I. PURPOSE
The purposes of this policy are to ensure a diverse student body, faculty, and staff and to create and sustain an environment reflective of WHSOM values.

In accordance with relevant school, program, and institutional accreditation standards, WHSOM promotes principles of diversity, equity, and inclusion across WHSOM education, research, and training programs as well as with respect to recruitment (in employment and education) of individuals from diverse backgrounds.

II. POLICY
a. The WHSOM values an inclusive environment with a diverse population of students, staff, and faculty. Education of future physicians and scientists broadens their knowledge of social determinants of health so that they can serve the nation’s healthcare needs and conduct research to decrease health disparities. Recruitment, development, retention, and advancement of diverse individuals, especially those whose communities are under-represented in medicine, adds value to medical education. Diverse and inclusive practices improve cultural competency, communication, and teamwork; will broaden problem-solving capabilities of research and clinical teams; and empower students to rectify health care disparities.

b. WHSOM is specifically committed to integrating individuals from the following groups:
   ● Students - African American/Black, Latinx, Women, Veterans, Socioeconomically disadvantaged
   ● Faculty - African American/Black, Latinx, Women, Veterans
   ● Staff - African American/Black, Latinx, Veterans, Military Dependent, Individuals with Disabilities
   ● Senior Administrative Staff - African American/Black, Latinx, Women

Diversity Groups will be re-evaluated by the Diversity Advisory Council every three years. The committee will also ensure that diversity and inclusion is part of policies and strategies being incorporated into WHSOM policies.

c. WHSOM will identify and track metrics on an annual basis related to the ongoing and systematic recruitment, retention, and advancement of prospective learners, as well as faculty and staff candidates for employment in at least the above WHSOM-defined diversity categories.
d. WHSOM will identify and track metrics on an annual basis related to the ongoing outcomes of pipeline programs for prospective learners.

e. Institutional Climate. Consistent with other policies of the institution concerning the learning and working environments, the Office of the Dean strives to identify trends in professionalism and mistreatment in order to draw conclusions about the current institutional climate for diversity, equity, and inclusion. These trends will be informed by data gathered from periodic audits of surveys and from the Kudos and Concerns portal, which captures allegations of learner mistreatment and grievances about alleged misconduct (e.g., harassment based on race, ethnicity, gender) of any WHSOM community member.

III. SCOPE
This policy applies to the entire Whole Health School of Medicine.

IV. POLICY AUTHOR(S)
Office of the Dean

V. RELATED POLICIES AND PROCEDURES
● Antidiscrimination Policy
● Policy on Learning Environment and Mistreatment
● Faculty Recruitment Policy
● Faculty Search Committee Procedure
● Policy on Supplier Diversity
● Procedure on Supplier Qualification

VI. REFERENCES
LCME Element 3.3: Diversity/Pipeline Programs and Partnerships. A medical school has effective policies and practices in place, and engages in ongoing, systematic, and focused recruitment and retention activities, to achieve mission-appropriate diversity outcomes among its students, faculty, senior administrative staff, and other relevant members of its academic community. These activities include the use of programs and/or partnerships aimed at achieving diversity among qualified applicants for medical school admission and the evaluation of program and partnership outcomes.
VII. APPROVALS
Institutional Policy Committee
Dean