



Academic
Personnel



Diversity of the faculty at the University of California Davis School of Medicine: 2019-20 Annual Departmental Reports

Diversity in the academy: It's fundamental to the mission

Diversity is fundamental to the defined mission of The University of California (UC) to serve the interests of the State of California, which requires access to the University and equal opportunity for all groups. However, the UC has faced tremendous challenges in recruiting, retaining and promoting a diverse faculty. There is an urgent need to improve on these efforts and outcomes in order for the University to satisfy its core mission to serve the interests of the State of California as described in the Regents Policy 4400:

<http://regents.universityofcalifornia.edu/governance/policies/4400.html>.

A critical aspect of the Regents Policy is the explicit recognition of:

“..the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.”

This report is intended to serve as the indicator of the current state of diversity in the UC Davis School of Medicine. These data compilations include individual departmental data as of January 23, 2020. Also shown for comparison is School of Medicine overall data at the same point in time, as well as the national availability workforce data. The department data is shown as a green bar when the department is greater than 10% above the national workforce availability pools (more diverse). Red indicates more than

10% below national workforce availability pools (less diverse). Black bars indicate a close association (within 10%) of departmental diversity and national workforce availability.

We hope that this information provides you with a useful baseline for your faculty diversity efforts. We look forward to working with you on future recruitments to help you reach your diversity goals!

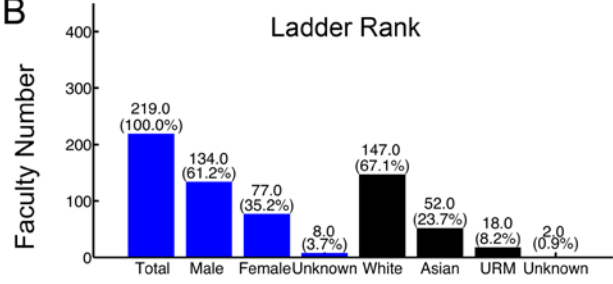
Gender and Ethnicity profile for School of Medicine faculty.

School of Medicine

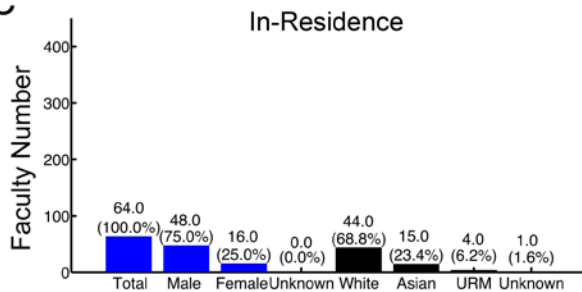
A

Total Faculty	952
% of Ladder Rank	23%
% of In-Residence	7%
% of Clinical X	22%
% of HSCP	44%
% of Adjunct	4%

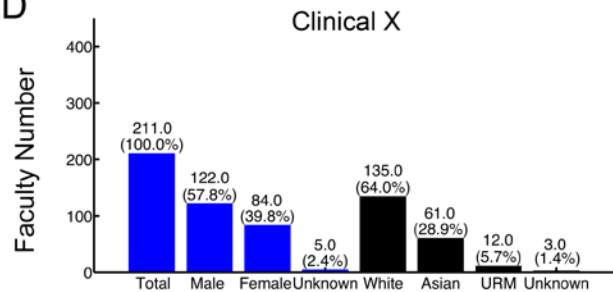
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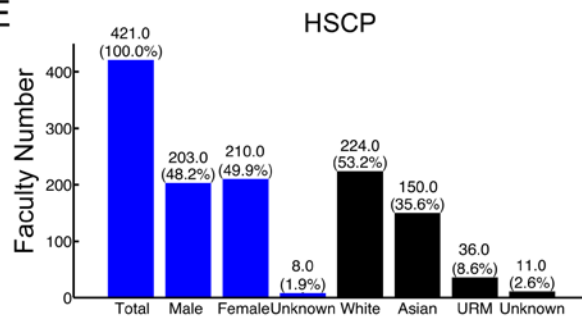
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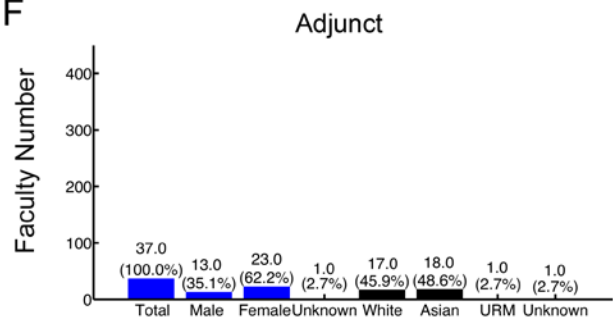
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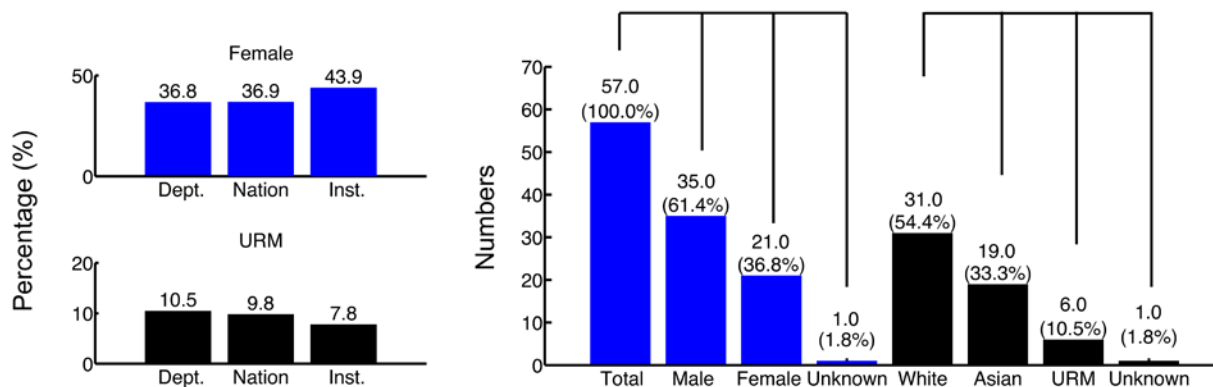
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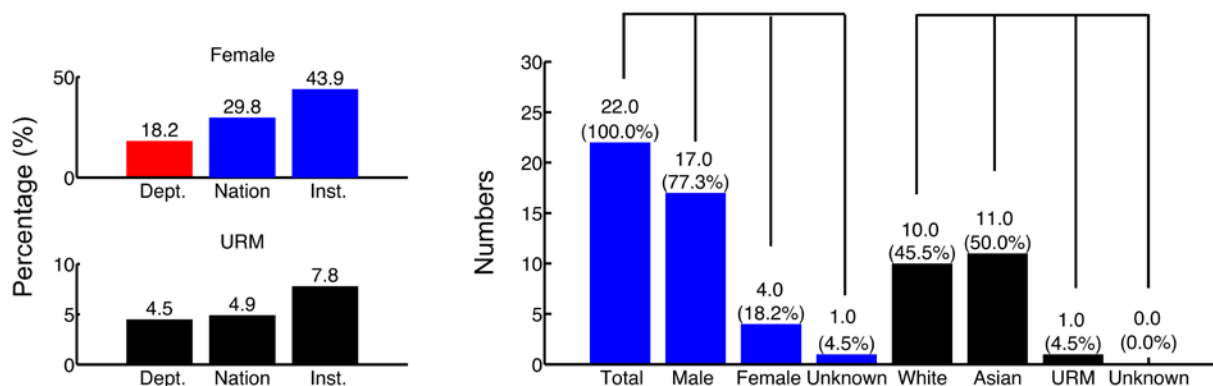
F



