



Starting 2014-15, the Diverse Educational Community and Doctoral Experience (DECADE) will be a part of the UCI ADVANCE Program and funded by the UCI campus. DECADE still aims to increase the number of women and underrepresented minorities receiving doctoral degrees at UCI. This publication is made possible by contributions from students serving on the DECADE Student Council.

A Reflection on Diversity at UCI

Written by Afiya Browne and Tanya Sanabria

Two Town Hall Meetings took place at the GRC on October 23rd, 2014 from 12-2pm for the Humanities, Arts and Social Sciences (HASS) and on October 30th, 2014, from 4-6pm for the Science, Technology, Engineering and Math (STEM). Three main themes emerged from both the HASS and STEM graduate community: combating the stigma attached to diversity in academia, issues in defining and mobilizing diversity, and improving faculty and graduate student communication.

HASS and STEM graduate students agreed to empower diverse students and encourage students to view excellence and diversity as mutually inclusive, not exclusive. For example, efforts toward diversity do not necessarily have to compete with our academic work. Instead, diversity can symbolize and facilitate progress and excellence.

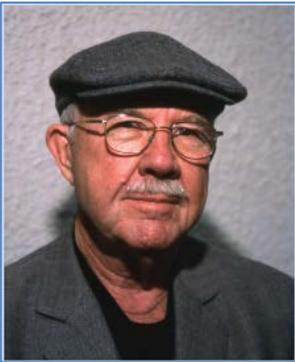
Defining diversity can be difficult, as HASS students explained they wanted to address shared experiences while including individualized experiences. In the STEM fields, students wanted increased dialogue about the multifaceted concept of diversity: race, gender, class status, sexual orientation, ability, etc. Further, a common question asked was, "How do we empower and engage students from all backgrounds, regardless of being defined as coming from an underrepresented background?" We want to use this press to clarify that DECADE is open to *all students* who support diversity and inclusive excellence.

Students in HASS suggested that faculty should further support diverse perspectives within their departments and become conscientious to the needs and experiences of diverse students. STEM students suggested additional diversity training for faculty and encouraged faculty participation in diversity events. The UCI ADVANCE Program for Equity Diversity has similar goals in promoting an inclusive culture for faculty and graduate student excellence. One suggestion is for closer collaboration between DECADE and ADVANCE.

The DECADE Student Council, along with the broader graduate student and faculty community, aim to build short-term and long-term solutions for the future and take concrete steps towards executing our ideas.

In this issue:

A Reflection on Diversity at UCI	1
DECADE Speaker Series: Frank Bayliss, PhD	2
Imposter Syndrome: Insight from Phong Luong, Psy.D.	3
Upcoming Events	4



DECADE Speaker Series: Frank Bayliss, PhD

Written by Autumn Holmes

In Fall 2014, the Graduate Division and DECADE hosted Dr. Frank Bayliss, a Presidential Award-winning Professor of Biology and director of the Student Enrichment Opportunities Office at San Francisco State University (SFSU), for the DECADE Speaker Series. During his presentation, entitled “Predictors of Student Success: Myths about GPA & GRE”, Dr. Bayliss gave a thought-provoking presentation on the drawbacks of using undergraduate GPAs and GRE scores as indicators of potential success in graduate school. Based on data compiled from a longitudinal study, he strongly suggests that GPA and GRE scores do not accurately reflect a student’s likelihood of succeeding in a doctoral program. Rather, it appears that intrapersonal characteristics such as grit and resilience, coupled with rigorous preparation at the post-baccalaureate level, ultimately leads to a student’s successful completion of the PhD. At the crux of Dr. Bayliss’ talk was the idea that social factors, such as socioeconomic status, ethnicity, and gender, can often influence a student’s GPA or test score in multifarious ways, and cause highly capable students to be overlooked by graduate admissions committees.

In his study, Dr. Bayliss tracked the career trajectory of multiple cohorts of college students attending various U.S. universities; each data set included a “high-GPA” (>3.0 on 4.0 scale) control student group, and another “low-GPA” (<3.0 on 4.0 scale) student group. (A parallel study was also carried out for GRE scores). The low-GPA and GRE score students, upon graduating from their undergraduate institutions, were admitted to a two-year Biology Masters preparation program spearheaded by Dr. Bayliss at SFSU. During the program, the students carried out research in the laboratory of a SFSU faculty member for a stipend, took graduate-level science courses, and participated in several academic enrichment activities.

As the data demonstrated, these students then went on to complete high quality doctoral programs, and obtain faculty positions at academic institutions or work in the biotech industry, mirroring the outcomes of their more “traditionally” qualified peers. Dr. Bayliss stated that the low GPAs of the students in his program could be attributed not to a lack of intellectual capability, but to the fact that most of them were from economically disadvantaged backgrounds and had to work to support themselves and their families in addition to attending school. Providing students with a livable salary eliminated this hurdle and their true abilities were revealed.

