

**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 specialties; and who are focused on patients, communities, and collaborative care. UH College of Medicine's commitment is to meet the health care needs of Houston's diverse population communities. We aim to reduce health disparities impacting Houston's medically underserved residents and recognize that this requires a deliberate, data-driven approach to recruiting, retaining, mentoring, supporting, and investing in the potential of our faculty, senior administrative staff, and students.

Houston 2017 metropolitan population data demonstrates an ethnographic makeup which includes 44.6% Hispanic/ Latino and 22.5% African American/ Black persons (<https://datausa.io/profile/geo/houston-tx/>). UH College of Medicine is deliberate in senior administrative staff and faculty recruitment efforts to hire the best and ensure that the UH College of Medicine is diverse and representative of the talent pool. UH College of Medicine will strive to attract and recruit students, senior administrative staff, and faculty that reflect the diversity of Houston's population through partnering with the University of Houston's (UH) Office of the Provost in undertaking faculty searches, in order to assure that the most active and aggressive measures are taken to identify and attract diverse applicant pools and that all candidates are treated equitably and fairly in the process; and in developing student candidate pipeline programs, community outreach, and best practices in holistic admissions.

UH College of Medicine and UH endeavor to have an inclusive and supporting environment that broadly defines diversity and also understand that to meet its mission, UH College of Medicine will focus recruitment resources on senior administrative staff, faculty, and students who are from traditionally underrepresented groups in medicine: a. African American/ Blacks, b. Hispanic/ Latino, c. individuals who come from socio-economically disadvantaged communities, and d. Women (faculty and senior administrative staff). UH College of Medicine will foster an authentic, respectful educational culture for faculty, staff, and students, and we will engage in continual quality improvement assessments so that UH College of Medicine can remain agile in the face of dynamic needs. The healthcare needs that have been recognized by the State of Texas and its leadership will be addressed, in part, by the development and delivery of a medical education program that is focused on primary care for medically underserved areas, both of which represent considerable needs in Houston and Texas, given projected doctor shortfalls.

Definitions:

Socio-economically disadvantaged: UH College of Medicine follows the 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 home town (rural, inner city). <https://www.tmdsas.com/Forms/School Portal Training Guide.pdf>

Underrepresented Groups in Medicine: UH College of Medicine uses the term “underrepresented groups in medicine” and endorses the AAMC recommendation that medical schools move away from a national perspective to a regional perspective to define under-representation - <https://www.aamc.org/download/54278/data/urm.pdf>. 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.”

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. 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 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 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 Assistant Vice President 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; departmental diversity efforts including faculty promotions; 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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