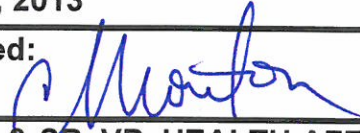


Effective Date:

July 1, 2013

Retired:

Revised:



Approved by: CHARLES P. MOUTON, DEAN, SOM & SR. VP, HEALTH AFFAIRS

Subject: Diversity

PURPOSE:

The purpose of this policy is to:

- Build and maintain a student body and faculty that are representative of the diversity in society for producing quality medical education.
- Encourage and promote excellence, while improving, enhancing, and strengthening the learning environment for faculty, students, and staff.
- Promote and advance student and faculty achievement, create strong bonds between the school and the local community that it serves, and contribute in ways that can be measured; e.g., in improving the health of the community.

POLICY STATEMENT: Meharry Medical College School of Medicine was founded to provide training to African Americans as health professionals to care for African Americans who were coming out of slavery. Therefore, the mission of the College was and continues to be *to improve the health and health care of minority and underserved communities by offering excellent education and training programs in the health sciences. True to its heritage, Meharry places special emphasis on providing opportunities for people of color, individuals from disadvantaged backgrounds, and others regardless of race or ethnicity; delivering high quality health services; and conducting research that fosters the elimination of health disparities.*

Meharry is committed to excellence in teaching, research, and service by embracing diversity; facilitating an understanding and appreciation for ideas and practices of others while giving recognition, and acceptance for the value of differences. Embracing and practicing diversity as an institution provides medical students with the courage and confidence to be who they are, while operating in an environment that parallels the world in which they live.

DEFINITIONS:

1. Diversity

The School of Medicine has adopted a definition of diversity that embraces race, socioeconomic status, geography, and ethnicity. These are elements that bring added value to the scholarly and learning environment, as well as to clinical services, including life and work experiences.

The School of Medicine uses the definition “underrepresented minorities in the health

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professions” as defined by US Public Health Law 105-392 and the fundamental work diversity framework of the Public Health Services Act (Titles VII and VIII). For research grants and other purposes, the US Public Health Services defined underrepresented as “racial and ethnic populations who are underrepresented in the designated health profession discipline relative to the number of individuals who are members in the populations involved.” Both definitions include the following racial/ethnic categories: Black or African American, Hispanic, or Latino, Native American (American Indian), Alaska Native, Native Hawaiian, and other Pacific Islander.

2. Climate

The accepting behavior in which the College acknowledges, encourages, and supports every individuals of the college community including faculty, staff, and students who may be different and may reflect differences with individualized characteristics.

3. Research

Evidence-based reporting of the Admissions Committee and the College’s department of human resources on hiring trends, maintaining a respectful and supportive environment, and development of educational training sessions to address diversity.

PROCEDURE:

Address strategic initiatives focused on strengthening and expanding efforts relative to underrepresented minority groups (URM), which include Black or African American, Hispanic, or Latino, Native American (American Indian), Alaska Native, Native Hawaiian, and other Pacific Islander.

EXHIBITS: