 ACE vs. none:
  - 2-5 fold increase in obesity, cancer, diabetes, heart disease, substance abuse, depression, and suicide attempt independent of race/ethnicity, sex, and age

For our students/trainees:
Ask not what's wrong with them
Ask what happened to them (what did WE do to them)

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Supporting URM Students/Trainees

Be Intrusive

- URM students more often struggle with help-seeking

- Reach out: Avoid "approach me first" and "ask me first" or "my door is always open"

- Relationships are necessary conditions for fostering use of services; follow-up and follow-through are essential

- Connect with validating institutional agents ("**people**" not "services") who have high expectations for them, and care about their success

  - Prioritize efforts with those who are experiencing disproportionate impact or are on the margins

Don't call People out - Promote "Calling In"

- Listen for and identifying moments of bias, oppression, and other subconscious, identity-based assumptions and ideas that students bring up in the classroom.

- Rather than call people out on what they don't know or where you disagree… instead, call *in*…" and address the issue head-on so that students can "learn from and through their differences, even when it's challenging."

Stop the discussion - identify and call attention to the comment or issue and then explore with the class - why that was insensitive, demotes inclusivity, or other
And what about the commenter's experiences and background may have instilled these biases/beliefs.

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Tips for Trainees

- Really listen **with** and learn from one another

- Stand strong in your own perspective, while also recognizing the differing views of others

- **Striving for intellectual humility**

- Reach for curiosity and new understanding when challenged

- Differentiate between **opinion**—which everyone has— and **informed knowledge**—which comes from sustained experience, study, and practice – and even "**truth**" which is more ethereal in nature.

Climate – especially during the Pandemic

- **Is the classroom a place students/trainees want to come ?**

- Ensure mental health resources are available

  - **Providers trained in addressing racial/gender/sexual orientation traumas and intergenerational trauma.**

