



*NYU Langone Health
NYU School of Medicine*

*Effective Date: 12/10/13
Reissue Date: 10/26/17*

*Issuing Department:
Graduate Medical Education*

Diversity and Inclusion Policy

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I. INSTITUTIONAL STRATEGIC MISSION ON DIVERSITY & INCLUSION

NYU Langone Health is a world-class academic medical center that offers exceptional patient-centered care by integrating cutting-edge advances in biomedical research with excellence in clinical care and medical education. As one of the nation's premier medical institutions, NYU Langone Health's tripartite mission to serve, to teach, and to discover is seamlessly coalesced by creating an atmosphere of distinction and dedication to outstanding patient care, excellence in undergraduate and graduate medical education, and leading innovative scientific discovery.

As an institution that prides itself on performance, respect, integrity, and excellence, diversity is one of the core values of NYU Langone Health. Diversity as a core value embodies inclusiveness, mutual respect, and the appreciation of multiple perspectives. Inclusion is a critical element for successfully achieving diversity. Inclusion is achieved by nurturing the climate and culture of the medical center through professional development, education, policy, and practice. The objective is to create a climate that fosters belonging, respect, and value for all and to encourage engagement and connection throughout the institution. In this context, we are mindful of all aspects of human differences such as, but not limited to: socioeconomic status, race, ethnicity, sexual orientation, gender, gender identity, spiritual practice, geography, disability, career goals, familial educational attainment, and age.

We believe that diversity enhances the institution's educational and academic climate. Moreover, the constantly changing local, regional, and international demographics make it imperative that our medical center create a workforce for the future that is capable of understanding, communicating and providing service to individuals from the most varied backgrounds. In this way, diversity enhances creativity and thoughtfulness in our patient care and research, and serves as a catalyst for change which will ultimately lead to better solutions to the healthcare needs of the populations we serve. To that end, we strive to create an environment that reflects the diversity in the communities we serve resulting in greater health care equity and a reduction in health care disparities by recruiting academically talented and diverse faculty members, physicians in training, medical students, and staff.



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II. GME RATIONALE

The office of Graduate Medical Education at New York University School of Medicine is committed to recruiting diverse physicians to our residency and fellowship programs, and creating and sustaining an environment that is equitable, respectful and free from prejudice for students, faculty, staff, patients, families and members of our community. In this context, we are mindful of all aspects of human differences including, but not limited to: socioeconomic status, race, ethnicity, sexual orientation, gender, spiritual practice, geography, disability, career goals, and age.

We are committed to increasing and sustaining the diversity of our house staff officers and our faculty in our NYUSOM Training Programs for the years to come, and ensuring the success of our trainees. Based on census data and the demographics of our patient populations, our focused, significant, and sustained programs to recruit and retain suitably diverse members in graduate medical education. We believe that a diverse group of housestaff officers will best support our mission to serve the New York as well as the global community.

III. GRADUATE MEDICAL EDUCATION SUBCOMMITTEE ON DIVERSITY

The graduate medical education committee (GMEC) is chaired by the Associate Dean for Graduate Medical Education and has approved the formation of a GMEC subcommittee on diversity and inclusion. This committee was formed to expand and enhance opportunities within NYU SOM for all residency and fellowship programs for all individuals from all backgrounds.

A. Committee Charge Overview

1. Review the compositional diversity of housestaff within accredited and non-accredited training programs annually.
2. Review, develop and implement strategies, initiatives, and programs for recruitment of diverse housestaff.
3. Develop and implement training which promotes cultural understanding and cultural competency for all housestaff.



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4. Periodically review census data and the demographics of our patient population, at least every (5) years, to ensure that our focused significant and sustained programmatic efforts are aimed towards the appropriate groups.

B. Membership

The committee will be chaired by a dual appointment: one will be a member of the Office of Diversity Affairs and the other a designee from Office of Graduate Medical Education. Members that will serve on the committee to execute the charge of the committee will be selected by the program and fellowship directors of the training programs under the supervision and academic direction of the NYU faculty and attending physicians.

IV. **DEFINITIONS** (if applicable)

- A. **House Staff Officer** - a physician who is enrolled in an accredited or non-accredited NYUSOM Training Program for a clinical specialty or subspecialty this includes all Residents and Clinical Fellows.
- B. **NYUSOM Training Program** – a specialty or subspecialty graduate training program at NYUSOM, which may be either an Accredited NYUSOM Training Program or a Non-Accredited NYUSOM Training Program.

V. **POLICY ENFORCEMENT & OUTCOMES**

To maintain updated Diversity Plans for each training program within the NYUSOM and have a strategic plan is an indicator of the intent to make progress in diversity and inclusion.

The Graduate Medical Education Office and the Accreditation Oversight Committee intends to monitor program outcomes via the Annual Program Evaluation (APE). The GMEC subcommittee on diversity will have a dual reporting structure to the Associate Dean for GME and to the Office of Diversity Affairs. The GMEC subcommittee will also report its findings and suggestions at GMEC meetings to track progress and discuss outcomes.



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