



University of California  
San Francisco

# Developing Inclusive Excellence in Recruitment of Historically Excluded Groups in Medicine

Kate Lupton, MD, FACP

Sarah Alba-Nguyen, MD, MPH

<https://meded21.ucsf.edu>



#UCSFMedEd21

# Disclosures

None



***Dr. René Salazar***

# Learning Objectives

1. Construct a recruitment map to identify a program's strengths and weaknesses in recruiting physicians from underrepresented in medicine (UIM) backgrounds
2. Create an intentional strategy to enhance your program's UIM physician workforce by intervening before, during and after the recruitment and hiring process
3. Illustrate best practices in holistic evaluation of applicants for education programs and leadership positions, and how these mitigate biases inherent in traditional metrics-based recruitment approaches
4. Employ strategies for pre-recruitment outreach and post-recruitment support and development of UIM physicians

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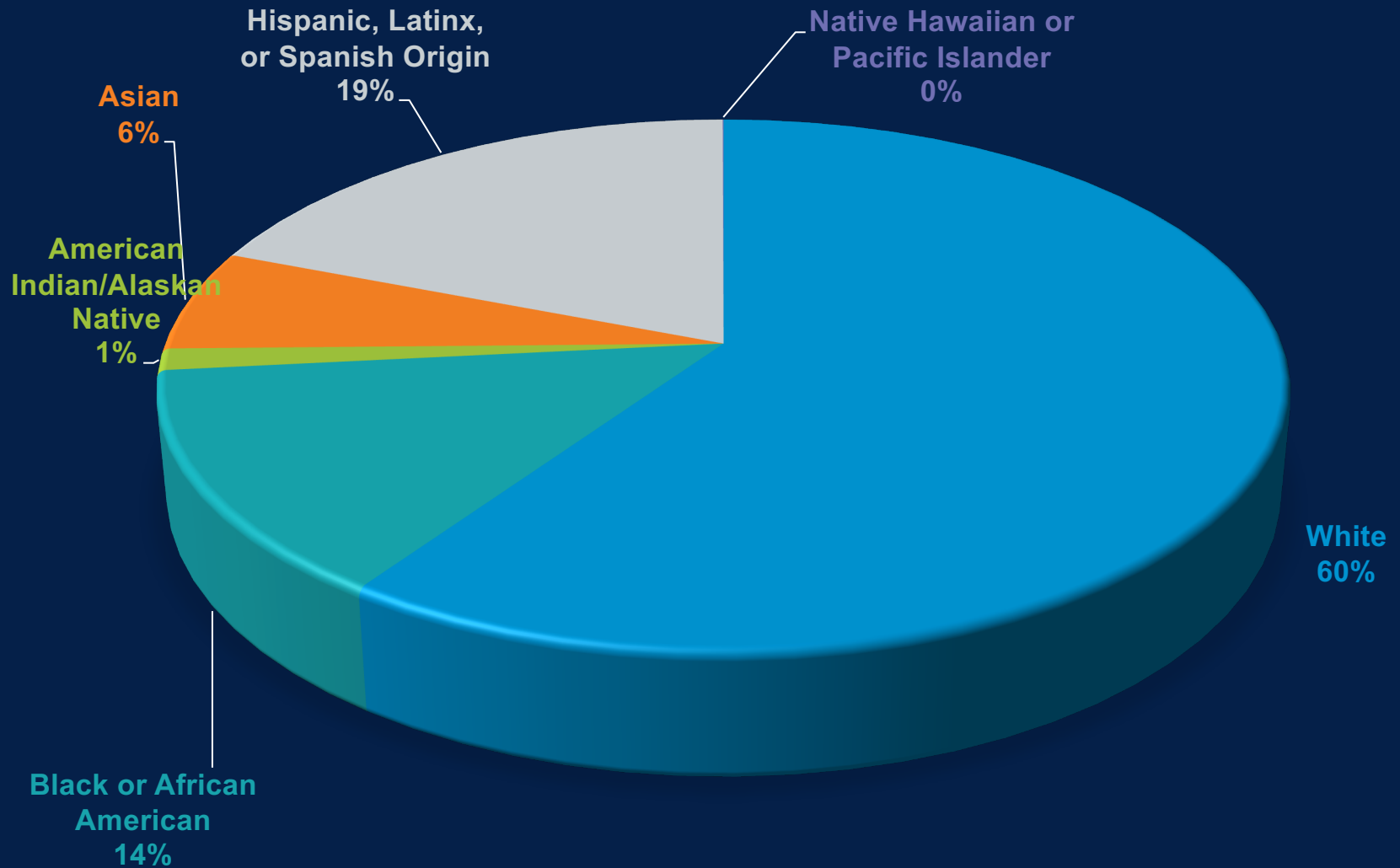
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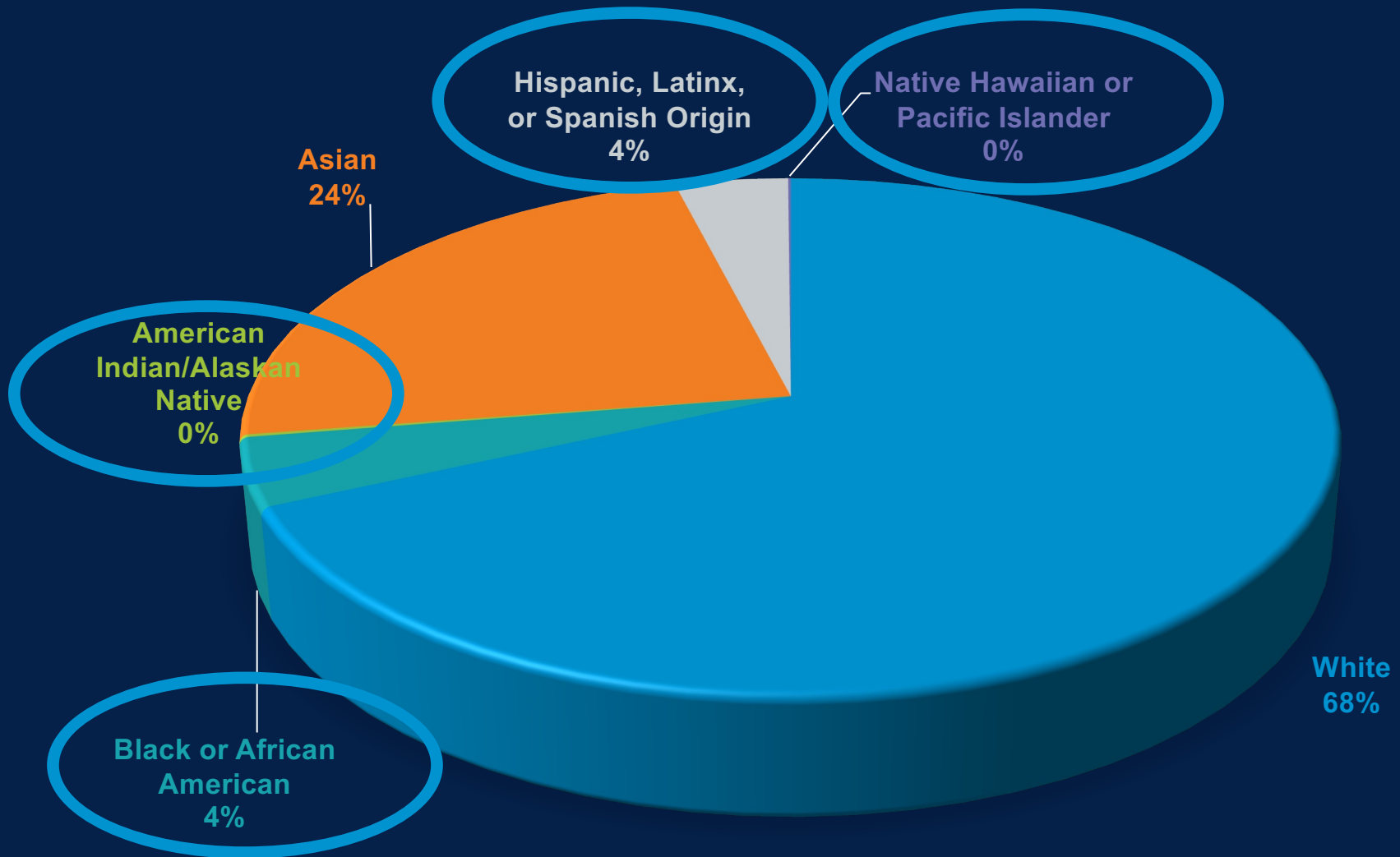
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# U.S. Census Population Demographic 2021



Source: AAMC Faculty Roster, December 31, 2022 snapshot, as of December 31, 2022.

# U.S. Medical School Faculty Race/Ethnicity AAMC 2022



Source: AAMC Faculty Roster, December 31, 2022 snapshot, as of December 31, 2022.

