

## ABSTRACT: 2019 ELAM Institutional Action Project

**Project Title:** Holistic Review for Faculty Recruitment and Selection

**Name and Institution:** Toi Blakley Harris, M.D., Baylor College of Medicine

**Collaborators and Mentors:** Alicia D.H. Monroe, M.D. (IAP Mentor)

Association of American Medical College's Leadership, AHR Advisory Committee and AHR Subcommittee for Faculty Recruitment; Baylor College of Medicine's Offices of Academic Affairs, Faculty Affairs, Faculty Development, Human Resources, Clinical Affairs, Communications and Community Outreach, Departments: Family and Community Medicine, Genetics, Internal Medicine, Orthopedic Surgery, Pediatrics, Pathology and Immunology, Psychiatry, Surgery

**Topic Category (choose 1):** **Administration** Clinical Education Faculty Development Research

**Background, Significance of project:** Research shows that diversity and inclusion in learning health systems are correlated with increased cultural competence by providers, improved access to high-quality patient-centered health care, an expanded medical research agenda, and reduction in health disparities. (1) Learning Health Systems and the National Institutes of Health (NIH) have begun to embrace both diversity and inclusion not only as core values, but also as key components to producing a highly effective health care and scientific workforce and addressing health inequities. Successful strategies for recruiting and retaining URM faculty cluster into two major categories: (1) cultivating human capital or social relationships and (2) providing institutional resources. (1-3)

**Purpose/Objectives:** Based upon the success of the Association of American Medical College's (AAMC) Holistic Review Framework for Medical School Admissions in assisting institution's achieve mission and diversity goals, this institutional action project (IAP) will adapt the framework for holistic faculty recruitment and selection to achieve our institution's diversity and inclusion mission goals. This IAP will provide institutional leaders access to tools to more effectively recruit highly qualified diverse faculty in alignment with our institution's mission.

**Methods/Approach/Evaluation Strategy:** In October 2016, the author (TBH) worked in collaboration with AAMC and BCM institutional leaders to present holistic principles and assess the applicability of the AAMC's Holistic Review Framework for Faculty Hiring and Advancement. The findings of this training were presented to the leadership of six departments at BCM in collaboration with AAMC's Chief Diversity and Inclusion Officer in June 2018. Due to interest expressed by the departmental leadership at BCM and several institutions in the use of this Framework for faculty hiring, the author and collaborators sought approval for the establishment of an AAMC subcommittee to advance this work and expand the tool kit to include: 1) Core Elements of Holistic Review for Faculty Recruitment and Hiring; 2) Effective Hiring and Recruitment Practices; 3) Candidate Screening and Rating Tools and 4) Tips/Principles regarding Conscious Inclusion.

**Outcomes/Results:** Preliminary feedback has affirmed the utility of the Holistic Review Framework for Faculty Hiring. In January 2019, the AAMC established a subcommittee chaired by the author to assist with the expansion of the Holistic Review Tool Kit. The expanded tool kit will be piloted with four (4) departmental representatives on March 26, 2019. Feedback from departmental representatives will be obtained regarding the utility of the tool kit to augment their respective departmental hiring procedures.

**Discussion/Conclusion with Statement of Impact/Potential Impact:** The next steps for this IAP include the incorporation of input from the workshop participants and the AAMC subcommittee for additional

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tool kit enhancements. Following the implementation of the tool kit's evidence-based practices for holistic faculty recruitment within identified departments, the author and collaborators will measure the impact on faculty hiring and institutional mission goals.

### **References:**

1. Harris, T.B., Thomson, W., Moreno, N.P., Conrad, S., White, S.E., Young, G.H., Malmberg, E., Weisman, B., Monroe, A.D.H., "Advancing Holistic Review for Faculty Recruitment and Advancement," *Acad Med.* 2018 Jul 17. doi: 10.1097/ACM.0000000000002364. [Epub ahead of print] PMID: 30024471
2. Conrad SS, Addams AN, and Young GH. Holistic review in medical school admissions and selection: A strategic, mission-driven response to shifting societal needs. *Acad Med.* 2016; 91:1472-1474.
3. National Institutes of Health (NIH) Scientific Workforce Diversity Toolkit, [https://diversity.nih.gov/sites/coswd/files/images/SWD\\_Toolkit\\_Interactive-updated\\_508.pdf](https://diversity.nih.gov/sites/coswd/files/images/SWD_Toolkit_Interactive-updated_508.pdf) Accessed on March 21, 2019.

