

**UNIVERSITY OF HOUSTON COLLEGE OF MEDICINE
ADMINISTRATIVE MEMORANDUM**

SUBJECT: Diversity & Inclusion Policy

Statement on Diversity and Inclusion

The University of Houston College of Medicine recognizes that a diverse and inclusive educational environment is central to our mission which, in part, is to develop a compassionate, culturally responsive physician workforce for the communities of Houston and the State of Texas. Located in Houston's vibrant but medically underserved Third Ward area, our community-based medical education program will train physicians well-versed in social determinants of health to become leaders in primary care, and other needed specialties such as psychiatry and general surgery; and who are focused on patients, communities, and collaborative care. As part of UH College of Medicine's commitment to meet the health care needs of Houston's diverse population communities, we aim to reduce disparities in health and health care impacting Houston's medically underserved residents. UH College of Medicine recognizes that this requires an ongoing, intentional approach to recruitment, retention, engagement, and support of faculty, senior administrative staff, and students.

Houston's metropolitan population reflects a diverse ethnographic makeup in which Hispanic/ Latinos and African American/ Blacks constitute a clear majority. UH College of Medicine will strive to attract and recruit students, senior administrative staff, and faculty that reflect the diversity of Houston's population. UH College of Medicine will work with the Office of the Provost and other university offices in developing robust student candidate pipeline programs and community outreach, while utilizing best practices in holistic admissions.

UH College of Medicine was established, and is committed, to develop and deliver a medical education program that is focused on primary care for medically underserved areas, which meets the considerable needs in Houston and Texas, given projected doctor shortfalls. To meet its mission, UH College of Medicine will endeavor to recruit a diverse group of senior administrative staff, faculty, and students who include individuals from the following traditionally underrepresented groups in medicine: African American/ Blacks, Hispanic/ Latino, individuals who come from socio-economically disadvantaged communities, and women (faculty and senior administrative staff). UH College of Medicine will foster an authentic, respectful educational and work environment for faculty, staff, and students, and will engage in continual self-assessment so that UH College of Medicine promotes and celebrates diversity while improving the quality of life for Houstonians and Texans.

Definitions:

Socio-economically disadvantaged: UH College of Medicine follows the Texas Medical and Dental School Application Service (TMDSAS) designations for disadvantaged SES categories A and B. The designations are based on parental education level and income, household size, residential asset value and descriptors of the applicant's hometown (rural, inner city).

Underrepresented Groups in Medicine: UH College of Medicine uses the United States Public Health Service's definition of underrepresented as "racial and ethnic populations who are underrepresented in the designated health profession discipline relative to the number of individuals who are members of the population involved". UH College of Medicine also follows the AAMC recommendation that medical schools move away from a national perspective to a regional perspective to define underrepresentation.

Procedures:

1. Committee on Diversity and Inclusion: The Committee is charged with developing and implementing strategic goals and initiatives to support a diverse and inclusive learning environment. Their strategic plan will outline how the Committee defines diversity and inclusion; articulate a rationale; and formulate specific, measurable goals. To accomplish this plan, the Committee shall develop methods, initiatives, and programs with metrics to assess the effectiveness of diversity and inclusion initiatives for faculty, staff and students. Additionally, while the Committee is not a policy making body, they will provide recommendations to the Dean and appropriate departments for improvements and implementation. The Committee membership will include persons with expertise on diversity and inclusion in academic medicine, and the workplace, faculty, staff and medical students with the Committee chair(s) appointed by the Dean.
2. Recruitment Activities and Programs for Students are led by the Associate Dean for Student Affairs, Admissions, and Outreach (ADSAAO). Under the ADSAAO, the Director of Admissions is directing student outreach activities, including recruitment and pipeline development as well as processing of College of Medicine applications. Retention Programs and processes to support a diverse student population are planned and implemented through the ADSAAO.
3. Recruitment Activities and Retention Programs for Faculty, Senior Administrative Staff, and Support Staff are led by the Dean, the Associate Dean for Graduate Medical Education and Faculty Affairs, and the Associate Vice President for Business Operations.
4. UH Office of Faculty Recruitment, Retention, Equity and Diversity (Office of the Provost) supports faculty recruitment and retention in a manner that ensures that the university achieves and sustains faculty diversity and equity, each as an indispensable element of academic excellence. All faculty who serve on or chair search committees are required to take specific training to ensure diversity in recruitment and selections processes.
5. UH Office of Equal Opportunity Services provides resources, training, toolkits, guidelines, and practical suggestions for those involved in faculty search committees and recruitment.
6. Semi-Annual Review: To ensure progress towards and achievement of diversity goals, the following will be monitored on a regular basis as part of the UH College of Medicine strategic planning process and continuous quality improvement: outreach programs; pipelines; admissions processes; recruitment and retention of students, staff, and faculty; department-specific initiatives, faculty engagement in diversity and equal opportunity initiatives; yearly campus-wide training module completion; and cultural competency curricular content. These metrics will be reported to the Dean who will share with internal and external stakeholders as appropriate. Best practices and metrics will be reviewed and process improvement goals established.

LCME Standard: 3.3

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