# Centering Your Mission

- Understand the mission of your institution, program, department, etc, and how it relates to cultivating a diverse workforce
- Center your mission when envisioning and proposing change



# Example: UCSF Internal Medicine Residency

## Mission:

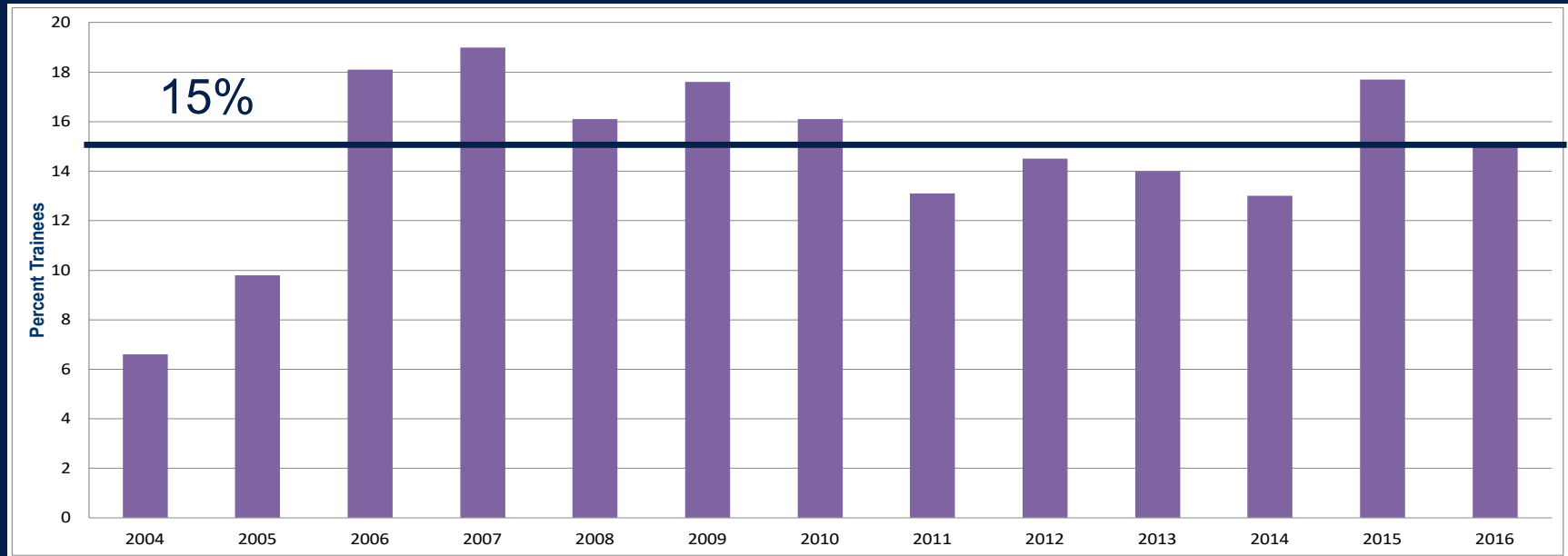
To develop the next generation of innovative, adaptive, curious leaders in the clinical and biomedical sciences who will ***advance the equitable care of individual patients and communities***; to cultivate physicians who are highly competent, flexible diagnosticians and lifelong learners; and to impart the essential skills of 21st century medicine including the practice of high value care, expert communication, inter-professional teamwork, systems improvement and technological fluency.

## Core Values:

To ***recruit, support and develop a diverse group of socially responsible physician leaders*** who will advocate through education, clinical care, policy or research for equity, diversity and justice

# Example: UCSF Internal Medicine Residency

## % of UIM Residents in Matriculating Intern Class



To know where to intervene, we first had to understand where that number came from

# Where do the numbers come from?

Who is applying?

Who are you interviewing?

Who are you selecting?

Who is selecting you?



**Pre-Application Process**

*Advertising  
Recruitment  
Community Engagement  
Outreach*

**Application/Interview Process**

*Screening/Invitation  
Interview Process  
Selection Process*

**Hiring and Retention Process**

*Hiring  
Welcoming  
Retaining*

# Breakout 1 – Defining The Current State

## *Creating Your Recruitment Map*

Complete your own recruitment map for the current state

- What processes currently exist at each of the three stages?

Based on this, what is the area in greatest need for intervention?

