

Appendix 18: Diversity, Equity, and Inclusion Policy

Version Number: 1

Effective Date: November 24, 2021

Responsible SGUSOM Official: Assistant Dean of Multicultural Affairs

1.0 INTRODUCTION

At St. George's University School of Medicine (SGUSOM), diversity is a foundational core value that is reflected in our campus community. We recognize that the educational environment is enhanced and enriched by a true blend of voices and knowledge from varied backgrounds and attributes. The University is committed not only to the recruitment of students, faculty, and staff from varied backgrounds and experiences, but also to developing initiatives designed to create an equitable and inclusive campus environment. We embrace the belief that a diverse, equitable, and inclusive environment is pivotal in the provision of the highest quality education, research, and health care delivery.

2.0 PURPOSE

Through our pursuit of Diversity and Inclusion, SGUSOM prioritizes quality, positive student experiences irrespective of background. SGUSOM aims to create an environment where all students, faculty and staff, regardless of background, feel safe and free to contribute to the development of the SGUSOM community. SGUSOM aims to establish a culture of diversity, equality and inclusion.

SGUSOM is committed to anti-discrimination and does not discriminate on any basis prohibited by the local laws of the country where the educational program is being provided.

3.0 SCOPE

SGUSOM utilizes a variety of strategies to achieve its mission through a commitment to diversity, equity, and inclusion in its students, faculty, and staff.

I. Definitions

Diversity is defined as a community that appreciates, values, and seeks individuals from a variety of backgrounds and characteristics, such as race, ethnicity, gender, socio-economic status, and religious beliefs.

Equity is defined as all individuals having equal access to opportunity regardless of race, ethnicity, gender, socio-economic status, or religious beliefs.

Inclusion is defined as creating a supportive environment so that all individuals have an opportunity to succeed.

II. Responsibilities

1. Leadership – SGUSOM will demonstrate its commitment to diversity, equity, and inclusion (DEI) through leadership, policies, and practices, including:
 - a. Appointing an Assistant Dean of Multicultural Affairs (ADMA) who is responsible for the planning and oversight of diversity, equity and inclusion activities. The ADMA reports directly to the Dean of the School of Medicine. The ADMA:
 - i. Actively promotes a diverse, inclusive, and equitable environment within the School of Medicine.
 - ii. Collaborates with the leadership of SGUSOM to establish an environment free of discriminatory behavior and harassment of all students and free of retaliation for filing complaints of discrimination.
 - iii. Develops programs/activities designed to raise awareness of and educate the SGUSOM community about topics and issues related to diversity, equity, and inclusion.
 - b. Adopting this Diversity and Inclusion Policy to guide all efforts to promote diversity, equity, and inclusion.
 - c. Establishing a Diversity, Equity, and Inclusion Advisory Council to advise the ADMA on DEI practices and developments.
2. Recruitment Strategies – In recruiting students, faculty and staff at SGUSOM, diversity, equity and inclusion should be a significant component and be reflected in recruitment strategies. These strategies may include:
 - a. Utilizing pipeline programs to recruit students to become physicians, focusing on specific target groups that will enhance SGUSOM's ability to meet its mission, including students from these groups historically underrepresented in medicine:
 - i. Country of origin

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- ii. Female gender
 - b. Utilizing recruitment pathways to ensure a diverse pool of applicants for faculty and staff positions, with special consideration on recruiting the following groups:
 - i. Country of origin
 - ii. Female gender
 - c. Assessing current recruitment efforts and developing an analysis so that DEI can be effectively integrated into recruiting students, faculty and staff.
 - d. Ensuring SGU's website reflects diversity, equity and inclusion in SGUSOM.
- 3. Education – Inclusion in SGUSOM curriculum on diversity, equity, and inclusion issues, such as:
 - a. Cultural Competency
 - b. Social Determinants of Health/Health Inequities/Population Health
 - c. Effective Communication with Diverse Patients
- 4. Retention of students, faculty, and staff – The SGUSOM will utilize strategies to retain students, faculty, and staff in diversity categories designated in Section 2 through initiatives such as:
 - a. Student support services and advising that cater to the needs of a diverse student body
 - b. Training and development opportunities for faculty and staff
- 5. Awareness – SGUSOM will ensure that applicants, students, faculty, and staff have exposure to its commitment to diversity, equity, and inclusion through statements and policies that will be widely distributed through appropriate channels.
- 6. Evaluation – SGUSOM will track evaluation and assessment of its activities to promote diversity, equity, and inclusion through the development of goals, objectives, outcomes, and monitoring through a continuous quality improvement process.