

Advancing Holistic Review for Faculty Recruitment and Advancement

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Abstract

Problem

The challenges to developing a physician and scientific workforce that both reflects and provides quality care for the complex and richly diverse population of the United States are considerable.

Approach

One medical school (Baylor College of Medicine) sought to adapt the Holistic Review in Admissions process developed by the Association of American Medical Colleges and apply it to faculty. In the fall of 2016, academic leaders received on-site training and

completed several workshop exercises. The goal was for the leaders to build consensus around a holistic review framework for hiring and advancing faculty that is based on the institution's mission, vision, and values.

Outcomes

This training occurred during Baylor's ongoing strategic planning and helped inform improvements in the faculty recruitment and hiring process, in the guidelines for faculty appointment and promotion, and in the pilot of an administrative leadership candidate rating tool, the "experiences–attributes–

academic metrics model." The model that developed from the pilot translates the holistic review concept into a tool for identifying, hiring, and promoting faculty members and administrative leaders that is aligned to the values of Baylor. The utility of this framework lies in the clear delineation of metrics and qualifications along with the prioritization of attributes and experiences.

Next Steps

This innovation is being piloted and evaluated to determine its effect on advancing the institutional mission of Baylor.

Problem

Those working in health care and science in the United States strive to meet the nation's health care needs by providing quality, compassionate, patient-centered care and by advancing culturally informed basic and translational research that will effectively reach populations throughout the nation.¹ Dr. Darrell Kirch,² the president and chief executive officer of the Association of American Medical Colleges (AAMC), argues that academic medical centers (AMCs) "have a unique opportunity and a critical responsibility to produce a health care workforce that both understands the social determinants of health and will meet the needs of our increasingly diverse population." The challenges to developing a physician and scientific workforce that reflects and provides quality care for the

complex and richly diverse population of the United States are considerable.

AMCs 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 workforce and addressing health inequities.³ Here we define *diversity* as a wide array of human differences and perspectives, and we define *inclusion* as the intentional nurturing of an institutional climate and culture that welcomes diversity.⁴ Research repeatedly shows that diversity and inclusion in AMCs are correlated with increased cultural competence by providers, improved access to high-quality patient-centered health care, an expanded medical research agenda, and a reduction in health disparities.⁵ For example, a commonly cited strategy for counteracting health inequities among patients from racial and ethnic minority groups is to increase the number of health care providers from underrepresented groups not only because these providers are more likely to provide services to patients from minority backgrounds but also because patients who are treated by a race-concordant doctor report higher levels of satisfaction.⁶

AMCs and medical schools often fall short in creating and fostering faculty and administrative leadership search committees whose members represent diverse backgrounds and perspectives, and who are therefore better poised to recruit qualified candidates with a multitude of attributes.⁷ Recruitment decisions are critical to both institutional goals and broader health workforce goals—not only influencing those who will educate and train the next group of physicians but also, as indicated, affecting an AMC's research agenda and the quality of care it provides to patients.

Approach

The academic medicine community continues to explore effective strategies both for increasing faculty diversity broadly defined (e.g., gender, geography, languages spoken) and for increasing recruitment of faculty from groups that are historically underrepresented in medicine (URM). Since the passage of the Civil Rights Act of 1964, public- and private-sector employers have continued to struggle with ways to improve diversity in their workforce at all levels (see Table 1).⁸ The courts have affirmed that "policies that are designed to change the composition of the candidate pool, rather than criteria used during the

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Table 1
Summary of Federal Civil Rights Laws Associated With Equal Opportunity Employment in the United States

Action	What it does
Equal Pay Act of 1963 ^a	Prohibits employers and unions from paying different wages based on sex
Title VII of the Civil Rights Act of 1964 ^b	“Prohibits employment discrimination based on race, color, religion, sex, and national origin”
Executive Order 10925 ^c	Mandates that employers with federal contracts “take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, creed, color, or national origin”
Age Discrimination in Employment Act of 1967 ^d	“Prohibits discrimination on the basis of age” (amended in 1978 and 1986)
Rehabilitation Act of 1973 ^e	Prohibits employment discrimination on the basis of disability by the federal government and federal contractors
Pregnancy Discrimination Act of 1978 ^f	Specifies that unlawful sex discrimination includes discrimination “because of or on the basis of pregnancy, childbirth, and related medical conditions”
Bankruptcy Reform Act of 1978 ^g	Prohibits employment discrimination against anyone who has declared bankruptcy
Immigration Reform and Control Act of 1986 ^h	Prohibits employers from discriminating against anyone (except an unauthorized immigrant) on the basis of national origin or citizenship status
Americans with Disabilities Act of 1990 ⁱ	Prohibits discrimination based on disability and requires employers to “provide reasonable accommodations” to employees with disabilities (amended 2008)
Genetic Information Nondiscrimination Act of 2008 ^j	Prohibits employers from using individuals’ genetic information when making hiring, firing, job placement, or promotion decisions