### **Pre-Application Process**

*Advertising  
Recruitment  
Community Engagement  
Outreach*

### **Application/Interview Process**

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Selection Process*

### **Hiring and Retention Process**

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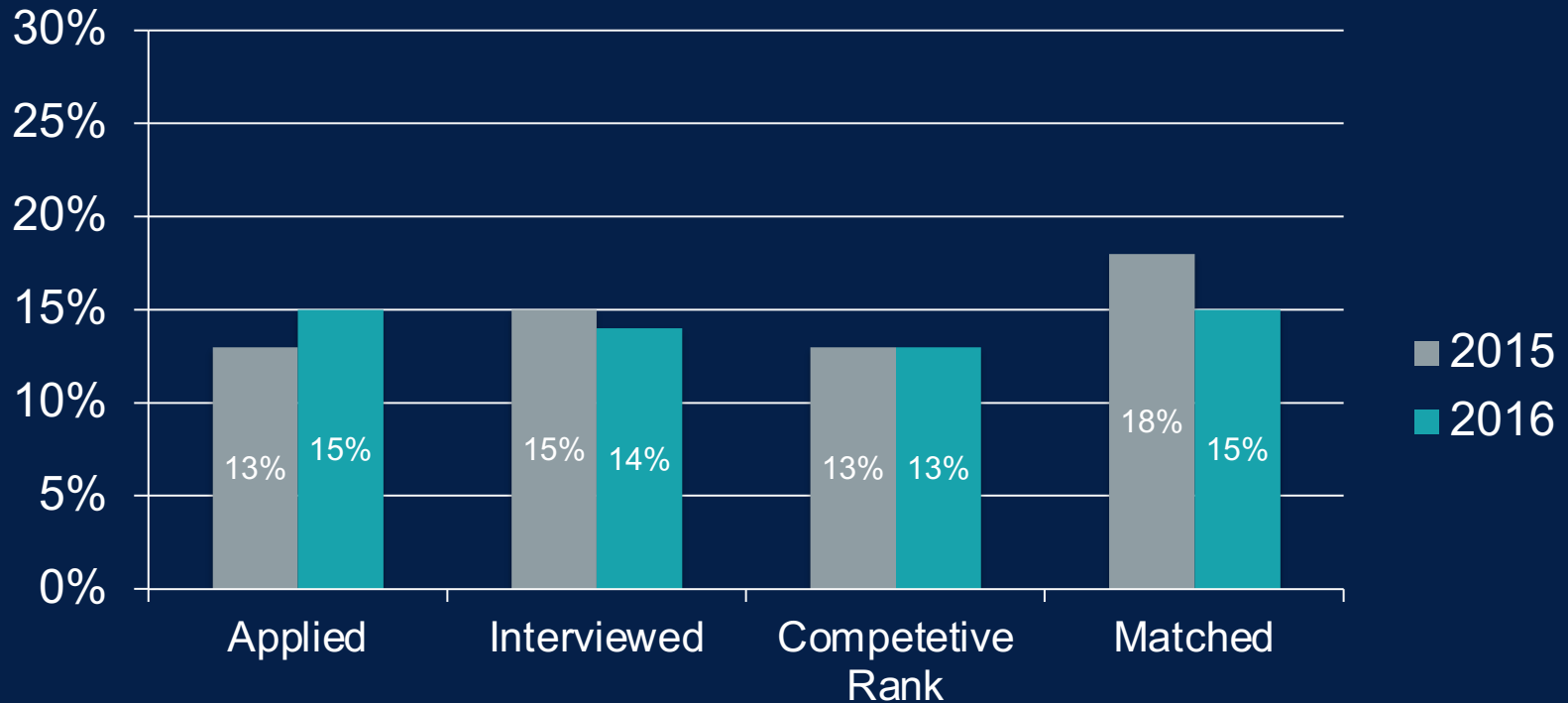
# Breakout 1 – Defining The Current State

## *Creating Your Recruitment Map*

- 5 min – fill out the current state for your own program/department/institution
- 10min – share together and identify your own top priority stage for intervention

