“DIVERSITY: A defining feature of California’s past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more.”

--From the University of California Statement on Diversity, approved by the UC Regents
Aims for excellence in all tenets and missions of healthcare.

Believes that the core values of diversity and inclusion are inseparable from our institutional goals.

Is committed to fostering an environment that celebrates the unique backgrounds, contributions, and opinions of each individual.

Through fair and deliberate recruitment, hiring practices, promotions, admissions, and education, will draw its talent from across the community and provide the highest quality of service to everyone.

Believes in a system that supports outstanding faculty, fellows, residents, staff, and students with different perspectives and experiences.

Is unwavering in its dedication to equality, communication, and respect, by continual reevaluation, reflection, and shared responsibility.
**Mission**  
(Core Purpose)  
To foster institutional awareness and commitment toward equity and equal opportunity.

**Vision**  
(Long-term, Inspirational Future Direction)  
The David Geffen School of Medicine at UCLA will serve as a beacon for diversity and inclusion among schools of medicine across the country, reflecting the diversity of the State of California.
Multicultural Practice
We are committed to a set of values, behaviors, attitudes and practices that enables all members of the DGSOM to work effectively in a multicultural organization.

Respect
We welcome and respect the diversity of our faculty, staff, students, trainees, and patients.

Inclusiveness
We embrace the perspectives and contributions of each individual in the DGSOM; diversity and inclusiveness work together.

Excellence
We recognize diversity as key to enriching our intellectual climate and as an unequivocal component of excellence.
## Goals

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<tr>
<td>Create a culture and climate of inclusion that welcomes and celebrates diversity.</td>
<td>Develop and nurture individuals from diverse backgrounds for careers in science and medicine.</td>
<td>Recruit and retain a diverse faculty.</td>
<td>Nurture and develop a diverse faculty to achieve career success.</td>
<td>Become leaders in researching the health of diverse populations.</td>
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## Key Strategies

**1. Create a broadly engaging and inclusive culture.**

- Strengthen UCLA’s K-12 pipeline by establishing programs targeting the many diverse neighborhoods of Los Angeles and throughout the State of California.
- Identify, attract and support undergraduate students, graduate students and medical students from diverse backgrounds in the field of health and science.
- Recruit diverse residents, postdoctoral and clinical fellows.
- Broaden the “pipeline” to include the transition from junior faculty to senior faculty.
- Formally evaluate pipeline activities to ascertain success.

**2. Recognize diversity as key to enriching intellectual climate and as an essential component of excellence.**

- Assess and respond to opportunities and barriers to recruiting faculty at DGSOM and affiliated sites.
- Build infrastructure and systems to support a more proactive approach to recruitment of diverse faculty.
- Identify an inclusive pool of prospective applicants.
- Develop a communications plan that promotes DGSOM’s commitment to diversity and inclusiveness.

**3. Recognize those at the DGSOM who reflect diversity core values and contribute to diversity and inclusion.**

- Strengthen retention of diverse faculty by developing a plan that drives and sustains diversity and inclusion.
- Strengthen and expand targeted mentoring programs.
- Engage and support faculty from historically underrepresented groups in medicine their academic advancement to full professor.

**4. Integrate all DGSOM diversity initiatives under a single umbrella to increase overall effectiveness.**

- Identify an inclusive pool of prospective applicants.
- Develop a communications plan that promotes DGSOM’s commitment to diversity and inclusiveness.

**5. Strengthen UCLA’s K-12 pipeline by establishing programs targeting the many diverse neighborhoods of Los Angeles and throughout the State of California.**

- Identify, attract and support undergraduate students, graduate students and medical students from diverse backgrounds in the field of health and science.
- Recruit diverse residents, postdoctoral and clinical fellows.
- Broaden the “pipeline” to include the transition from junior faculty to senior faculty.
- Formally evaluate pipeline activities to ascertain success.

