



**Using Diversity Recruitment to  
Improve our Residencies:  
What Three Programs Have Learned**

Linda, Blaine, and Sharry

1

**Objectives**

By the end of this learning session, you should be able to:

1. Understand the evidence behind diversity enhancement
2. Describe the ACGME's new rules around diversity recruitment
3. Name one diversity recruitment strategy to try at your program

2

## Who is Here?



3

## Why Should We Care about Diversity?



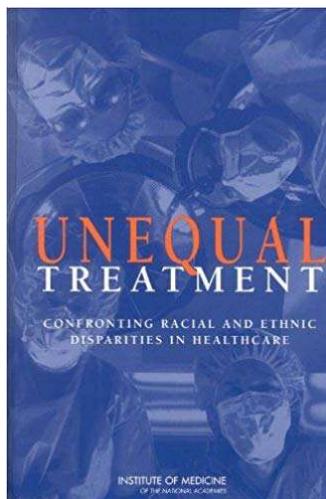
4

## It's the Right Thing for Patients

5

## We're failing our minority patients

A 2002 report from IOM—  
Race had a significant  
effect on the quality of  
healthcare received, even  
when adjusting for socio-  
economic status and  
access to health care.

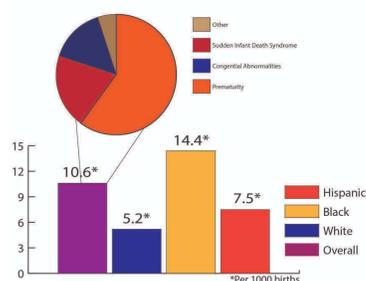


6

There is a growing body of national evidence showing that many ethnic and racial minority groups receive a lower quality of healthcare compared to white populations, which results in poorer health outcomes.

Smedley, B. The Lived Experience of Race and Its Health Consequences. AmJ Public Health, May 2012 102(5): 933-5.

National infant mortality figures



7

## Can a more racially diverse healthcare provider workforce improve overall health outcomes in minority populations?

Studies show---

- Physicians of color are more likely to treat minority patients and practice in underserved communities.
- When the physician is the same race as the patient, patients report higher levels of trust and satisfaction and agree to more preventive services.

8

**It's the Right things for Teams**

9

## Benefits of Workplace Diversity



10

**Because the ACGME SAYS So....**

11

New July 2019 Common Program  
Requirements...

***“The program...must engage in practices that focus on mission-driven, ongoing, systematic recruitment and retention of a diverse and inclusive workforce of residents, fellows (if present), faculty members, senior administrative staff members, and other relevant members of its academic community. “***

12

## Further clarification...

Background and Intent:

“It is expected that...programs implement policies and procedures related to recruitment and retention of minorities underrepresented in medicine and medical leadership....”

13

## Also, must include in Annual Program Evaluation Process....

“The program’s annual evaluation must include an assessment of the program’s efforts to recruit and retain a diverse workforce.”

14

For the first time, diversity showed up  
in Accreditation Data System annual  
report...

“How is diversity achieved in trainee  
recruitment, selection, and retention?”

“How is diversity achieved in other individuals  
participating in the program (eg. Faculty, admin  
personnel, etc.)?”

15

### Three Programs’ Diversity Recruitment Efforts



16



## Diversity Goals for SJH FMR

- Our ideal residency class is diverse and committed to caring for our unique patient population and addressing health disparities. To that end, our long-term goal is to have half of our residents come from underrepresented minorities in medicine (Latinx, African-American and Native American) within the next 5 years.
- In the 2019-20 interview season, 20% of our interviews will be with medical students from underrepresented minorities in medicine
- We will track numbers of applicants from underrepresented minorities that we receive, interview, and match starting with the 2018-19 interview season
- We also prefer applicants with: connections with Colorado and our community, commitment to caring for the underserved, Spanish language fluency/proficiency, underrepresentation in medicine in Colorado and our health system (LGBT, Asian, etc), and interest in full-spectrum care

