

# Office for DEI SOM

## *A Discussion of Scope, Structure, and Outcomes*

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# Unifying Definitions

- **Diversity** - Embodies inclusiveness, mutual respect, and multiple perspectives and serves as a catalyst for change resulting in health equity. In this context, we are mindful of all aspects of human differences such as socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability and age. <https://www.aamc.org/professional-development/affinity-groups/gdi>
- **Inclusion** - Inclusion is a core element for successfully achieving diversity. Inclusion is achieved by nurturing the climate and culture of the institution through professional development, education, policy, and practice. The objective is creating a climate that fosters belonging, respect, and value for all and encourages engagement and connection throughout the institution and community. <https://www.aamc.org/professional-development/affinity-groups/gdi>
- **Equity** - is the absence of avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically, or geographically. <https://www.who.int/gender-equity-rights/understanding/equity-definition/en/>

## LCME 3.3 DIVERSITY/PIPELINE PROGRAMS AND PARTNERSHIPS

*“As part of our vision and strategic plan to address health disparities, the school aims to train students who represent the state’s population. As such, our school-defined diversity categories include **women** and underrepresented groups in medicine (URM) of New Mexico (**Hispanic, American Indian/Alaska Native, African American, Vietnamese**) relative to the diverse cultures and needs of New Mexico’s population. In addition, having a **rural background** (e.g., education or domicile outside of Bernalillo County, Rio Rancho and Corrales) and **economic disadvantage** are additional school defined diversity categories. At the University of New Mexico (UNM) School of Medicine we are committed to enhancing diversity and inclusion capacity. We are a mission driven institution where we measure excellence by our ability to advance the health of all New Mexicans by **educating and increasing the diversity of health professionals, leaders and scientists.**”*

*\*\*All Learners – medical students, health professions students, BSGP, and residents/fellows\*\**

# Unifying Accreditation Standards

## 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.

<https://lcme.org/publications/>

[https://www.downstate.edu/lcme/documents/june-2019-element-3\\_3-diversity-pipeline-programs-and-partnerships.pdf](https://www.downstate.edu/lcme/documents/june-2019-element-3_3-diversity-pipeline-programs-and-partnerships.pdf)

## ACGME Core Requirement (July 1, 2019)

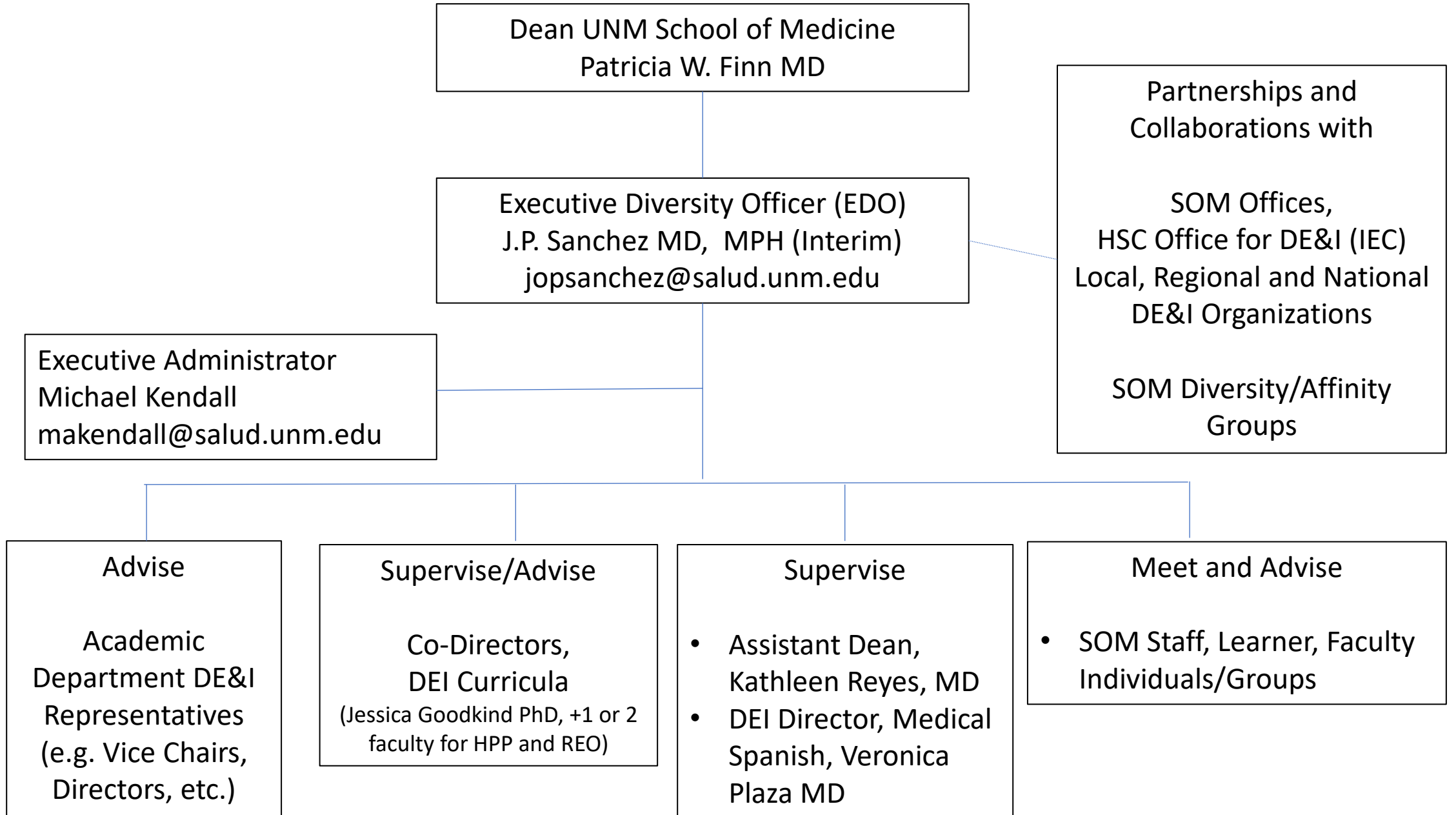
The program, in partnership with its Sponsoring Institution, **must** engage in practices that **focus** on **mission-driven, ongoing, systematic** recruitment and retention of a diverse and inclusive workforce of **residents, fellows (if present), faculty members, senior administrative staff members, and other relevant members of its academic community**.

