

	Universidad Central del Caribe	Policy #	
		Implementation Date/ Effective Date:	September 1, 2019
Diversity and Inclusion Policy		Contact:	Office of the President
		Date Approved:	August 30, 2019
		Last Reviewed/Update:	
		Next Revision:	September 1, 2021
		Approval by:	President

Rationale

The Universidad Central del Caribe (UCC) recognizes the benefits of an all-embracing approach to addressing diversity and assuring inclusive excellence. In order to achieve excellence in the development of a diverse and inclusive environment, it must implement best practices to attract and retain diverse students, faculty, staff, and administrative leaders. We must foster and implement a welcoming learning environment for all.

This policy describes the statement, dimensions, commitments, applicability, and responsibility for implementation, administrative structure, and dissemination of UCC's diversity and inclusion.

Policy Statement

The UCC considers diversity an integral part of the entire institution. Our collective goal is to be conscious of diversity, reinforced with equity and excellence through inclusion, non-discrimination, and pluralism for all members.

The UCC embraces diversity holistically, understanding that the definition is constantly evolving. The UCC defines diversity as the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community. This definition is a commitment to extend diversity beyond a set of ideas or nondiscrimination policies. We actively promote diversity, expand access, create a safe and supportive environment, and foster a community that embraces and celebrates all groups. Consequently, the UCC will not tolerate discrimination based on characteristics such as race, religion, color, sex, sexual orientation, gender identity/expression, age, marital status, political ideas, social condition, physical or mental impairment, genetic information, veterans/military experience, and victim or perceived as victim of domestic abuse, or national or social origin, and ethnicity.

The UCC expresses its commitment to diversity by:

- Attracting, recruiting, hiring, employing, and retaining faculty and staff from diverse characteristics,
- Attracting, recruiting, admitting, and retaining students from diverse characteristics,
- Developing, and training administration, faculty, staff and students in a culturally competent, inclusive, and respectful learning environment,

- Fostering the development of values that are embedded in the UCC's mission in its employees and students,
- Promoting culturally sensitive healthcare services.

UCC Diversity Dimensions

In order to implement this policy, the UCC is engaging in important outreach efforts to enhance the group of diverse faculty and staff, and to attract and retain a diverse student body. The UCC is making efforts to develop specific approaches to measure its success in recruiting, retaining, and attracting diverse individuals to the UCC's faculty, staff, and student body by identifying certain measurable characteristics within these groups.

For Students the specific criteria are:

- Students from Rural Areas– As defined in the HPSAs federal documentation or local municipality's classification
- Students who are first generation college/graduate/professional attendees,
- Students with military service/veterans
- Students from racial and ethnic groups who are traditionally underrepresented in medicine with specific focus on Latino/Hispanic and Afro Caribbean backgrounds

For faculty and staff, the specific criteria are:

- Individuals from racial and ethnic groups who are traditionally underrepresented in academics with specific focus on Latino/Hispanic and Afro Caribbean ethnic backgrounds
- Individuals with military service/veterans

As employees, rules and regulations from the human resources office apply in terms of non-discrimination policies and open recruitment.

These criteria can be identified by examining post-hire/recruitment documents to determine whether the UCC's diversity goals are being met. Additionally, the UCC will develop surveys so that individuals can self-identify other criteria that fall within the UCC's diversity statement. The institution also aspires to develop programs that will increase the number of faculty and staff who demonstrate cultural competency and bilingual abilities.