Anesthesiology and Pain Medicine



Biochemistry and Molecular Medicine



Dept.: Departmental data is from UC Davis School of Medicine

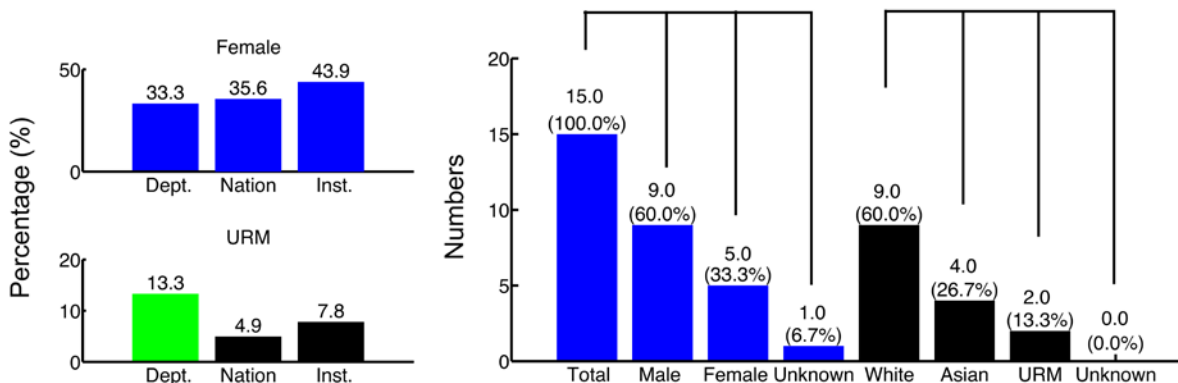
Nation: National data is from *U.S. Medical School Faculty, 2018 (table 16)* [1].

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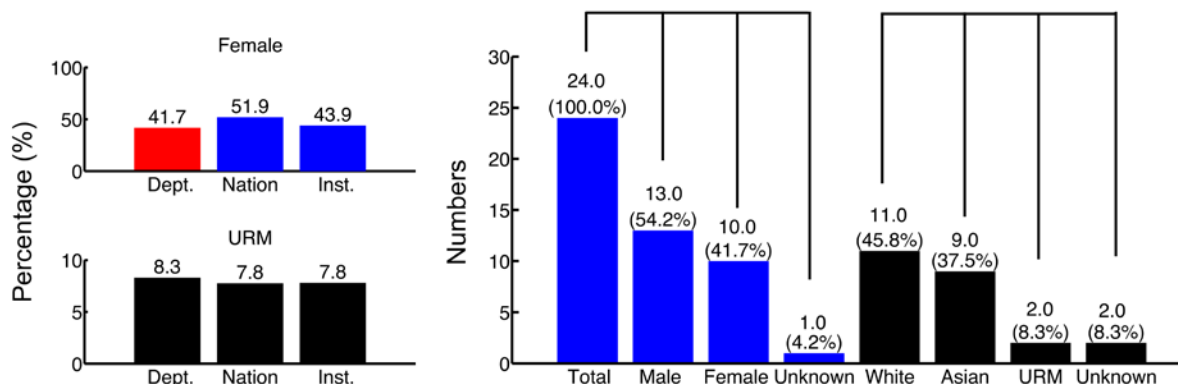
(Not included: Other Race, Multiple Race – Non-Hispanic and Unknown)

Inst.: Institution data is from the Schools of Human Health (SOM and BIMSON).

