Policy Title: Diversity, Equity, and Inclusion
Policy Number: 950-07-017

Responsible Officer: Dean, School of Medicine

Responsible Offices: Office of the Dean, Office of Student Affairs, Office of Academic Affairs, School of Medicine Human Resources Unit

Origination Date: July 1, 2021

Date of Revision: N/A

Review Date: 08/2022

Scope: Medical students, graduate students, residents and fellows, faculty, and 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 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, and service to the community. In building a diverse and inclusive medical school, those differences that can add to the value of our educational environment include, but are not limited to, gender, gender identity, gender expression, race, ethnicity, age, religious affiliation, abilities/disabilities, educational or socio-economic disadvantage (distance traveled), first in family to attend an institution of higher learning, personal or family experience of having limited access to health care, unique or challenging life experiences, and sexual orientation.

The SOM is committed to recognizing and nurturing merit, talent, and achievement by supporting diversity and equal opportunity in education, research and creative activity, clinical and community service, and leadership. 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 groups underrepresented in medicine into faculty positions, recognizing that faculty serve as role models to attract a diverse student body. Given the mission of the UCR SOM and the desire to see the faculty, as well as the student body, reflect the cultural, socioeconomic, and ethnic diversity of the region served by the medical school, searches will endeavor to recruit faculty and staff with these diverse characteristics.
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 pipeline program:** A pipeline program is directed at students from selected level(s) of the educational continuum (middle school-level through college) and aims to support their becoming qualified applicants to a medical school and/or, depending upon the level of the program, to another health professions program or a STEM/biomedical graduate program.

D. **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.

E. **UCR SOM 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) and
veteran status. In addition, the school will measure in its student body racial and ethnic groups traditionally underrepresented in medicine, gender, and disability.

2. Faculty diversity: American Indian or Alaskan Native; African American/Black; Chinese/Chinese American; European; Filipino/Pilipino; Japanese/Japanese-American; Korean/Korean-American; Latin American/Latino; Mexican/Mexican-American/Chicano; Middle Eastern; Other Asian; Other Spanish/Spanish-American; Pakistan/East Indian; White/Caucasian; Unknown.

3. Staff diversity: American Indian or Alaskan Native; Asian American; Black or African American; Decline to state; Hispanic; Native Hawaiian or Pacific Islander; White.

B. The UCR SOM monitors and evaluates these policies according to the Diversity, Equity and Inclusion Guidelines.

IV. Responsibilities
Office of the Dean, Office of Student Affairs, Office of Academic Affairs, School of Medicine Human Resources Unit

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. Forms/Instructions
N/A

VII. 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
4. UCR Principles of Community
5. School of Medicine Mission, Diversity, and Values Statements

VIII. Revision History
N/A
Approvals:

MEDICAL EDUCATION COMMITTEE (09/16/2021)
COMPLIANCE COMMITTEE (10/18/2021)

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