# Back to Our Example

% UIM Applicants



# Where do the numbers come from?





Tomorrow's Doctors, Tomorrow's Cures®

# Roadmap to Diversity: Integrating Holistic Review Practices into Medical School Admission Processes

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Learn

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Serve

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Lead

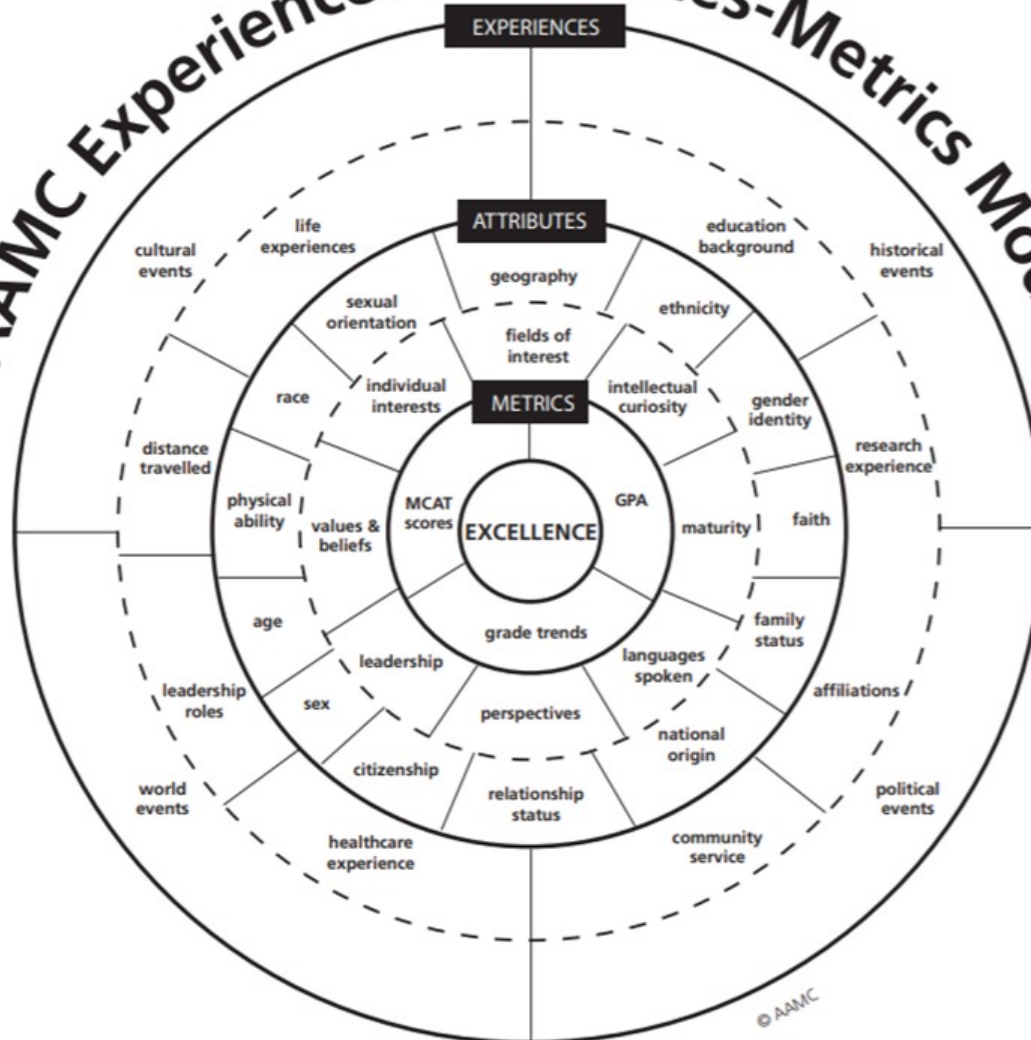


# What is holistic review?

"A flexible, individualized way of assessing an applicant's capabilities by which balanced consideration is given to **experiences**, **attributes** and **academic metrics (E-A-M)** and, when considered in combination, how the individual might contribute value as a medical student and future physician"

*AAMC Advancing Holistic Review Initiative*

# AAMC Experiences-Attributes-Metrics Model



Adapted from *Workforce America: Managing Employee Diversity as a Vital Resource*, McGraw Hill Publishing, 1990.