In addition to the findings from his own study, Dr. Bayliss presented data from the Educational Testing Service that depicted the average GRE quantitative reasoning scores of STEM (Science Technology Engineering and Mathematics) students according to ethnic group and gender. Asian and white Americans tend to score in the highest percentile, Puerto Ricans and African-Americans tend to score in the lowest, and males of any ethnicity on average score 80 points higher than females of any ethnicity on the old GRE scale. These data demonstrated what has only recently begun to be recognized, which is that the GRE test structure allows for disparities in the scores of women and minorities underrepresented in the academy.

Dr. Bayliss concluded his presentation by urging faculty to use more holistic criteria in the graduate admissions process, and look for evidence of qualities like persistence and grit in the pool of applicants, producing not only a qualified entering class, but a *diverse* one as well. In all, Dr. Bayliss was an informative, encouraging, and distinguished addition to our Speaker Series.

Imposter Syndrome: Insight from Phong Luong, Psy.D.

Written by Candice Gellner

Graduate Division welcomed a new Graduate Student Counselor in November 2014, Dr. Phong Luong. Phong, who received his B.S. in Psychology from UCSD in 2004 and continued on to get his Master's degree in 2007 from Alliant International University CSPP. He extended his studies at Alliant International University-Irvine and received his Psy.D. in MFT in 2010. While working on his Master's and Psy.D.; he worked as an Adjunct Counselor and Professor at Saddleback College from 2006 to 2014. As the Graduate Division Counselor, Dr. Phong will utilize his training and experience to provide one-on-one counseling sessions and workshops for graduate students and postdoctoral scholars experiencing academic and personal difficulties. He is committed to making the graduate student and postdoctoral experience the best that it can be at UCI.



Dr. Luong's experience as a counselor has allowed him to study, understand, and help others with imposter syndrome. According to Dr. Luong, imposter syndrome is "characterized as a self-perpetuating sense of intellectual ineptitude and fraudulence that continues despite contrary evidence." He also mentions that high achieving individuals also experience imposter syndrome manifested as "sustained self-doubt." In other words, it is feeling out of place or not belonging. Imposter syndrome is often occurs during the transition periods from high school to college and from undergraduate or the workforce to graduate school (Craddock et. al., 2011). The causes of imposter syndrome are complex and range from discounting one's own success, family dynamics, being a minority, perfectionism, to peer comparison (Clance and Imes, 1978; Craddock et al., 2011).

To help graduate students combat imposter syndrome, Dr. Luong provided the following suggestions:

- Reevaluate your ideas of perfectionism, guilt, and doubt
- Build a supportive community (i.e. connect with a good mentor, peer mentor, clubs and organizations, support groups, counseling, etc.)
- Own your minority status. Be more visible and communicative. "Nothing strengthens authority so much as silence." –da Vinci

If you or someone you know is experiencing imposter syndrome, consider joining an organization like DECADE or contact Dr. Phong Luong. We are all here to help!

Please contact Phong Luong, pbluong@uci.edu for more information.

References for further reading on imposter syndrome:

Craddock, S., Birnbaum, M., Rodriguez, K., Cobb, C., & Zeeh, S. (2011). Doctoral Students and the Impostor Phenomenon: Am I Smart Enough to Be Here?. *Journal of Student Affairs Research and Practice*, 48(4), 429-442.

Clance, P. R., & Imes, S. A. (1978). The imposter phenomenon in high achieving women: Dynamics and therapeutic intervention. *Psychotherapy: Theory, Research & Practice*, 15(3), 241.

Upcoming Events

The “Know-How” Sessions: Getting Real on Grad School Prep

DECADE is spearheading the Graduate Division's graduate school preparation seminar "The Know-How Sessions." Partnering with the Chicano/Latino Graduate Student Collective and the Student Outreach and Retention Center, DECADE volunteers will conduct a series of five seminars aimed at undergraduate students interested in attending graduate school. All seminars will be from 12:30pm-2:00pm on select Tuesdays in the Graduate Resource Center. *Spread the word to your undergraduate students and mentees!*

- | | |
|-------------------------|---|
| April 7 (Wk 2): | What I Wish I Knew Then: Navigating the Academic Process |
| April 21 (Wk 4): | Who You Know Matters: Fostering Networks, Allies and Mentors |
| May 5 (Wk 6): | Nuts and Bolts: Grad School Applications 101 |

All events will be held at the Graduate Resource Center, 3100 Gateway Study Center

DECADE Events

Regular Meetings: DECADE Student council meetings are held on **the second Thursdays of each month** from 1 to 2:30pm in Graduate Resource Center (GRC), 3100 Gateway Study Center. The next meeting will take place on **March 12th, 2015. Vice Provost and Graduate Dean, Frances Leslie, Ph.D. will be giving a talk on the progress of DECADE at the faculty and institutional levels.**

Speaker Series: DECADE will be hosting the winter quarter Speaker Series on March 11 at 10:30am in the Graduate Resource Center (GRC), 3100 Gateway Study Center. Dr. Nicole Stephens, Professor of Management and Organizations at Northwestern University, will be presenting a talk entitled, “The Benefits of a Cultural Match: The Case of Social Class and Higher Education.” Please RSVP to diversity@rgs.uci.edu.

To receive DECADE emails, join our listserv by emailing uci-decade@uci.edu using your UCI email account.

Please forward any questions or comments to Alicia Gonzalez (DECADE Coordinator) at diversity@rgs.uci.edu