17

17



## Diversity Goals - Resident

- Holistic approach to medical student application review
- Actively encouraging and supporting sub-internships by students who come from backgrounds traditionally underrepresented in medicine
- Implicit bias training for all residents and faculty, especially focusing on residents and faculty involved in the interview process
- Pipeline projects to increase numbers of URM applying to medical school and for other healthcare related careers
- Spanish language curriculum
- Involvement with community partners (Metro Caring, Urban Peak, Center for Health Progress) along with continued emphasis on didactic training to address health equity
- Tracking data to assess success

18

18



## Diversity Goals - Faculty

- Began with assessing our current faculty diversity through a diversity survey
- Plan to focus on diversity in our faculty recruitment efforts moving forward
- Focus on retention of residents interested in teaching who come from diverse backgrounds
- Development of a residency diversity taskforce to address diversity, inclusion and health equity in our residency program

19

19

## Diversity Resident Recruitment at UCFMR

---

### Goal:

To match a more diverse residency class, defining diversity primarily as residents of races traditionally underrepresented in medicine (URM) and secondarily as People of Color (POC), meaning non-white.

Made changes in 2018/19 Recruitment Year and further refined for 2019/20

20

## 1. Improved marketing materials: website, brochure, slide show

- Statement about valuing diversity
- Images highlighting the diversity we do have (training sites, patient population, residents and faculty, etc)
- Made sure images used on promotional materials were not off-putting to the groups you're trying to attract



21

A screenshot of the University of Colorado Anschutz Medical Campus website. The header includes the university name and navigation links like 'Webmail', 'UCD Access', 'Canvas', and 'Quick Links'. Below the header is the 'Department of Family Medicine' section with a navigation menu. The main content area features a large image of a doctor smiling and talking to a patient, with the text: 'We are on a mission to help people be healthier. Providing outstanding care, creating new knowledge, training the primary care workforce, and connecting with our communities.' and a 'More About Us' button.

22

- [The Justice League](#)
- [Our Community](#)
- [Resources](#)
- [Events](#)



**Diversity**  
Diversity, Equity, & Inclusivity



The University of Colorado's Department of Family Medicine holds as a core principle the advancement of diversity, equity, and inclusivity (DEI).

We believe we grow richer as a department by making sure we have a diverse and inclusive environment - treating every human with respect. This allows us to expand our consciousness by learning from each other, encouraging new knowledge, beliefs and expanding our point of view.

We believe it helps us train more effective health professionals, teachers, and researchers.

We are committed to attracting and training individuals whose varied backgrounds empower them to provide more equitable health care for their patients and communities. Our mission is to help people be healthier.

23

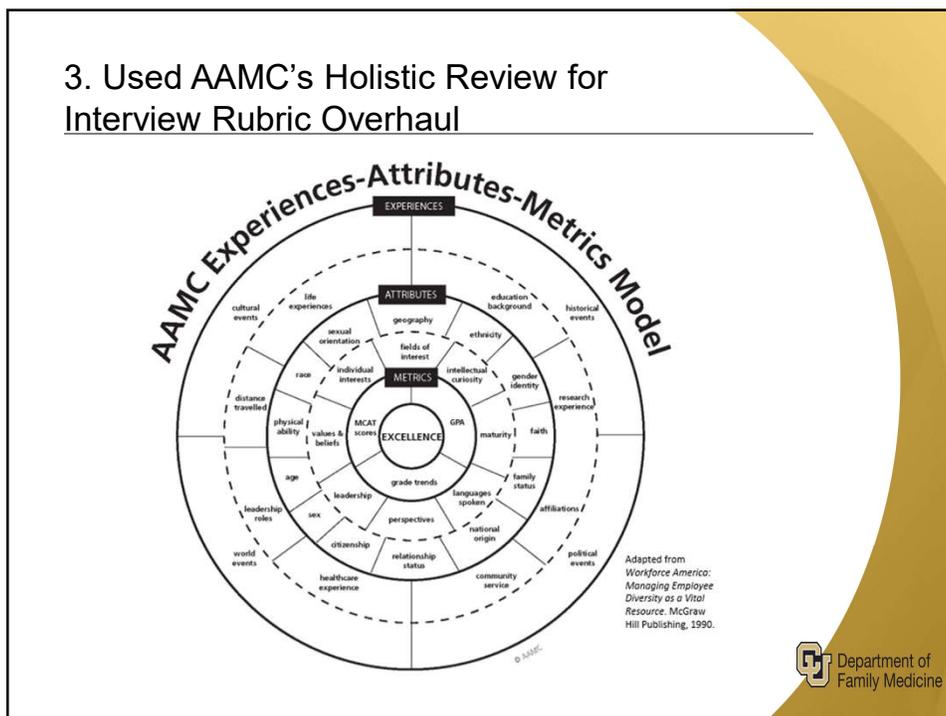
## 2. Changes to initial applicant review