# Principles of Holistic Review



Broad selection criteria aligned with institutional mission

Balance of experiences, attributes and academic metrics  
(EAM)

Individualized consideration to each applicant's potential

# UCSF IM Residency – Mission Statement

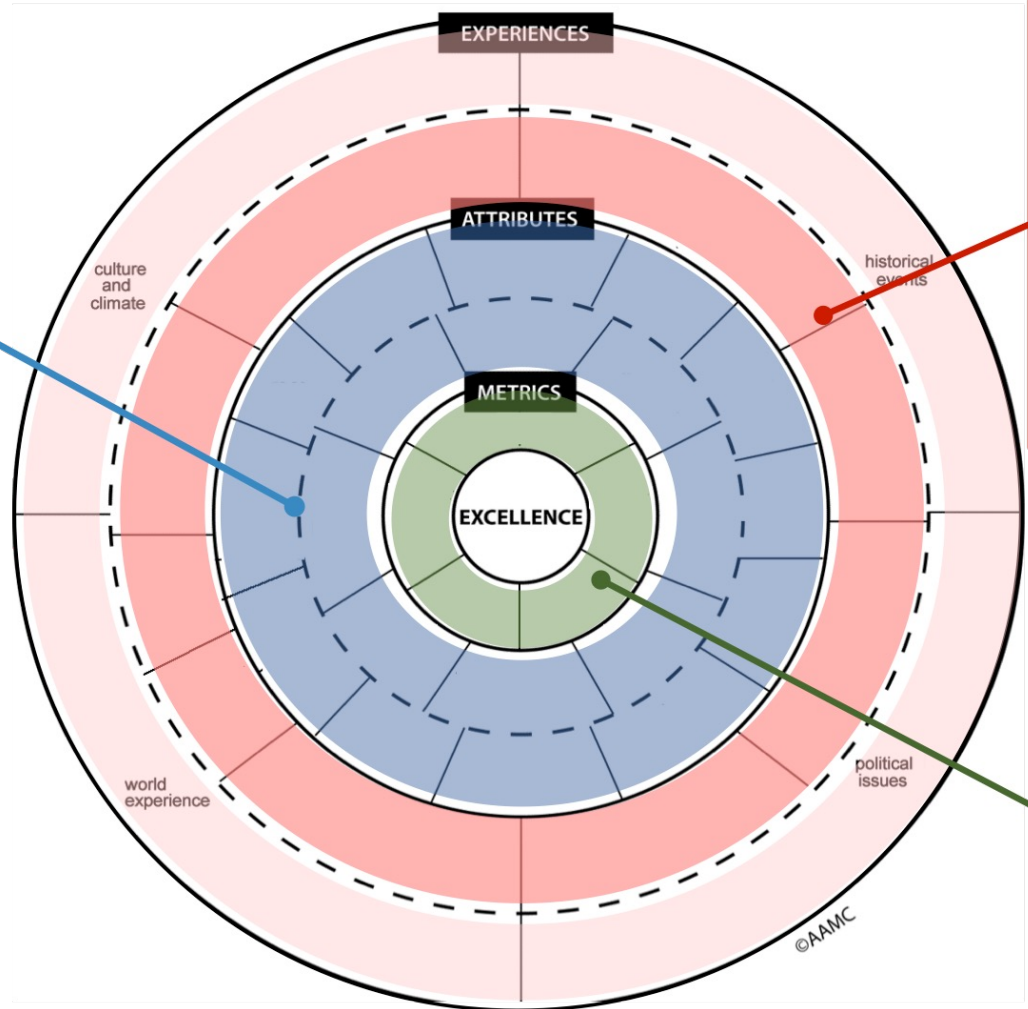
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To develop the next generation of innovative, adaptive, curious leaders in the clinical and biomedical sciences who will advance the equitable care of individual patients and communities; to cultivate physicians who are highly competent, flexible diagnosticians and lifelong learners; and to impart the essential skills of 21st century medicine including the practice of high value care, expert communication, inter-professional teamwork, systems improvement and technological fluency.