Cell Biology and Human Anatomy



Dermatology



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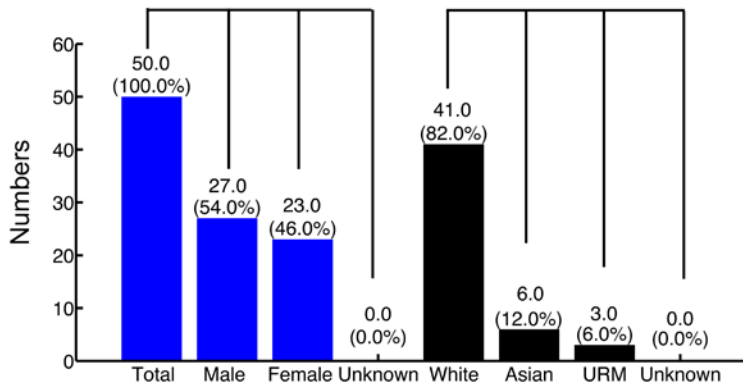
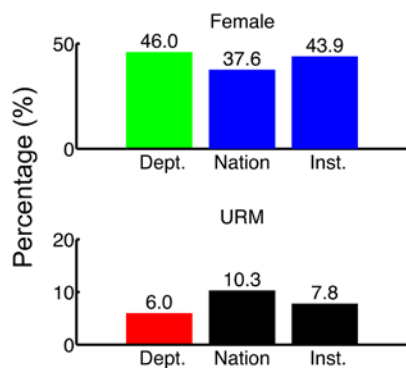
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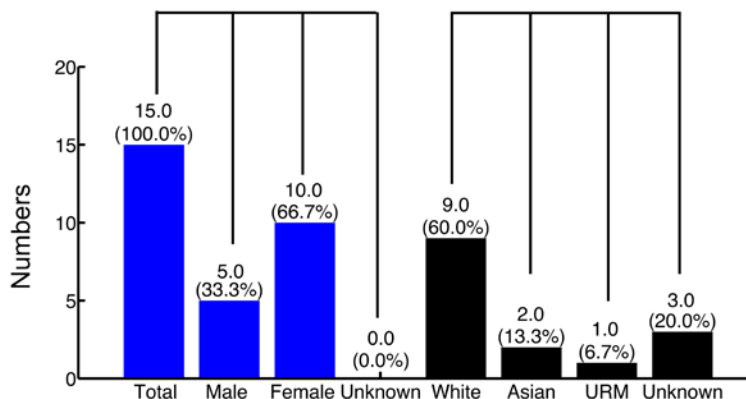
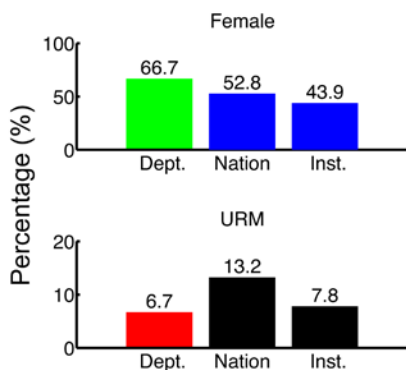
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Emergency Medicine



Family and Community Medicine



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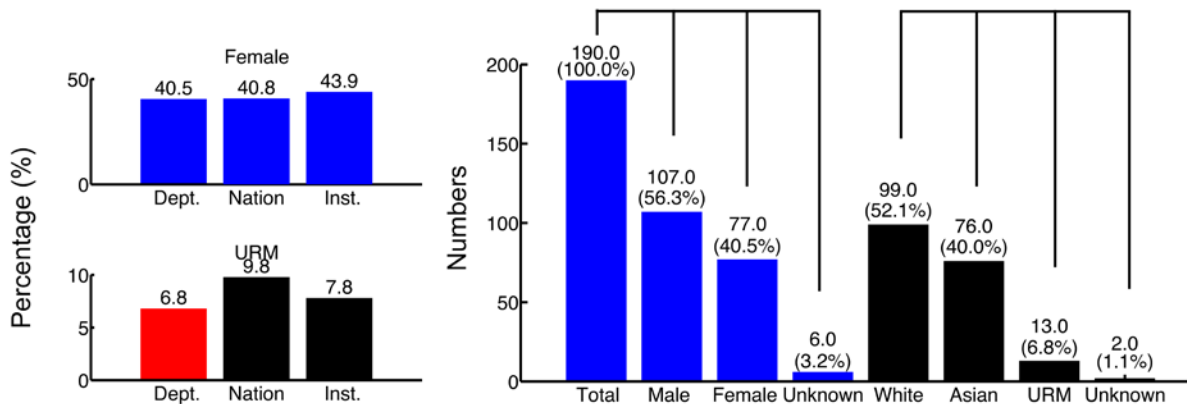
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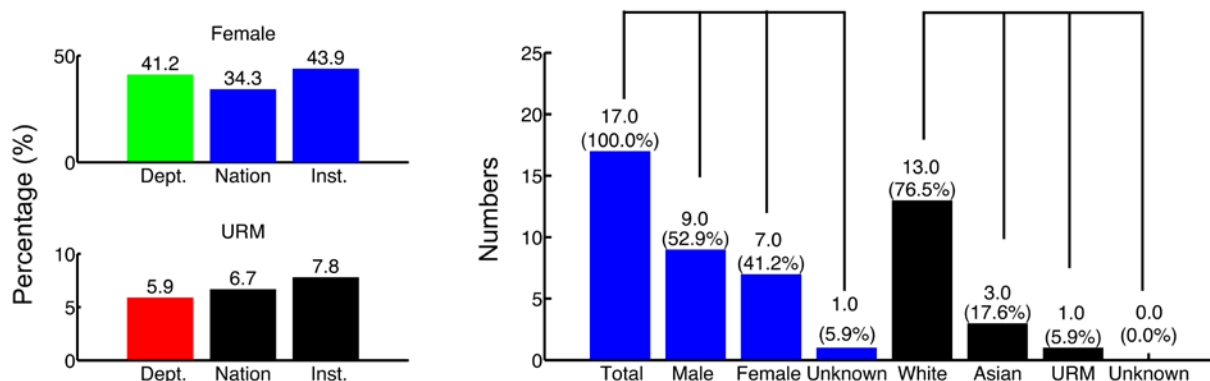
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Internal Medicine