---

- Diversified our pool of faculty performing initial review
- Special training for core recruitment team on implicit bias, diversity, and privilege
- Blinded reviewers to applicant photos
- Added "Diversity/Experiences" to initial review metrics
- Assigned one person to go through all URM candidates within first few days

24

### 3. Used AAMC's Holistic Review for Interview Rubric Overhaul



25

### Holistic Review

- Holistic review is a flexible, highly-individualized process by which balanced consideration is given to the multiple ways in which applicants may prepare for and demonstrate suitability as residents and physicians.
- EAM
  - Experiences
  - Attributes
  - Metrics

26

## Experiences

- How did the applicant get here?
- Examples
  - Care for a family member
  - Employment history
  - Geography distance
  - Research
  - Volunteerism



27

## Attributes

- Skills and abilities, personal and professional characteristics, demographics
  - Listening skills, written and verbal communication, critical thinking, multilingual abilities
  - Intellectual curiosity, motivation, resilience, integrity, persistence, empathy
  - socioeconomic status, parental education levels, geography, being a first generation college student, race, ethnicity, and gender

28

## Where do you find these?

- MSPE
  - Opening paragraphs
  - Comments
- CV
  - Volunteer, leadership, activities
- Personal Statement
  - Family hardship, illness, empathy
- Letters
  - Perseverance, leadership, resiliency, communication
- Interview Questions

29

## So How Are We Applying Holistic Review?

---

Changed our rubric to make sure we were

- Valuing **resilience** in our applicants in a numerical way
- Putting less emphasis on Scores
- Took out question about “fit for program”

30

## Standard Rubric...

Applicant Name: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

**Directions:** Use the rubric to assess the applicant on each construct by writing your numeric rating using whole numbers only in the designated column. A 5 indicates the applicant meets ALL criteria with a checkbox. A "1" indicates poor abilities in this area, but does not have to include all characteristics listed. A 4 indicates an applicant meets some, but not all criteria of 5 and a 2 indicates they are below average. Please add comments to explain your rating; you must explain your rating if you give a rating of "1" or "5" for any item.

		1 (may have some of these characteristics)	2	3	4	5 (must have all criteria)	Your Rating	Comments (Explain your rating)
1	<b>Communication Skills</b> <i>Skills during the interview</i>	<b>Poor communication skills</b> <ul style="list-style-type: none"> <li>Had difficulty answering questions or expressing ideas</li> <li>Answers were too short ("yes/no") or too long (rambling, not able to read social cues)</li> </ul>				<b>Above average communication skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrated active listening during the interview</li> <li><input type="checkbox"/> Able to communicate complex ideas clearly</li> <li><input type="checkbox"/> Communication was direct and respectful</li> </ul>		
2	<b>Teamness</b> <i>You may want to ask about the applicant's experience working in teams to help you assess this. LoR can be especially helpful in assessing.</i>	<b>Poor ability to work in teams</b> <ul style="list-style-type: none"> <li>Shows an inability to consider others viewpoints or perspectives</li> <li>May have difficulty working on teams</li> <li>May not be able to provide examples of successful teamwork OR examples suggest difficulty in this area</li> </ul>				<b>Strong ability to work in teams</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can describe successful experiences working on teams</li> <li><input type="checkbox"/> Shows an ability to lead + follow</li> <li><input type="checkbox"/> Acknowledges others' point of view</li> <li><input type="checkbox"/> Demonstrates an appreciation of other's values and diversity</li> <li><input type="checkbox"/> Has significant leadership experience on a team</li> </ul>		
3	<b>Interest in our program</b>	<b>Not Interested</b> <ul style="list-style-type: none"> <li>Does NOT have experiences related to any of our program foci (teaching, underserved care, practice innovation)</li> </ul>				<b>Very Interested</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Must have experiences related to any of our program foci (teaching, underserved care, practice innovation), as shown in application</li> </ul>		