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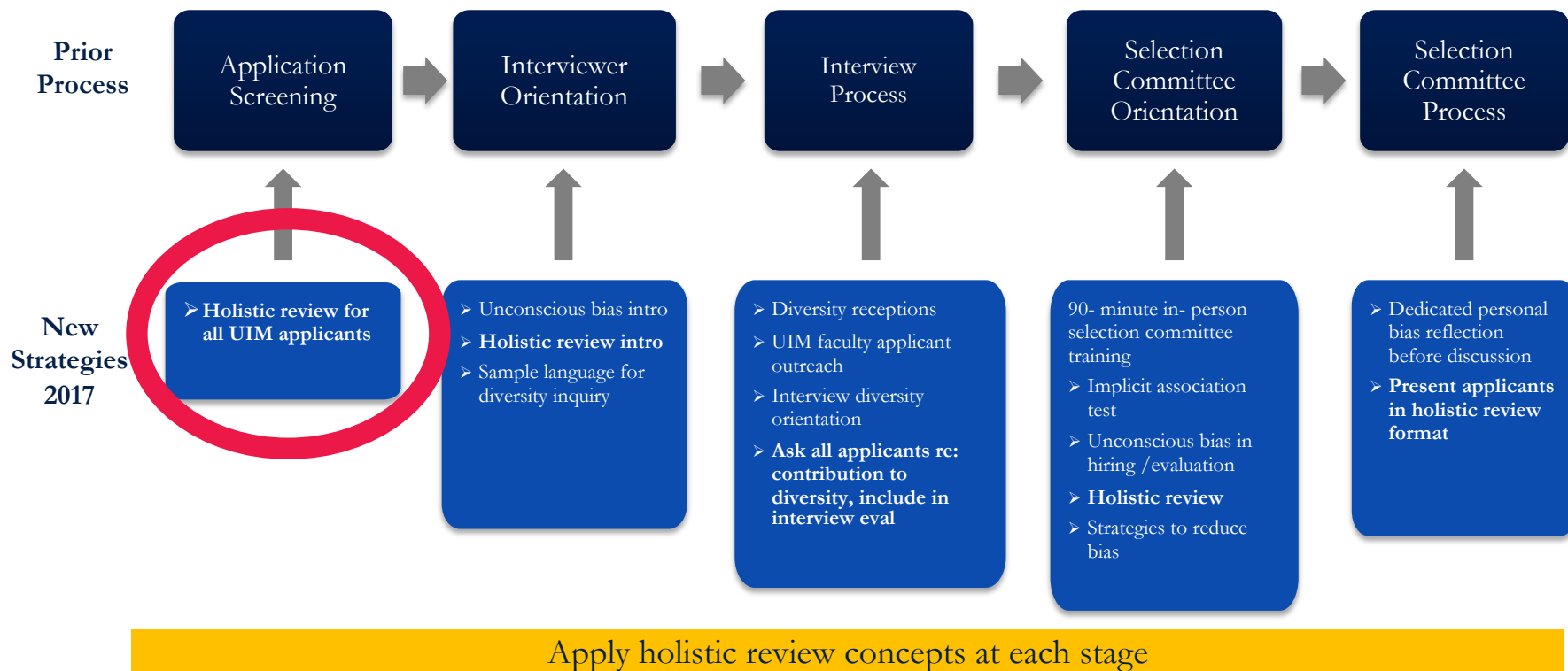
- Attributes-**
- Geography
  - Sexual orientation
  - Race/Ethnicity
  - Physical ability
  - Age
  - Gender
  - Socioeconomic status
  - Faith
  - Interests
  - Integrity/ethics
  - Values/beliefs
  - Languages spoken
  - Maturity
  - Intellectual curiosity
  - Career goals



- Experiences-**
- Distance travelled
  - Leadership roles
  - Healthcare experience
  - Community Service
  - Affiliations
  - Research
  - Educational background
  - Historical, cultural, world and political events