^aU.S. Equal Employment Opportunity Commission. The Equal Pay Act of 1963. <https://www.eeoc.gov/laws/statutes/epa.cfm>. Accessed July 10, 2018.

^bU.S. Equal Employment Opportunity Commission. Title VII of the Civil Rights Act of 1964. <https://www.eeoc.gov/laws/statutes/titlevii.cfm>. Accessed July 10, 2018.

^cU.S. Equal Employment Opportunity Commission. Executive Order 10925. 1961. <https://www.eeoc.gov/eeoc/history/35th/thelaw/eo-10925.html>. Accessed July 10, 2018.

^dU.S. Department of Labor. The Age Discrimination Act of 1975. <https://www.dol.gov/general/topic/discrimination/agedisc>. Accessed July 10, 2018.

^eU.S. Equal Employment Opportunity Commission. The Rehabilitation Act of 1973. <https://www.eeoc.gov/laws/statutes/rehab.cfm>. Accessed July 10, 2018.

^fU.S. Equal Employment Opportunity Commission. The Pregnancy Discrimination Act of 1978. <https://www.eeoc.gov/laws/statutes/pregnancy.cfm>. Accessed July 10, 2018.

^gU.S. Government Publishing Office. Bankruptcy Reform Act of 1978. <https://www.gpo.gov/fdsys/granule/USCODE-2011-title11/USCODE-2011-title11-chap5-subchapll-sec525>. Accessed July 10, 2018.

^hU.S. Equal Employment Opportunity Commission. Immigration Reform and Control Act of 1986. <https://www.eeoc.gov/eeoc/history/35th/thelaw/irca.html>. Accessed July 10, 2018.

ⁱU.S. Equal Employment Opportunity Commission. The Americans With Disabilities Act of 1990. <https://www.eeoc.gov/eeoc/history/35th/1990s/ada.html>. Accessed July 10, 2018.

^jEqual Employment Opportunity Commission. The Genetic Information Nondiscrimination Act of 2008. <https://www.eeoc.gov/laws/statutes/gina.cfm>. Accessed July 10, 2018.

hiring process” are an option for employers seeking to increase diversity, especially in leadership roles.⁹ 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.⁶

As stated on its website, Baylor College of Medicine identifies itself as an institution that “creates knowledge and applies science and discoveries to further education, healthcare and community service locally and globally.” Baylor’s core values include respect,

integrity, innovation, teamwork, and excellence. As delineated in its value statement of respect (<https://www.bcm.edu/about-us/mission-vision-values>), Baylor “promote[s] and support[s] diversity, inclusion and equity.” Driven by Baylor’s ongoing commitment to its institutional diversity and inclusion priorities and by the need to address accreditation concerns, Baylor’s leaders (including T.B.H., W.A.T., N.P.M., and A.D.H.M.) took action—through changes to leadership, policies, processes, and procedures—to champion diversity in faculty and in senior administration.

To advance Baylor’s diversity, inclusion, and equity goals, its leaders leveraged the tools and resources of the AAMC’s Holistic Review Framework. The AAMC established the Holistic Review Project (in 2007) to provide a “strategically designed, evidence-driven, mission-based” framework that medical schools could use to create and sustain a diverse student body.¹⁰ Holistic Review in Admissions provides a method for assessing all applicants’ capabilities by giving balanced consideration to their experiences, attributes, and academic metrics (E-A-M) and helps identify how individual applicants might contribute to their institution and profession. In efforts to further promote diversity and inclusion, residency training directors and institutional leaders in diversity, faculty affairs, and faculty development are exploring holistic review within the spaces of graduate medical education and faculty recruitment and advancement. One key concept is that “[t]hrough the legal parameters for employment are different from those in admissions, the basic principles of holistic review are transferrable to other selection processes including residency selection and faculty hiring.”¹⁰