Medical Microbiology and Immunology



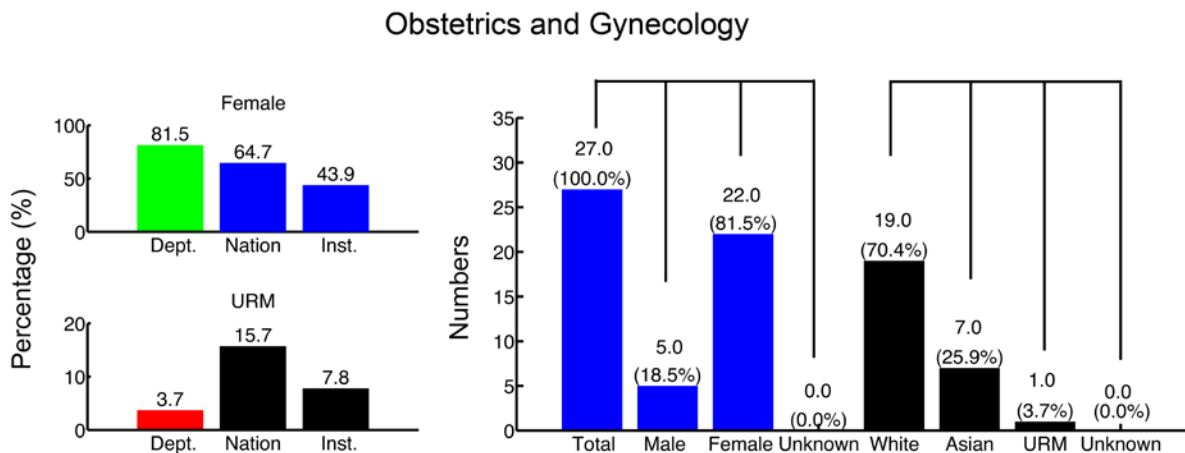
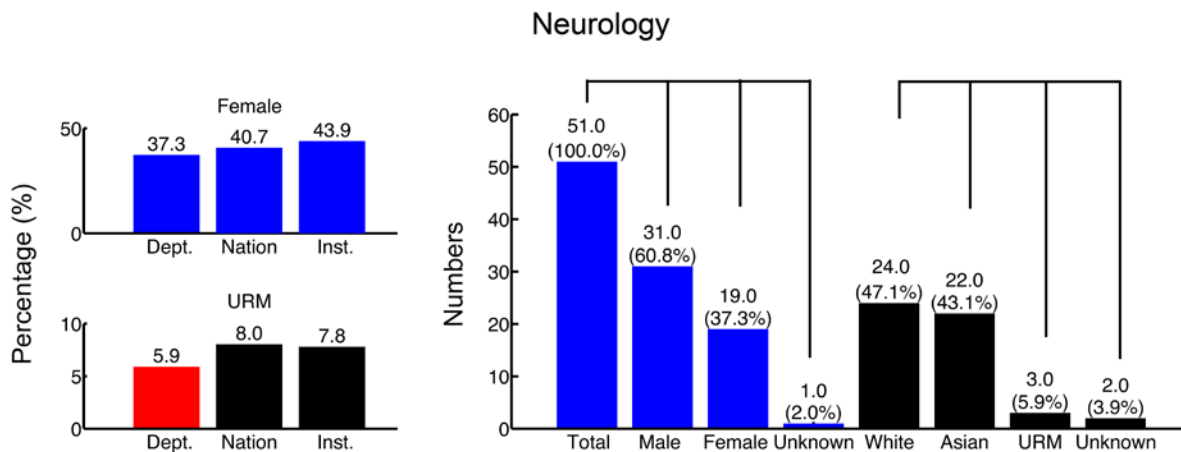
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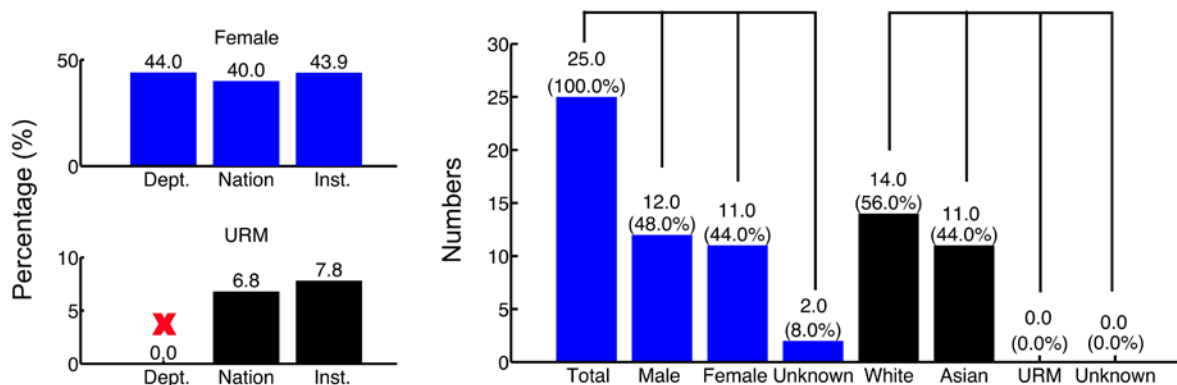
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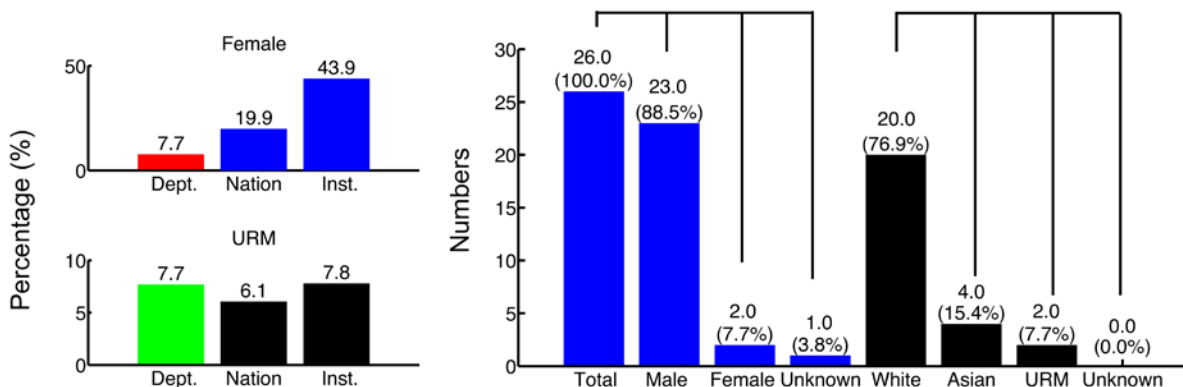
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Ophthalmology and Vision Science