**RECRUITMENT:**

- Strengthen retention of diverse faculty by developing a plan that drives and sustains diversity and inclusion.
- Strengthen and expand targeted mentoring programs.
- Engage and support faculty from historically underrepresented groups in medicine their academic advancement to full professor.

**RETENTION:**

- Enhance targeted career development, guidance, support, and resources.
- Fully align the definition of merit and reward structures within the DGSOM to reflect diversity and inclusion initiatives and contributions in all mission areas.

**1. Enhance targeted career development, guidance, support, and resources.**

- Strengthen and expand targeted mentoring programs.
- Engage and support faculty from historically underrepresented groups in medicine their academic advancement to full professor.

**1. Build the capacity of faculty and students to perform scholarly activities related to diversity and healthy communities.**

- Lead the nation in improving the health of diverse populations.

**2. Lead the nation in improving the health of diverse populations.**
**VISION:** The David Geffen School of Medicine at UCLA will serve as a beacon for diversity and inclusion among schools of medicine across the country, reflecting the diversity of the people we serve and the State of California.

### Goals

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<td>Increased diversity in faculty leadership positions</td>
<td>The DGSOM Center for Diversity Research is successfully established</td>
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<td>Greater professional &amp; social opportunities for faculty from historically underrepresented groups</td>
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<td>More effective infrastructure and systems to support diversity initiatives</td>
<td>Recognize efforts that expand diversity and inclusion in faculty hiring and advancement</td>
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| Single umbrella organizational structure to oversee Diversity & Inclusion initiatives | Increased number of diverse clinical and post-doctoral fellows | Diversity recruiters appointed and active | Communications:  
  a) transparently promote the Diversity Strategic plan | Increased partnerships with community-based organizations are in place |
| | Increased academic success of junior and mid-career faculty from diverse backgrounds | b) provide regular updates regarding the status of action items | |

### FACULTY DIVERSITY 2020: Dashboard Metrics

- **Culture & Climate**
  - Regular surveys, metrics & communication on diversity & campus climate
  - Greater professional & social opportunities for faculty from historically underrepresented groups
  - Single umbrella organizational structure to oversee Diversity & Inclusion initiatives
- **The Faculty Pipeline**
  - Increased number of diverse students served by K-12 pipeline programs
  - Increased number of undergraduate, graduate, and medical students from pipeline programs
  - Increased number of diverse clinical and post-doctoral fellows
  - Increased academic success of junior and mid-career faculty from diverse backgrounds
- **Recruitment & Retention**
  - Increased recruitment and retention of diverse faculty
  - More effective infrastructure and systems to support diversity initiatives
  - Diversity recruiters appointed and active
  - Communications:  
    a) transparently promote the Diversity Strategic plan
    b) provide regular updates regarding the status of action items
- **Professional Advancement**
  - Increased diversity in faculty leadership positions
  - Recognize efforts that expand diversity and inclusion in faculty hiring and advancement
- **Intellectual Leadership**
  - The DGSOM Center for Diversity Research is successfully established
  - Increased numbers of faculty performing translational research that improves health of diverse populations
  - Increased partnerships with community-based organizations are in place
1. Culture & Climate
Create a culture and climate of inclusion that welcomes and celebrates diversity.

2. The Faculty Pipeline
Develop and nurture individuals from diverse backgrounds for careers in science and medicine.

3. Recruitment & Retention
Recruit and retain a diverse faculty.

4. Professional Advancement
Nurture and develop a diverse faculty to achieve career success.

5. Intellectual Leadership
Become leaders in researching the health of diverse populations.

FACULTY DIVERSITY 2020: Ultimate Outcomes

- **FACULTY**
  All members of our faculty will feel valued and heard.

- **DIVERSITY**
  DGSOM will reflect, represent, and value the diversity of the state of California.

- **DIVERSITY**
  UCLA will be a role model for all other institutions aiming to realize excellence through diversity.

- **DIVERSITY**
  DGSOM will be competitively positioned across all mission areas as a result of our success in embracing diversity.