In holistic faculty selection and advancement processes, multiple selection criteria are linked to institutional mission and goals, and diversity and inclusion are recognized as essential drivers of achieving institutional excellence. The effectiveness of using holistic review for faculty selection also requires “collegial, transparent communication and collaboration among different stakeholder groups.”¹⁰ Similar to the medical school admissions process, a balance of E-A-M can be used to evaluate applicants with the intent of creating a qualified and richly diverse interview and selection pool. Selection and advancement committee members consider how each candidate may contribute or has contributed to the institution’s mission, goals, and outcomes. Application of the Holistic Review Framework increases the likelihood of alignment between the individual values of a faculty member and the values of the institution.

In the fall of 2016, AAMC staff offered an in-person learning opportunity to the administrative leaders of Baylor College of Medicine. The goal of this learning event was to explore the applicability of the Holistic Review

Framework to the process of selecting and promoting faculty and administrative leaders. Prior to the in-person learning opportunity, AAMC staff delivered a webinar presentation designed as an introduction to the framework. A total of 15 individuals participated; they included those with leadership roles in Baylor College of Medicine’s academic programs, as well as leaders from the Office of the Provost, Human Resources, and members of the Appointment and Promotions Committee.

During the on-site training, academic leaders had the opportunity to learn more about the AAMC Holistic Review Framework. The objectives for the session were as follows:

- (1) To provide an overview of the Advancing Holistic Review Initiative and its framework;
- (2) To discuss the mission-centric characteristics sought in faculty/ administrative leaders;
- (3) To identify opportunities to improve processes and practices; and
- (4) To identify recommendations for moving forward.

Outcomes

Through several workshop exercises (e.g., affirming selection and advancement criteria for a mission-area position), academic leaders identified specific E-A-M that could be included for faculty and administrative leadership selection and advancement at Baylor. The team identified potential academic metrics (e.g., publications, board certifications, patents and business innovations, quality and safety outcomes) connected with the institution’s mission areas of education, research, and clinical care (see Figure 1). These faculty/ administrative academic metrics differ from academic metrics listed in the E-A-M model for student admissions (e.g., Medical College Admission Test score and grade point average).¹⁰

One of the most challenging tasks, and one that resulted in more extensive differences compared with the E-A-M model for student admissions, was the delineation of attributes (A). The team sought to balance the identification of attributes connected with the institution’s

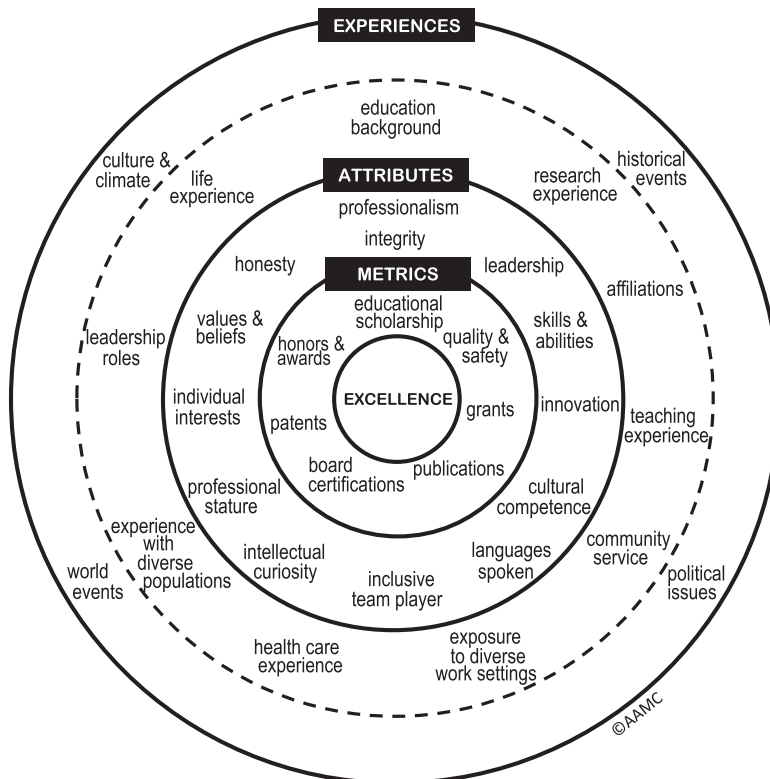


Figure 1 The experiences, attributes, and academic metrics (E-A-M) model for faculty recruitment and advancement adapted from the Association of American Medical Colleges (AAMC) Holistic Review Framework. Reproduced with permission from *Roadmap to Excellence: Key Concepts for Evaluating the Impact of Medical School Holistic Admissions* (AAMC, 2013).