# Holistic Review for Faculty Recruitment and Selection

Toi Blakley Harris, M.D., Associate Provost, Institutional Diversity, Inclusion and Equity & Student Services

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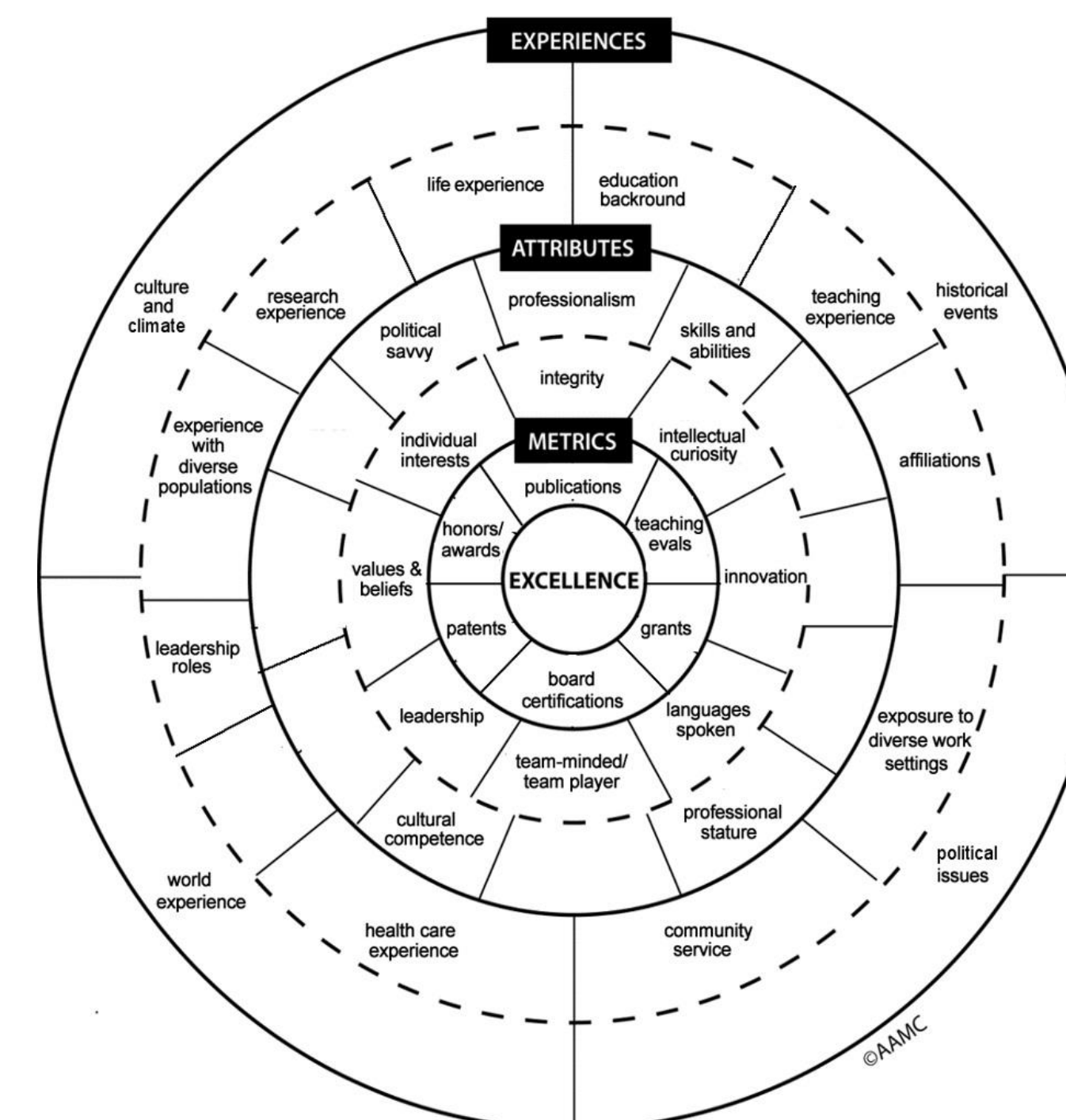
**Background/Significance:** Research shows that diversity and inclusion in learning health systems are correlated with increased cultural competence by providers, improved access to high-quality patient-centered health care, an expanded medical research agenda, and reduction in health disparities. (1) Learning Health Systems and the National Institutes of Health (NIH) have begun to embrace both diversity and inclusion not only as core values, but also as key components to producing a highly effective health care and scientific workforce and addressing health inequities. Successful strategies for recruiting and retaining faculty from underrepresented backgrounds cluster into two major categories: (1) cultivating human capital or social relationships and (2) providing institutional resources. (1-3)