- **LEADERSHIP**
  UCLA will be the intellectual leader in developing health services for the diverse populations of the 21st century.
1. **Create a broadly engaging and inclusive culture.**

   - Widely communicate the core values and goals related to diversity; emphasize during onboarding and hiring, orientation programs, review and promotion processes.
   - Ensure that all faculty, regardless of gender, race, ethnicity, sexual orientation or disability status, feel valued for their contributions.
2. **Recognize diversity as key to an enriching intellectual climate and an essential component of excellence.**
   - Regularly measure and transparently report on diversity and campus climate; transparently disseminate results.
   - Ensure that diversity goals and values are considered in operating practices such as recruitment, performance assessment, planning and fundraising.
   - Include diversity measures in advancement and promotion reviews for chairs and division chiefs.
   - Demonstrate and communicate how diversity distinguishes UCLA’s contributions in health, medicine and biomedical education.

3. **Recognize those at the DGSOM who reflect the diversity core values and contribute to diversity and inclusion.**
   - Honor those at the DGSOM who reflect the diversity core values and contribute to diversity and inclusion.
   - Create diversity award structure and recognition event for contributions to this mission.
4. Integrate all diversity initiatives across the DGSOM under a single umbrella to increase overall effectiveness.

1. Faculty Culture & Climate
   Create a culture and climate of inclusion that welcomes and celebrates diversity. (cont’d)
Goals & Strategies

1. Strengthen UCLA’s K-12 pipeline targeting the many diverse neighborhoods of Los Angeles and throughout the State of California.
   - Together with the community engagement core of the CTSI create an inventory of existing programs at UCLA and affiliates for this group of students and expand the K-12 pipeline through identifying gaps and encouraging the development of new programs.
   - Recognize student, trainee, staff and faculty contributions to pipeline activities.

2. Identify, attract and support undergraduate, graduate, and medical students from diverse backgrounds in the field of health and science.
   - Create an inventory of existing programs at UCLA and affiliates for these groups of students.
   - Determine factors that predict and develop programs that enhance the success of students from diverse backgrounds
   - Identify gaps and encourage development of new programs or expansion of existing programs including but not limited to:
     - Together with the community engagement core of the CTSI showcase educational and career opportunities available throughout the DGSOM system in health and science to students from underrepresented groups.
     - Enhance mentoring to guide and support undergraduate, graduate, and medical students in their academic pursuits and career choices.
     - Offer summer research experiences and jobs for undergraduates where students participate in a seminar series, attend workshops and panels, tour facilities, and meet individually with graduate students from diverse backgrounds.
   - Send university representatives to attend forums to enhance recruitment of students from diverse backgrounds.

2. The Faculty Pipeline
   Develop and nurture individuals from diverse backgrounds for careers in science and medicine.
2. **The Faculty Pipeline**  
*Develop and nurture individuals from diverse backgrounds for careers in science and medicine. (cont.)*

3. **Recruit diverse residents, postdoctoral and clinical fellows.**
   - Develop strategies for increased resident diversity across all DGSOM-affiliated programs.
   - Provide resources and recognition for residency program directors who demonstrate a commitment to diversity.
   - Enhance post-doctoral recruitment through organizations that support diversity.
   - Determine factors that predict and develop programs that enhance the success of trainees from diverse backgrounds.

4. **Broaden the “pipeline” to include the transition from junior faculty to senior faculty.**
   - Develop programs to enhance academic success of a diverse faculty at the junior and mid-career faculty level.
   - Provide specific recognition and incentives for leaders of divisions or departments in which faculty from historically underrepresented groups achieve promotions.

5. **Formally evaluate pipeline activities to ascertain success**
   - Perform annual and longitudinal studies of participants, track matriculation and graduation rates from each subsequent program.
**RECRUITMENT:**

1. **Assess and respond to opportunities and barriers to recruiting a diverse faculty at DGSOM and affiliated sites.**
   - Conduct interviews and surveys with faculty candidates from historically underrepresented groups who choose not to accept faculty positions at DGSOM.
   - Track and report the number of students and trainees from diverse backgrounds accepting faculty positions after completion of studies or training at UCLA.