mission, vision, and values for faculty and administrative leaders (i.e., integrity, professionalism, innovation, leadership, intellectual curiosity, team-mindedness) with requirements under employment law (i.e., skills and abilities, professionalism, honesty) and the institution’s Liaison Committee on Medical Education mission-appropriate diversity outcomes (i.e., values and beliefs, languages spoken, cultural competence, individual interests). In addition, the leaders participating in the in-person training added teaching experience, experience with diverse populations, and exposure to diverse work settings to the experiences (E) component of the model for faculty and senior administrative staff.

The utility of this model is the delineation of scholarly or academic metrics and qualifications along with the prioritization of the attributes and experiences that each institution (in this case, Baylor) deems important or valuable. Consensus amongst the hiring and/or appointment and promotions officials is required prior to the review of potential applicants and/or faculty

members who are being considered for appointment and promotions. Because of the unique nature of the academic metrics needed for each specialty and school within the health sciences university, members of the hiring or appointment and promotions committees rank attributes and experiences at the onset. This a priori ranking enables a process tailored to desired attributes and experiences.

The 15 administrators and leaders who participated in the training were asked to complete both a presurvey and a postsurvey. A total of 12 participants completed both surveys, yielding an 80% response rate. All 12 reported gaining valuable knowledge that they plan to apply in the future (selecting 4 or 5 on a 5-point Likert-type scale), and 10 (83%) were completely satisfied with the learning opportunity (selecting 5 on the Likert-type scale). All the participants agreed or strongly agreed (selecting 4 or 5) that the brief review of the framework was useful, and that the activity “Applying the E-A-M Model” helped them understand how they could use this tool as part of a holistic review

process to select and advance faculty. Analysis from the pre and post scores suggests that participants experienced statistically significant learning gains on the opportunity's more specific objectives (see Figure 2).

The goal of this training was to tailor the framework to assist in recruiting and advancing diverse faculty who would produce favorable mission-related outcomes in the work and learning environments. The team realized that certain aspects of the E-A-M model would need to remain flexible and dynamic based on the specific faculty or administrative leadership position(s) open; however, elements related to the institution's core values would remain constant.

The AAMC-led holistic review training occurred during Baylor's ongoing strategic planning process and informed the following:

- (1) the continued improvement of the faculty recruitment process, which Baylor designed to attract a diverse pool of qualified candidates. The improvements include the updated guidelines for faculty searches, a standardized template for posting faculty job descriptions, and the development of a holistic faculty/leader candidate review form;

- (2) the updates to the faculty template, which include a personal summary explaining the relevance of an individual's contributions across all mission areas (education, research, and health care);
- (3) the yearlong, institution-wide process to update guidelines for faculty appointments and promotion, with a focus on broadening criteria for advancement across mission areas; and
- (4) the improvement of guidelines for faculty appointment and promotion to include a broader definition of scholarship, a separate pathway for clinical faculty members to advance on the nontenure track, and explicit promotion opportunities for faculty members with a range of academic and terminal professional degrees.

The AAMC Holistic Review Framework widens the lens through which applicants are viewed and assessed, valuing and recognizing the multiple dimensions and experiences that shape each candidate. Baylor's E-A-M model for faculty selection and advancement (see Figure 1) translated the Advancing Holistic Review concept into a tool providing institutional selection and

advancement officials with a shared framework for thinking broadly about diversity and inclusion. Additionally, the model helps identify mission-based criteria that consider the whole applicant and sparks thinking about candidates as future colleagues who can contribute to the institution's mission. The framework thus informs the identification and assessment of attributes and experiences most important for a particular institution.