Orthopaedic Surgery



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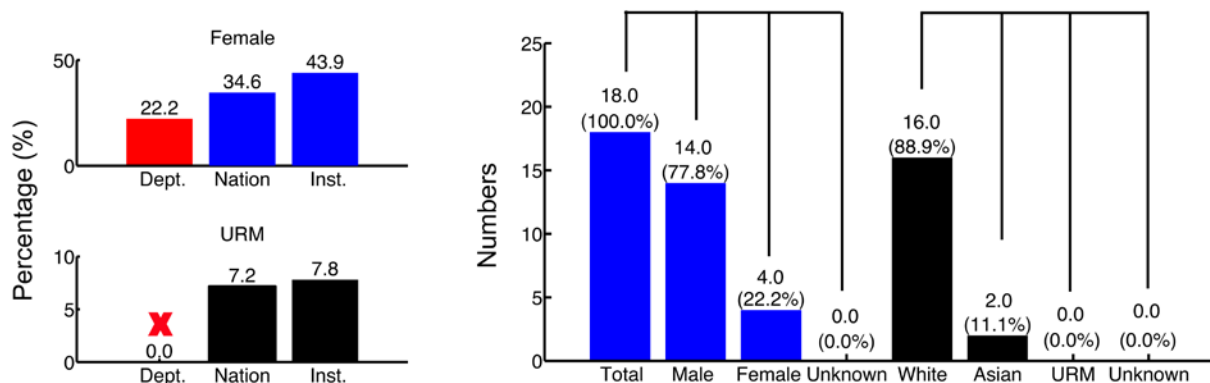
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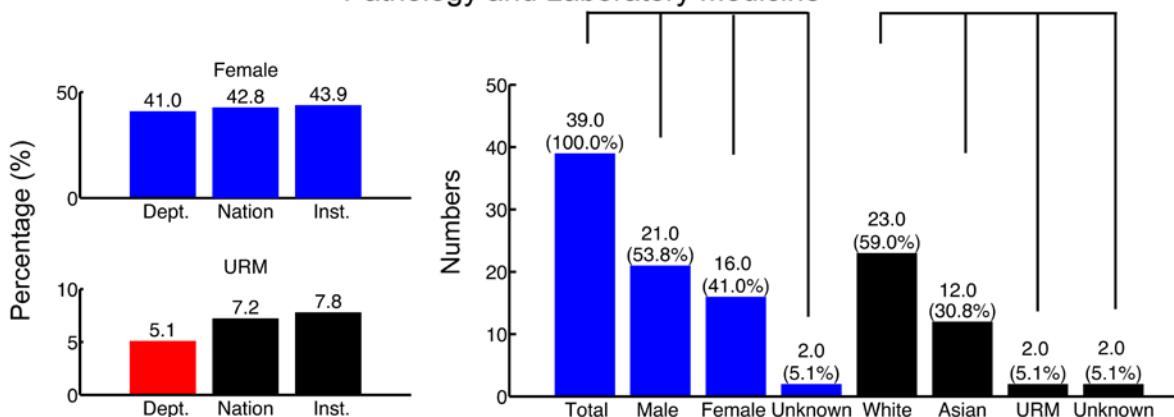
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Otolaryngology