***(Close coordination with the medical school)***

**LCME Guidelines and 2018 Report Sent**

***Read other standards - 4.5 Faculty Professional Development!***

**Office for DEI, UNM SOM (Created October 5, 2021 – Rev September 2022)**



# Scope and Responsibilities of Office for Diversity, Equity, and Inclusion, School of Medicine\*

(\*Informed by SOM community feedback, DEI-related articles, AAMC website)

- *Guide the SOM in crafting, implementing, and evaluating an overarching diversity, equity, and inclusion (DEI) strategic plan in alignment with the HSC Strategic Plan.*
- *Support SOM in achieving DEI-related accreditation standards.*
  - Advising the the development, implementation, and evaluation of programs to meet DEI-related accreditation standards and responsible for the writing of responses in initial and subsequent accreditation applications
  - For example, LCME accreditation standard:
    - 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.
      - Reference: LCME Accreditation Standards. <https://lcme.org/publications/>

# Scope cont.

- *Lead the initial development or subsequent editing of SOM DEI-related mission and vision.*
- *Align and coordinate DEI-related efforts between SOM DEI and other internal and external entities including HSC DEI, UNM DEI, and external DEI-related organizations (e.g. LMSA, SNMA, APAMSA, etc.) to support achievement of strategic plan. For example,*
  - *Learner, faculty, staff, and senior leadership recruitment, matriculation/hiring, retention, success, and promotion*
- *Co-lead/Advise SOM DEI-related recruitment, selection, matriculation/hiring, retention, success, and promotion plans for learners, staff, faculty, and senior administrators. This is inclusive of policies, practices, outcomes and activities.*
- *Co-Lead/Advise SOM DEI-related feedback and research endeavors, inclusive of culture and climate surveys, surveys focused on protected classes and additional DEI-related groups.*
- *Co-lead/Advise DEI-related community engagement endeavors.*

# Scope cont.

- *Advise SOM DEI-related clinical endeavors, such as SOM related campaigns to promote vaccination among protected classes.*
- *Co-lead SOM DEI-related efforts to promote a positive culture and climate for all.*
  - Serve as a change agent to advance inclusiveness and belonging
  - Learning environment issues and topics
- *Co-lead/Advise SOM DEI-related wellness endeavors.*
- *Co-lead/Advise DEI-related visibility for SOM.*
- *Lead/Co-lead the design, implementation, and track metrics to monitor and evaluate progress and impact of diversity, equity, and inclusion initiatives and activities at SOM.*
- *Leadership shall serve as co-chair of admissions for SOM and on CSPE*



# Questions

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