31

## "Lived Life" Additions...

		1 (may have some of these characteristics)	2	3	4	5 (must have all criteria)	Your Rating	Comments (Explain your rating)
4	<b>Resilience</b> <i>Based on your interview and/or review of application materials, does the applicant demonstrate an ability to succeed in challenging circumstances? Possible questions: "What is the most challenging personal or professional experience you've had and how did you approach overcoming it?"</i>	<b>No evidence of being resilient</b> <ul style="list-style-type: none"> <li>Unable to describe a substantive example of a time when they triumphed over adversity</li> <li>May show evidence of a lack of coping skills, support systems, or interests outside of medicine</li> <li>May have come from a background of privilege and may have limited personal experience with stressful situations.</li> </ul>				<b>Strong evidence of being resilient</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Overcame personal adversity to graduate from medical school, which may mean coming from an underprivileged background, being an <b>Underrepresented Minority in Medicine (URM)</b> OR has one or more of these experiences: Has succeeded in challenging job or service positions, such as Peace Corps, AmeriCorps, Person with Disability or Military Service.</li> </ul>		
5	<b>Experiences:</b> <i>Based on your interview and review of application materials, to what extent do you believe their life experiences thus far have prepared him/her to succeed at our residency and positively impact our community?</i>	<b>Not at all prepared</b> <ul style="list-style-type: none"> <li>Has not yet had experience with direct patient care (e.g. medical school rotations have been primarily observational)</li> <li>Has no experience with underserved populations</li> <li>Lacks substantive work/service experience, extracurriculars, or meaningful life experiences (such as caring for a family member, parenting, etc.)</li> </ul>				<b>Very prepared</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describes specific patient care experiences and how they have prepared them for practice</li> <li><input type="checkbox"/> Has experience with underserved communities and/or is from an underserved community</li> <li><input type="checkbox"/> Has been in leadership positions in medical school organizations OR has substantial work/ service/ life experience (may include nontraditional experiences)</li> <li><input type="checkbox"/> Shows they are service-oriented/demonstrate a desire to care for others.</li> <li><input type="checkbox"/> Demonstrates maturity</li> </ul>		



32

### 3. Yearly raining for all resident and faculty

---

- Why and What of Holistic review
- Biases common in interviewing
- Using our new interview rubric
- Implicit bias modules every year



33

### 4. Encouraging a Welcome Environment

---

Sponsoring a Second Look for Minority Scholars event in which we invited our top URM interviewees to re-visit our program

- Nighttime mixer with other departments
- Tours of DFM, DH
- Lunch at the capital with URM grad of program and URM pediatrician representative
- Nighttime social event for program



34

## RESULTS: Who is Applying?

---

#URM applicants from the US and  
Canada

2017 -- 91

2018 – 110

2019 ---134



35

## RESULTS: Who is Interviewing ?

---

	<u>URM</u>	<u>POC</u>
<b>2017/18 (old)</b>	<b>14%</b>	<b>36%</b>
<b>2018/19 (new)</b>	<b>23%</b>	<b>34%</b>

36

RESULTS: Who is Matching ?

---

	<u>URM</u>	<u>POC</u>
<b>2017/18</b>	<b>0%</b>	<b>31%</b>
<b>2018/19</b>	<b>15%</b>	<b>54%</b>