Pathology and Laboratory Medicine



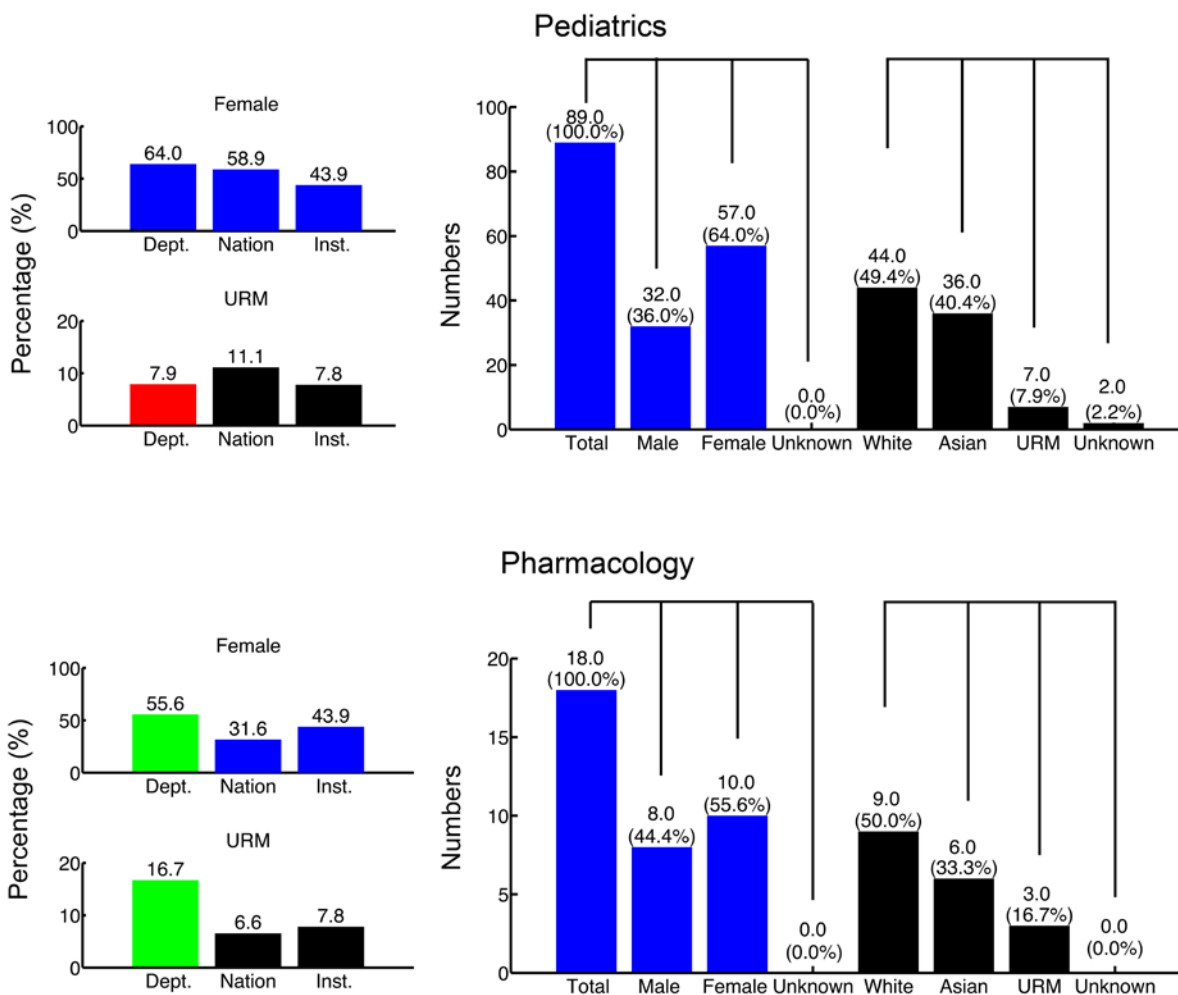
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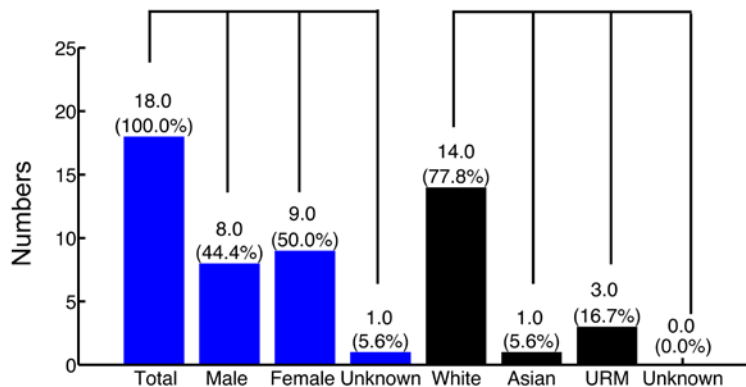
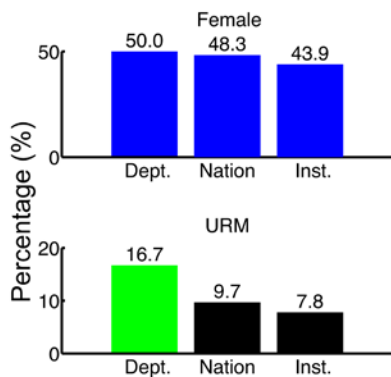
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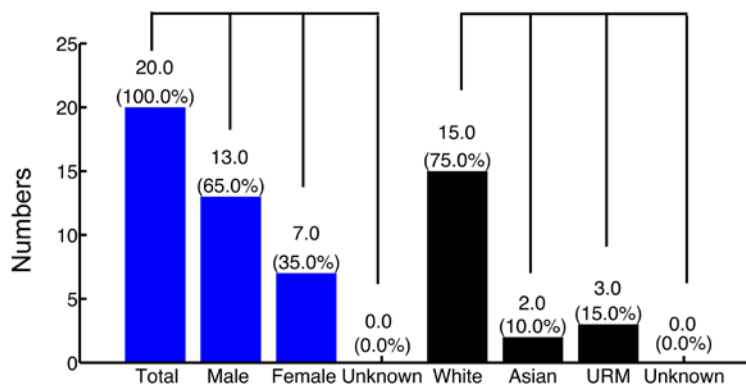
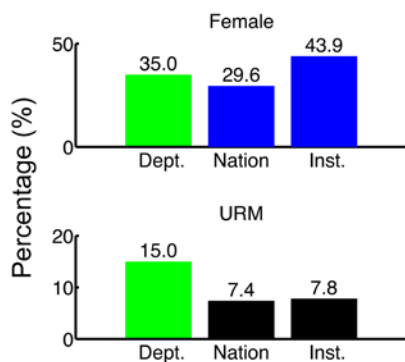
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Physical Medicine and Rehabilitation