Applicability

This policy:

- Applies to all members of the institution, including students, faculty, staff, volunteers, vendors, visitors, and guests
- Applies to all employment and educational practices and actions
- Applies to all job classifications and titles in the university and to all types of appointments under university jurisdiction, whether full time, part time, or volunteer
- Governs all university policies, practices, and actions including but not limited to recruitment, hire, rate of pay or other compensation, advancement, promotion, renewal, non-renewal, termination, transfer, layoff, leave, training, grading, and employee and student benefits of whatever nature
- Applies to all university organizational units

Responsibility for implementation

The final responsibility for the establishment, maintenance, and enforcement of the Diversity Inclusion Policy rests with the President of the university, but responsibility for implementation and compliance with the policy is also shared by the Dean of Academic Affairs, Dean of Administration, Dean of Admissions and Student Affairs, Dean of Institutional Development and Planning, Dean of Medicine, Dean of Health Sciences and Technologies, the Associate/Assistant Deans, the Director of Human Resources, and the Advisory Group for Diversity and Inclusion.

The university fully supports this policy and will make every effort to ensure institutional commitment and compliance with the philosophy expressed herein.

Dissemination of Policy

The Diversity and Inclusion Policy is a public university document. To facilitate the dissemination and communication of the policy, copies will also be available in the following places.

- The Faculty Handbook
- The Staff Employee Handbook
- The Student Handbook
- The University Catalog
- The Office of Academic Affairs
- The Office of Human Resources
- The Office of Student Affairs

Definitions

Relevant definitions are included under the Policy Statement section of this document.

Procedures

A procedure related to the implementation of this policy is currently being developed.

Forms

There are no forms relevant to this policy.

Appendices

There are no appendices relevant to this policy.

List of Related Policies and Documents

- *Política de Prevención del Hostigamiento Sexual*
- *Política Institucional de igualdad de oportunidad de empleo y discrimen para empleados*
- *Protocolo Institucional contra el discrimen por orientación sexual o identidad de género en el empleo*
- *Política y protocolo para el manejo de situaciones de violencia en el lugar de empleo*
- *Norma sobre periodo de lactancia*
- Policy Addressing Student Abuse and Mistreatment, Bullying and Cyberbullying
- *Solicitud de Acomodo Razonable para Estudiantes*
- Due Process Policy and Procedure in cases facing adverse action under the Regulations for Student Evaluation and Promotion of the School of Medicine
- Policy to Request Students at Academic Difficulty to meet with Student Support Services Personnel
- *Código de Vestimenta para Estudiantes de la Universidad Central del Caribe*

Applicable accreditation standards

1. Middle States Commission on Higher Education (MSCHE), Standard II: Ethics and Integrity.

Standards for accreditation and requirements of affiliation thirteenth edition Middle, 2015.
2. Liaison Committee on Medical Education (LCME), Standard 3: Academic and Learning Environment; Element 3.3: Diversity/Pipeline programs and partners.

LCME® *Functions and Structure of a Medical School*. Standards for Accreditation of Medical Education Programs Leading to the MD Degree. March 2018
3. Council on Chiropractic Education (CCE), Standard 2: Ethics and Integrity.

CCE Accreditation Standards Principles, Processes & Requirements for Accreditation.
January 2018

4. Council for Accreditation of Counseling and Related Educational Programs (CACREP),
Section 1, Standard Q: The Learning Environment.

CACREP Accreditation Standards 2016.

5. The National Addiction Studies Accreditation Commission (NASAC), Standard IV:
Professional Readiness

The NASAC Manual, 3rd Edition, 2017

References

- LCME White Paper: *LCME consensus statement related to satisfaction with element 3.3, diversity/pipeline programs and partnerships*. March 31, 2015.
<http://lcme.org/publications/#White-Papers>. Retrieved April 24, 2019
- Resources available at the Group on Diversity and Inclusion (GDI-AAMC) website:
<https://www.aamc.org/members/gdi/resources/>. Retrieved April 24, 2019.
- "Making Excellence Inclusive." American Association of Colleges and Universities.
<https://www.aacu.org/making-excellence-inclusive>. Retrieved May 20, 2019.
- National Academies of Sciences, Engineering, and Medicine. 2018. *Graduate STEM Education for the 21st Century*. Washington, DC: The National Academies Press.
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Authority

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Date