- **Resources for student/trainee safe spaces**

- **Resources for student/trainee legal rights** as well as personal strategies to protect those who are vulnerable to the impact of increased policing, housing evictions, food insecurity, etc.
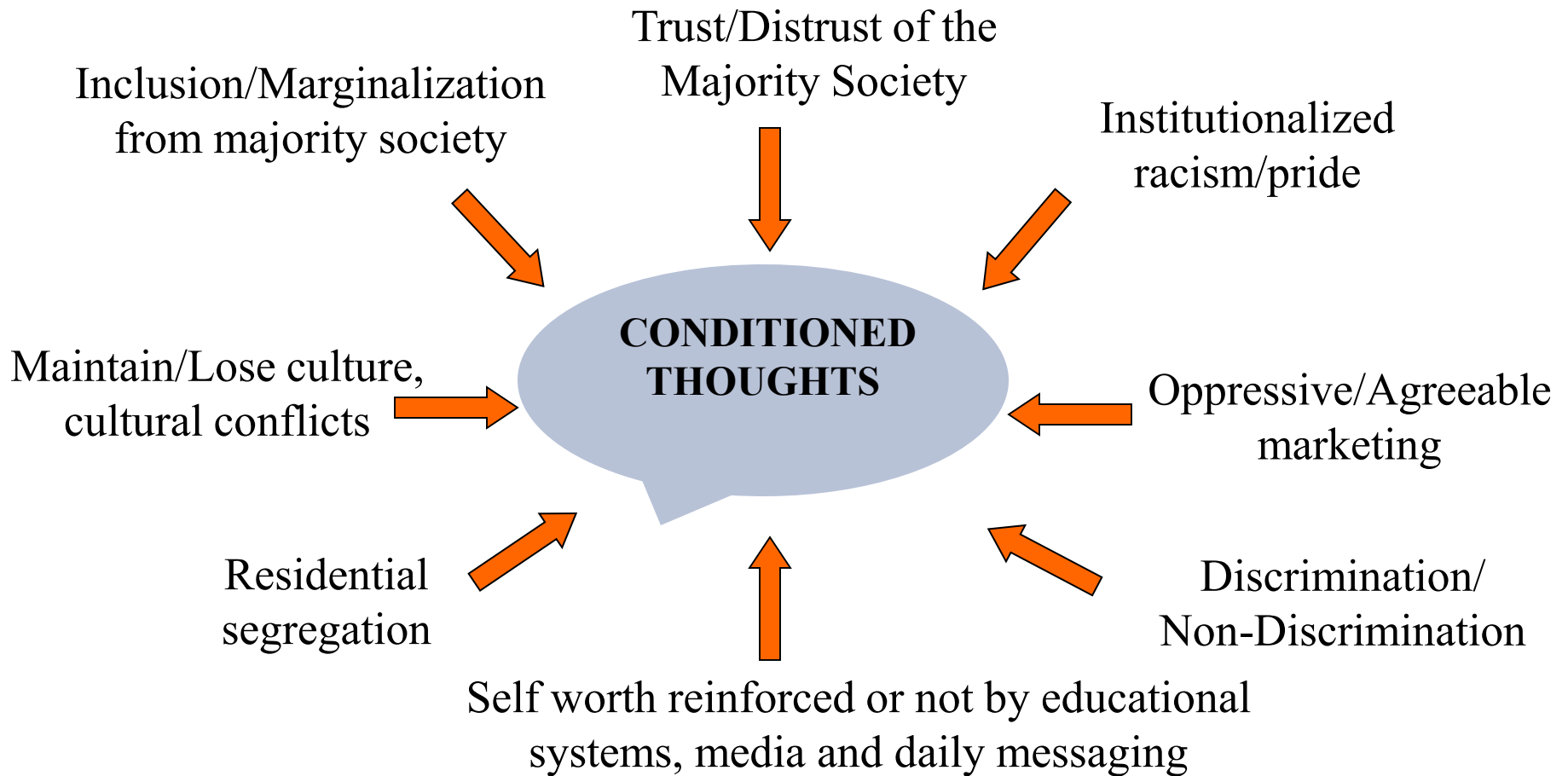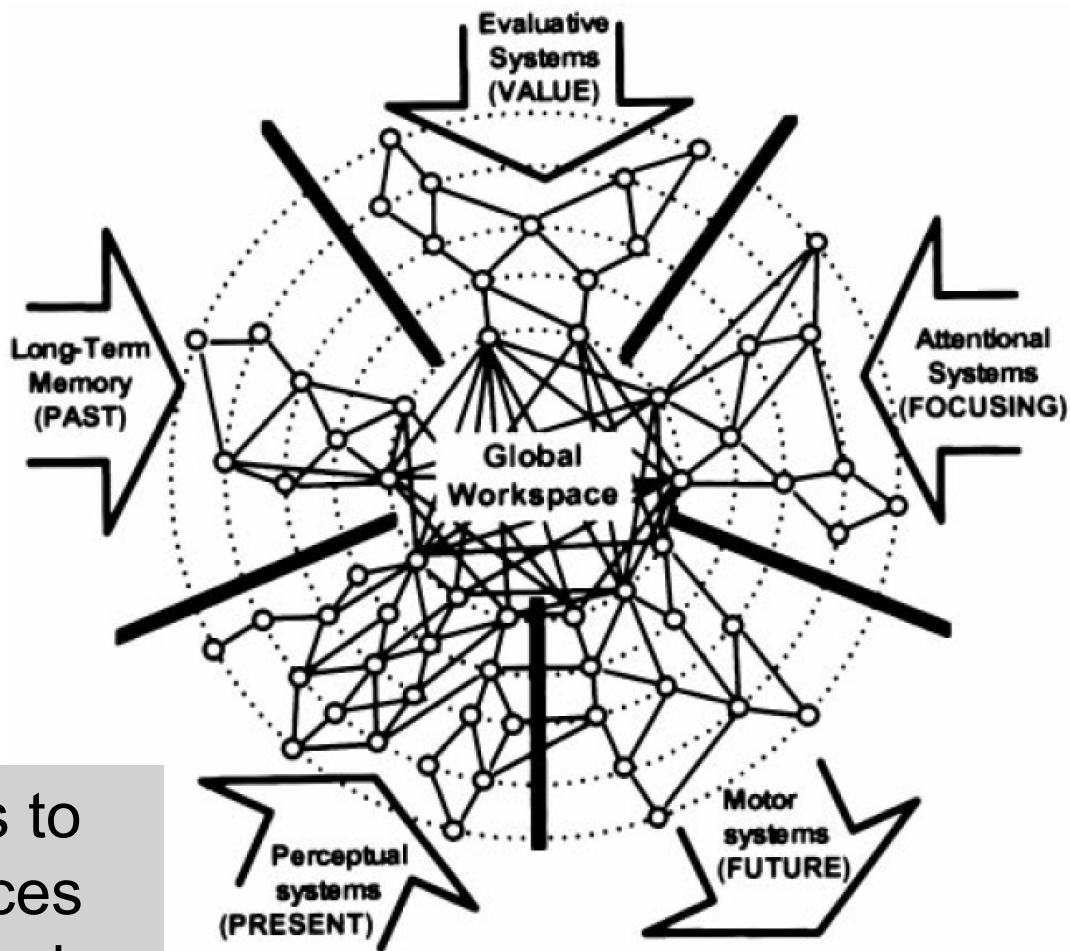
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Summary

Partial Collection of the Influences on Thought that Shape Societal Biases & Challenge Equity Mindedness

Inclusion/Marginalization from majority society

Trust/Distrust of the Majority Society

Institutionalized racism/pride

Maintain/Lose culture, cultural conflicts

CONDITIONED THOUGHTS

Oppressive/Agreeable marketing

Residential segregation

Discrimination/ Non-Discrimination

Self worth reinforced or not by educational systems, media and daily messaging

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Psychosocial Stress (Poverty/Discrimination/More) & Cognitive Processing

Stress (to survive) leads to realignment of workspaces that limits cognitive processing

Dehaene S, et al. A neuronal model of a global workspace in effortful cognitive tasks. PNAS. 1998 24;95(24):14529-34.