Physiology and Membrane Biology



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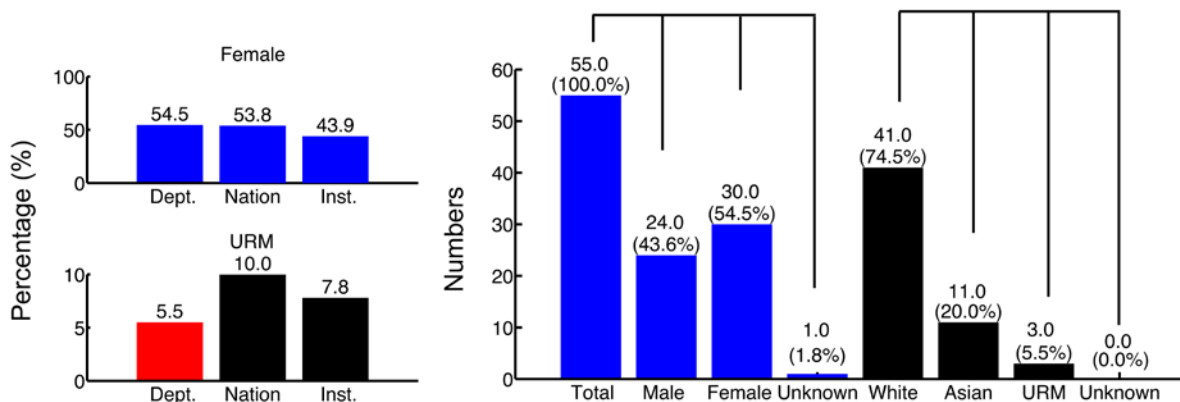
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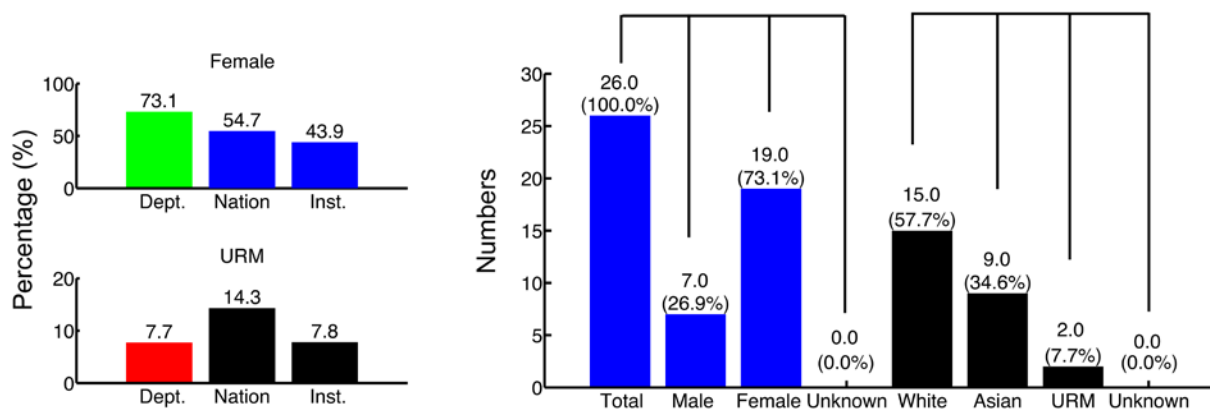
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Psychiatry and Behavioral Sciences