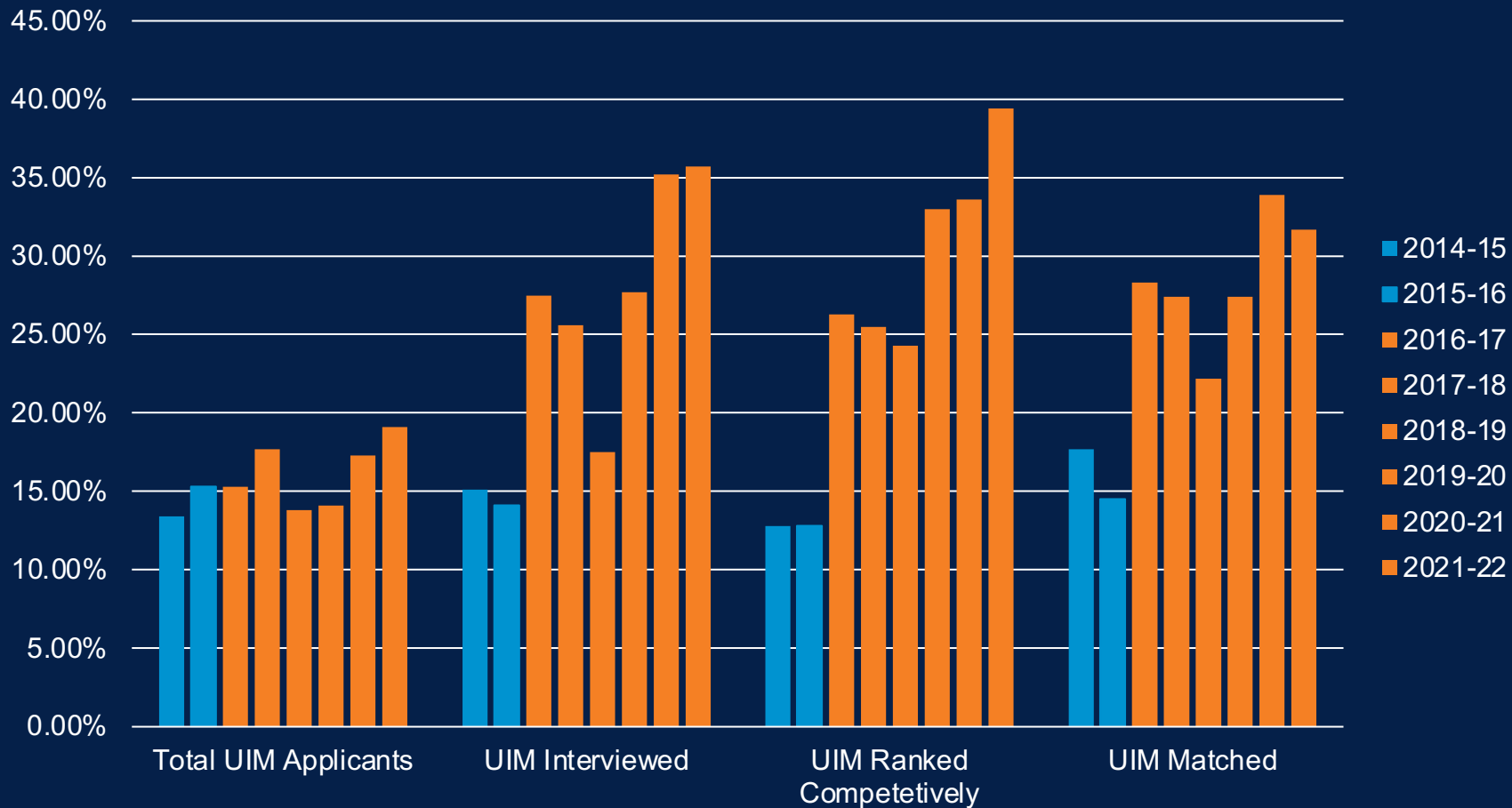
- Metrics-**
- Scores
  - Grades
  - Awards

# Holistic Review in IM Intern Recruitment



# How we've made improvements

- 2014-2021 Recruitment Cycles



PD/APD Holistic Review and Screening

Faculty Interviewers & Selection Committee

# Practices for Improvement

## *Examples at Each Stage*

### **Pre-Application Process**

#### *Examples:*

- Authentic and honest recruitment
- Visiting student program
- Summer internship
- Invited lectureships
- Pipeline school partnerships
- Partner/recruit with national organizations: SNMA, NMA, LMSA, NHMA, ANAMS, AAIP, professional societies minority physician groups (ex:AAMC, AMA)

### **Application/Interview Process**

#### *Examples:*

- Holistic review practices at screening, interview, selection, and rank/hiring
- Educating and training anyone who interacts with applicants (staff, interviewers, selection committee members, leadership)
- Speaking about DEI authentically

### **Hiring and Retention Process**

#### *Examples:*

- Understand the experience of UIM physician in your group
- Intentional community building among UIM physicians
- Career development programs and funding for UIM physicians
- Create processes to identify and then address unwelcoming and hostile work environments



# Breakout 2 – Creating Your Future State

## *Improving Your Recruitment Map*

Define your program/department/institution's mission

Create interventions for improvement in the area of greatest need

### **Pre-Application Process**

*Advertising  
Recruitment  
Community Engagement  
Outreach*

### **Application/Interview Process**

*Screening/Invitation  
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Selection Process*

### **Hiring and Retention Process**

*Hiring  
Welcoming  
Retaining*

# Report Out and Q&A

- Introduce your partner and share one good idea they have for intervention

# Resources for Equity in Recruitment

## AAMC Holistic Review Resources

- <https://www.aamc.org/services/member-capacity-building/holistic-review>

## Strategies to improve equity in faculty hiring

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6789160/>

# Thank You!

[Kate.Lupton@ucsf.edu](mailto:Kate.Lupton@ucsf.edu)

[Sarah.Alba-Nguyen@ucsf.edu](mailto:Sarah.Alba-Nguyen@ucsf.edu)