2. **Build infrastructure and systems to support a more proactive approach to recruitment of diverse faculty.**
   - Use UC Recruit as a centralized place for faculty job postings and applications.
   - Provide resources to and require departments and divisions to use best practices in expanding the pool of applicants for faculty positions.
   - Create expectations for leaders to be change agents for enhanced diversity.

3. **Identify an inclusive pool of prospective applicants.**
   - Appoint “diversity recruiters” to identify prospective faculty candidates.
   - Provide training and resources to department and division leaders to support identification of diverse faculty candidates.
   - Establish relationships with professional and community organizations that support diversity initiatives.
   - Engage DGSOM alumni from diverse backgrounds in identifying prospective candidates; develop an alumni database.

4. **Develop a communications plan that promotes DGSOM’s commitment to diversity and inclusiveness.**
   - Enhance the diversity affairs website to highlight diverse faculty, staff, and trainees.
   - Provide resources available for faculty with regards to recruitment, retention, mentoring and career development on the diversity affairs website.
5. Strengthen retention of diverse faculty by developing a plan that drives and sustains diversity and inclusion.
   - Analyze faculty diversity turnover and retention trends.
   - Conduct faculty satisfaction surveys.
   - Conduct faculty exit interviews; identify and act upon barriers to faculty retention.
   - Communicate diversity resources and initiatives during faculty on-boarding and orientation sessions.

6. Strengthen and expand targeted mentoring program.
   (Links to professional advancement)
   - Provide targeted mentoring to members of groups that are at higher risk for leaving academia.
   - Provide and require training for mentors regarding diversity and multicultural practices.

7. Engage and support faculty in all series from historically underrepresented groups in medicine in their academic advancement to full professor.
   - Create opportunities for collaboration and professional interaction with senior faculty members.
   - Provide opportunities for career development and leadership training.
   - Foster internal and external networking opportunities for DGSOM faculty of diverse backgrounds.
   - Benchmark and implement best practices for retention of diverse faculty.
Goals & Strategies

4. **Professional Advancement**

   *Nurture and develop a diverse faculty to achieve career success.*

1. **Enhance career development, guidance, support and resources.**
   - Provide trainees from diverse backgrounds with resources to map career development opportunities.
   - Survey DGSOM faculty regarding awareness of current diversity resources and opportunities available; inform the DGSOM community of survey results.
   - Achieve greater diversity in DGSOM leadership positions to more accurately represent the community we serve.
   - Create endowed chairs to recognize and reward faculty with tremendous achievements in diversity and inclusion.
   - Continue to support faculty attendance at development programs targeted for a diverse faculty.

2. **Fully align the definition of merit and reward structures within the DGSOM to reflect diversity and inclusion initiatives and contributions in all mission areas.**
   - Expose department chairs, search committees and members of promotion and tenure committees to data and evidence that demonstrates the added value of diversity in advancing excellence
   - Hold leadership accountable for advances in diversity and inclusion.
1. **Build the capacity of faculty and students to perform scholarly activities related to diversity and healthy communities.**

   - Establish a DGSOM Center for Diversity Research to provide intellectual leadership in theory, data and practice.
   - Actively support scholarship, through endowed chairs and pilot research funding, in the study of diversity and health. (links to 4.1)

2. **Lead the nation in improving the health of diverse populations.**

   - Lead in providing culturally-informed care for all.
   - Involve and connect all CTSI participants to build upon existing clinical translational science initiatives and assets, including those at UCLA, Veterans Administration Hospital, County facilities, Charles Drew University and Cedars-Sinai Medical Center, to lead investigations regarding health of diverse populations.
   - Engage and partner with community-based organizations to address health disparities and opportunities.