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What might happen if a student has the usual work/life stress **&** the additive stress of work/life discrimination/isolation/navigation?

Impaired interpersonal relationships

Inability to remember

Self-segregation, Avoiding other groups

Optimal Performance

Reduced spiritual connectedness

Inability to implement

Fear, anxiety apprehension
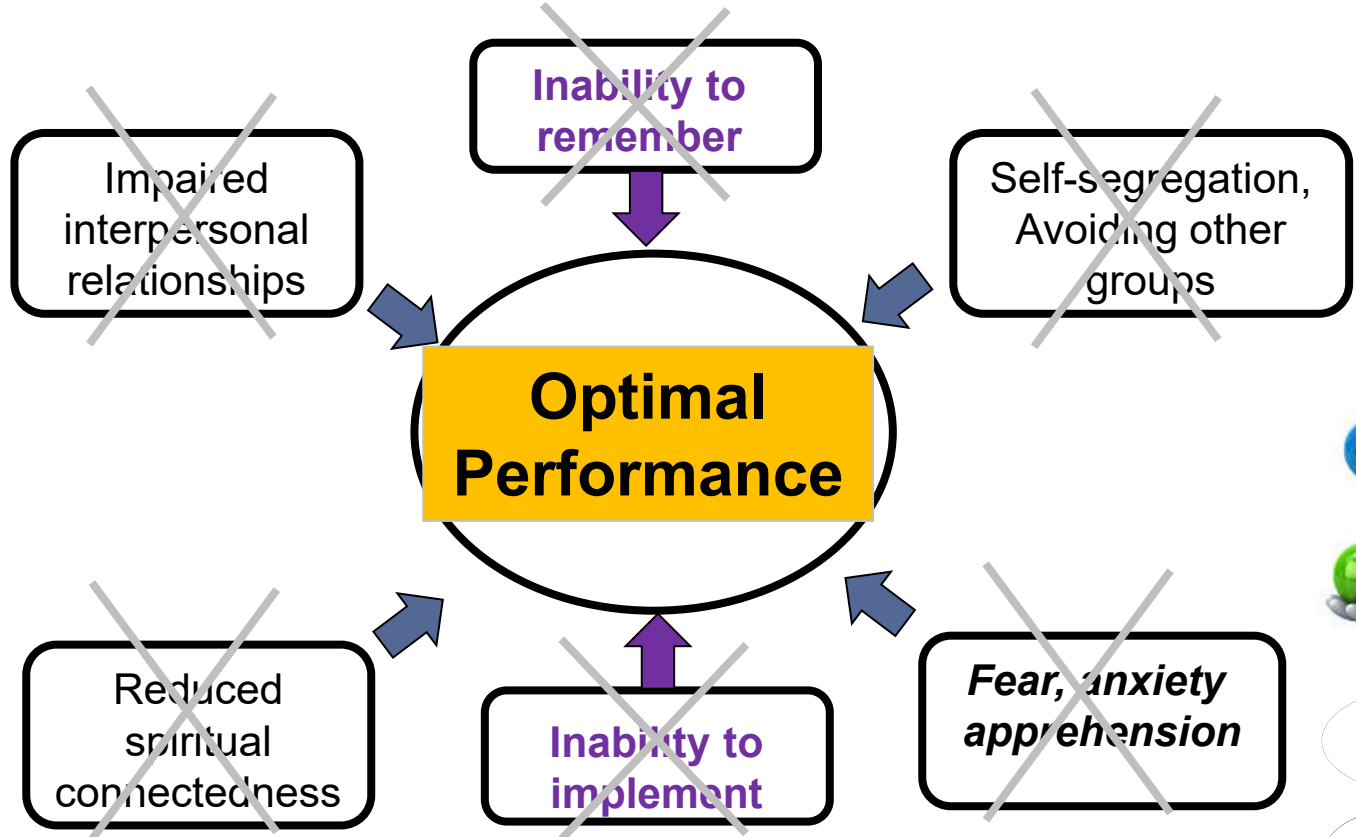
Which ball(s) are your students likely to drop if your department or institution is not a safe space?

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Before you speak, think –
Is it necessary? Is it true? Is it kind?
Will it hurt anyone –

Will it improve on the silence?
- Sri Sathya Sai Baba