Public Health Sciences



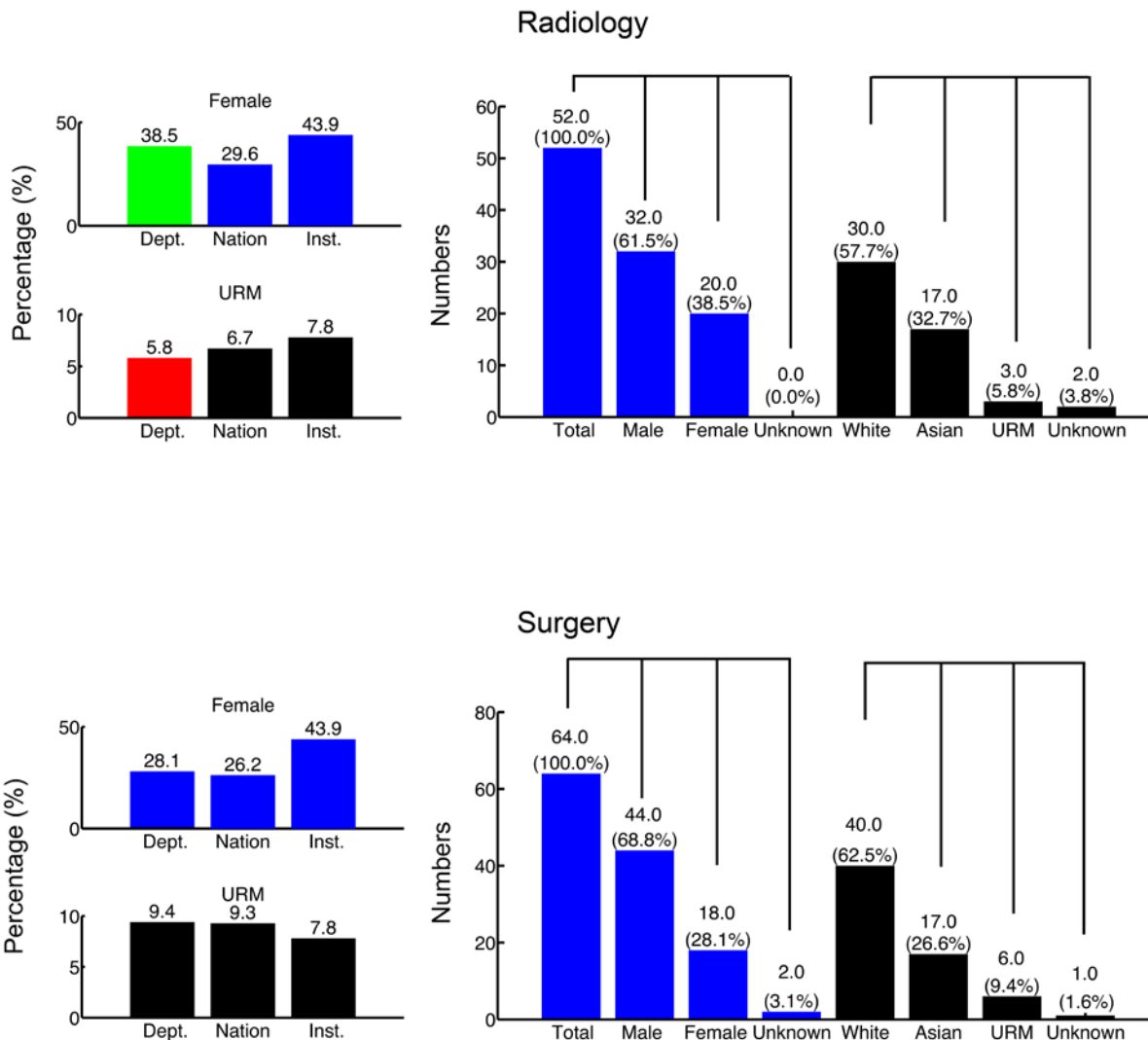
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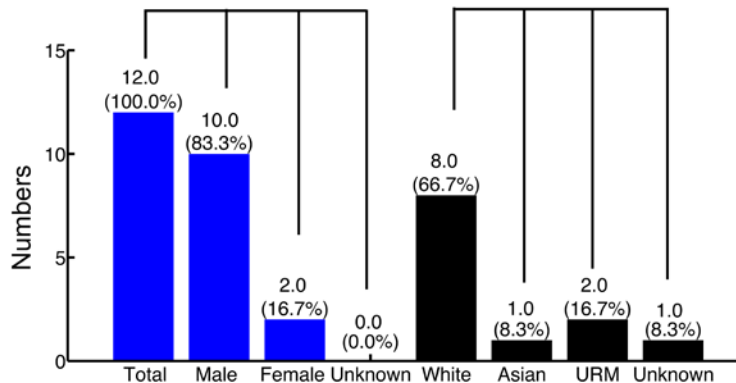
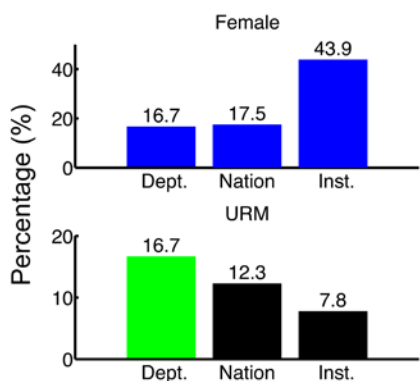
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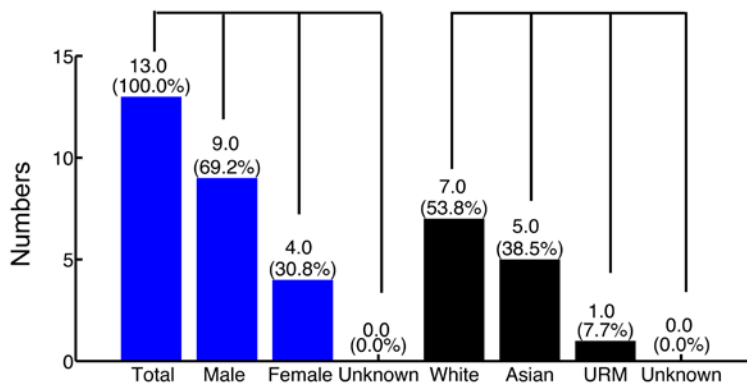
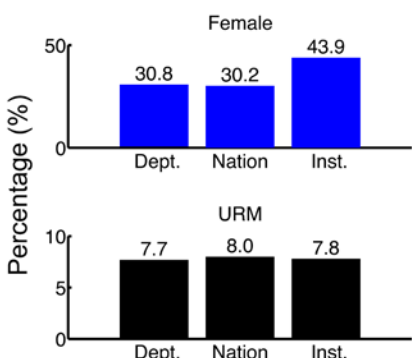
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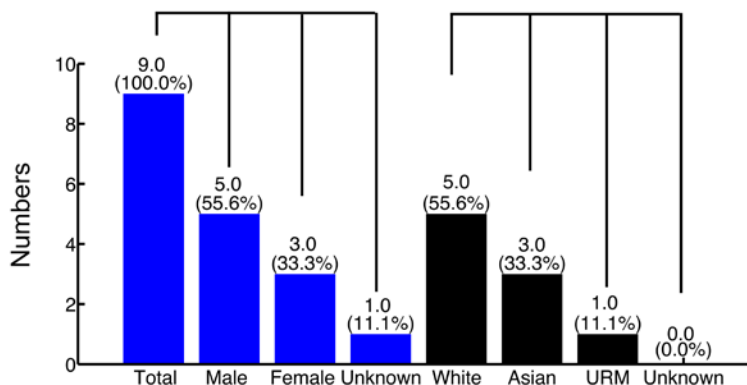
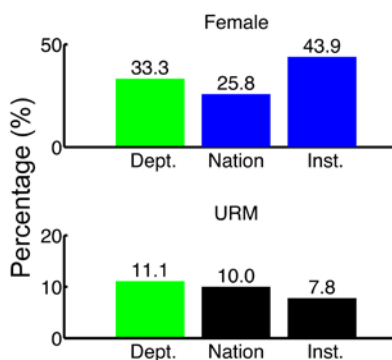
Neurological Surgery



Radiation Oncology



Urology



Dept.: Departmental data is from UC Davis School of Medicine.

Nation: National data is from Section F: Teaching Hospitals in [2]. **URM** included American Indian/Alaskan Native, Black or African American, Hispanic/Latino. (Not included Other Race).

Inst.: Institution data is from the Schools of Human Health (SOM and BIMSON).

References:

1. *U.S. Medical School Faculty, 2019*. Available from:
<https://http://www.aamc.org/data-reports>.
2. Brotherton, S.E. and S.I. Etzel, *Graduate Medical Education, 2018-2019*. JAMA, 2019. **322**(10): p. 996-1016.