BCM Faculty Inclusion Ambassadors

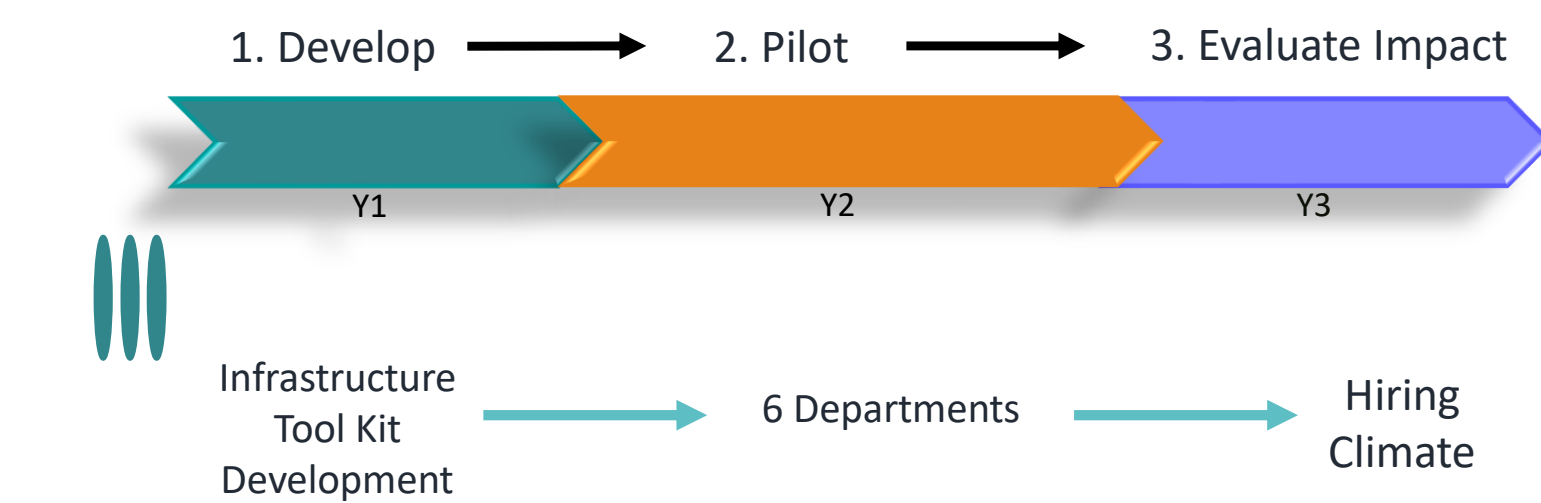
## Baylor College of Medicine

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**Figure 1: The AAMC's Holistic Review Framework's Experiences, Attributes, and Metrics (EAM) Model adapted for Faculty Recruitment and Advancement.**  
Harris, T.B. et al., Advancing Holistic Review for Faculty Recruitment and Advancement, Academic Medicine: November 2018 - Volume 93 - Issue 11 - p 1658-1662

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## Discussion/Conclusion with Statement of Impact/Potential Impact:

The next steps for this IAP include the incorporation of input from the workshop participants and the AAMC subcommittee for additional tool kit enhancements. Following the implementation of the tool kit's evidence-based practices for holistic faculty recruitment within identified departments, the author and collaborators will measure the impact on faculty hiring and institutional mission goals.

### References:

- Harris, T.B., Thomson, W., Moreno, N.P., Conrad, S., White, S.E., Young, G.H., Malmberg, E., Weisman, B., Monroe, A.D.H., "Advancing Holistic Review for Faculty Recruitment and Advancement," Acad Med. 2018 Jul 17. doi: 10.1097/ACM.0000000000002364. [Epub ahead of print] PMID: 30024471
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