

**UC Riverside, School of Medicine Policies and Procedures****Policy Title:** Diversity, Equity, and Inclusion**Policy Number:** 950-07-017

<b>Responsible Officer:</b>	Associate Dean, Diversity, Equity, and Inclusion; Senior Associate Dean, Medical Education; Executive Associate Dean, Student Affairs; and Associate Dean, Academic Affairs
<b>Responsible Office:</b>	Office of Medical Education, Office of Student Affairs, Office of Diversity, Equity, and Inclusion, Office of Academic Affairs, School of Medicine Human Resources
<b>Origination Date:</b>	07/01/2021
<b>Review Date:</b>	08/01/2022
<b>Date of Revision:</b>	08/16/2023; 11/28/2023
<b>Scope:</b>	School of Medicine Students, Faculty and Senior Administrative Staff

**I. Policy Summary**

The University of California, Riverside (UCR) School of Medicine (SOM) believes that a diverse student body, faculty and staff are essential to achieving academic excellence. The School of Medicine is committed to recruiting students, trainees, faculty, and staff responsive to the SOM mission whose diversity contributes to an optimal learning and working environment. People of varied backgrounds – those with a variety of individual experiences, values, and worldviews arising from differences of culture and circumstance – bring added value to the education of students and trainees, research, clinical care, and service to the community. In building a diverse and inclusive medical school, those differences that can add to the value of our educational and work environment include, but are not limited to the following mission-aligned attributes: disadvantaged backgrounds (socioeconomic and/or educational/environmental); speaking English as a second language (ESL); completed a portion of education in the Inland Southern California region (Riverside, San Bernardino or Imperial counties), and/or grew up in a medically underserved area; and/or first in family to complete a bachelor's degree (or equivalent).

The SOM additionally recognizes that differences including race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, among others, enables the University to fully support diversity and equal opportunity in its teaching, scholarly work, and clinical and public service.

Consistent with the principles and policies of the University of California and UCR, the School of Medicine will endeavor to remove barriers to the recruitment, retention, and advancement of students, faculty and staff from historically excluded populations who are currently underrepresented in medical education and the practice of medicine. Recruitment efforts and resources will be aligned with the goal to recruit individuals from the SOM's mission-aligned diversity categories, as well as groups underrepresented in medicine into faculty positions, recognizing that faculty serve as role models to attract a diverse student body.

## II. Definitions

- A. LCME definition of benefits of diversity: In a medical education program, the facts that having medical students and faculty members from a variety of socioeconomic backgrounds, racial and ethnic groups, and other life experiences can: 1) enhance the quality and content of interactions and discussions for all students throughout the preclinical and clinical curricula and 2) result in the preparation of a physician workforce that is more culturally aware and competent and better prepared to improve access to healthcare and address current and future health care disparities.
- B. LCME definition of mission-appropriate diversity: The inclusion, in a medical education program's student body and among its faculty and staff and based on the program's mission, goals, and policies, of persons from different racial, ethnic, economic, and/or social backgrounds and with differing life experiences to enhance the educational environment for all medical students.
- C. LCME definition of senior administrative staff: People in academic leadership roles, to include but not limited to, associate/assistant deans, directors, academic department chairs, and people who oversee the operation of affiliated clinical facilities and other educational sites. Many, if not most, of these people also have faculty appointments, and for tracking purposes should only be counted in one category when completing tables such as those listed in the DCI under Element 3.3.

## III. Policy Text

- A. The UCR SOM defines and measures diversity of its community as follows:

1. Medical student diversity:

Disadvantaged status (socioeconomic and/or educational/environmental); English as a second language; completed a portion of education in Inland Southern California (Riverside, San Bernardino or Imperial counties), and/or grew up in a medically underserved area; and first in family to complete a bachelor's degree (or equivalent). In addition, the school will monitor in its student body the racial and ethnic groups traditionally underrepresented in medicine, gender, veteran status, and disability.

2. Faculty diversity:

Disadvantaged background (socioeconomic and/or educational/environmental); speaking English as a second language (ESL); completed a portion of education in the Inland Southern California region (Riverside, San Bernardino or Imperial counties), and/or grew up in a medically underserved area; and first in family to complete a bachelor's degree (or equivalent). In addition, consistent with state, federal and University policy and practice, the school will monitor in its faculty ranks the underrepresented racial and ethnic groups, gender, veteran status, and disability.

3. Senior Administrative Staff diversity:

Disadvantaged background (socioeconomic and/or educational/environmental); speaking English as a second language (ESL); completed a portion of education in the Inland Southern California region (Riverside, San Bernardino or Imperial counties), and/or grew up in a medically underserved area; and first in family to complete a bachelor's degree (or equivalent). In addition, consistent with state, federal and University policy and practice, the school will monitor in its

faculty ranks the underrepresented racial and ethnic groups, gender, veteran status, and disability. See appendix.

#### IV. Responsibilities

Office of the Dean, Office of Student Affairs, Office of Academic Affairs, School of Medicine Human Resources Unit, and Associate Dean for Diversity, Equity and Inclusion.

#### V. Procedures

- A. Responsible offices will annually report on medical student, faculty and senior administrative staff diversity to the dean.
- B. The dean will appoint a Diversity, Equity, and Inclusion Committee and equity advisors to promote diversity, equity, and inclusion within the School of Medicine.

#### VI. Related Information

1. [UC Regents Policy 4400: Policy on University of California Diversity Statement](#)
2. [University of California Guidelines for Addressing Race and Gender Equity in Academic Programs in Compliance with Proposition 209](#)
3. [Regents Policy 4401: Policy on Future Admissions, Employment, and Contracting \(Resolution Rescinding SP-1 and SP-2\)](#)
4. [UCR Principles of Community](#)
5. [School of Medicine Mission, Diversity, and Values Statements](#)

#### VII. Revision History

October 18, 2021  
August 7, 2022  
May 3, 2023  
August 16, 2023  
November 28, 2023

Approvals:

**SOM LEADERSHIP COMMITTEE (05/03/2023)**

**SOM DEAN'S COUNCIL (08/16/2023)**

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## Appendix to Policy 950-07-017: Senior Administrative Staff Positions

UCR SOM definition of Senior Administrative Staff: faculty and staff in academic leadership roles with dean, department chair, chief officer and director titles, who report to dean, associate/assistant deans or chief officer, including but not limited to staff in the MSP classified category.