Next Steps

The AAMC Holistic Review Framework informed Baylor's strategic planning for administrative leaders, as well as for faculty recruitment and promotions processes. Although Baylor is in the early stages of implementation, the framework has already demonstrated success, as evidenced by the search committee's members' and the appointment and tenure committee's members' shared understanding of the criteria for recruiting and advancing faculty and leaders. This dynamic framework has not only helped committee members gain consensus around the particular E-A-M desired for specific positions but also informed the revisions to Baylor's overall faculty appointments and promotions process. Currently, hiring managers

Learning objectives

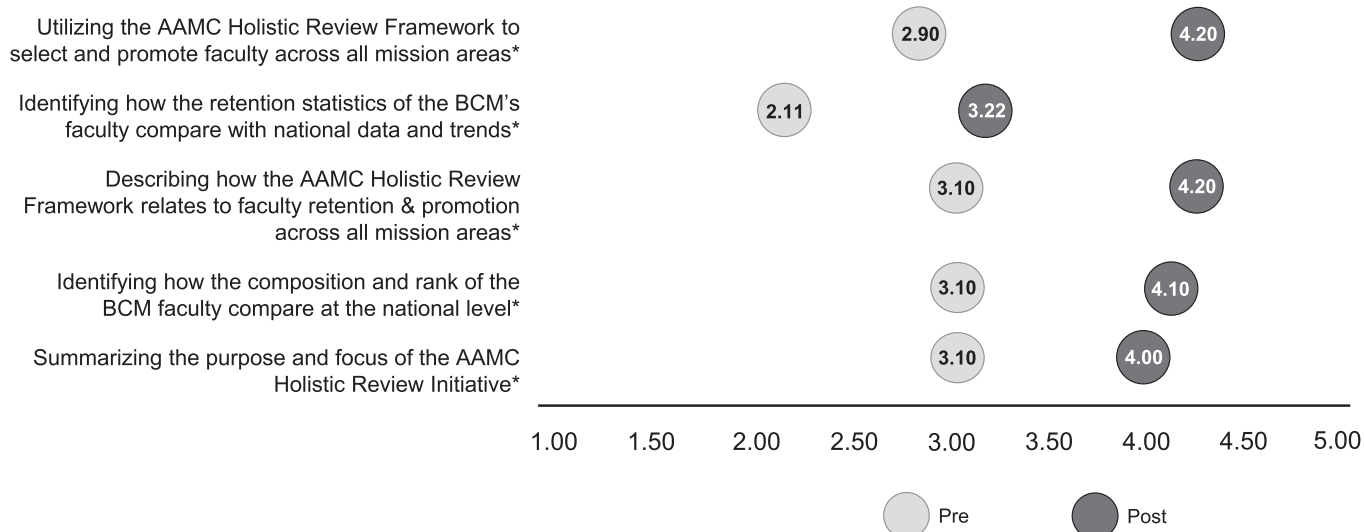


Figure 2 Learning gains as determined from pre- and postsurveys completed by 12 Baylor College of Medicine (BCM) leaders participating in Holistic Review Training for Faculty Selection and Advancement (in partnership with the Association of American Medical Colleges [AAMC] Advancing Holistic Review Initiative), 2016. On both the pre- and postsurvey, participants rated their ability to implement each of the five learning objectives on a scale of 1 to 5 where 1 = Not at all, 2 = Slightly, 3 = Somewhat, 4 = Very, and 5 = Extremely. Asterisks indicate a statistically significant mean difference at the $P \leq .5$ level.

within the Office of the Provost are applying the framework to new and ongoing faculty searches.

As a part of Baylor's continuous quality improvement process, its leaders will be monitoring metrics associated with administrative and faculty recruitment, as well as faculty advancement. In addition to monitoring for compositional diversity and academic rank, Baylor will continue to collect data to assess the impact of diversifying the workforce and to ensure that the holistic criteria used are advancing the college's mission and goals. In addition, Baylor hiring and advancement committee members will begin to apply the Framework for Holistic Review for Faculty in selected departments as a pilot to prioritize the identified E-A-M that Baylor values.

An individualized mission-based E-A-M model, based on the AAMC Holistic Review Framework, can be beneficial in recruiting a diverse and inclusive faculty and to help promote positive institutional change. Fundamentally, holistic review encourages mission-driven selection processes and encourages reflection about which characteristics and experiences are most relevant and important for the department or academic center hoping to appoint or advance a faculty member. By sustaining a learning environment and climate which fosters diversity, inclusion, and other values important to the organization, each institution enables faculty, staff, scientists, students, trainees, and other members of the learning community to thrive.

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