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- AAMC [holistic review website](#), including multiple links to other resources, research, and webinars, including the [Holistic Considerations for the Admissions Cycle](#) PDF document





medicine. During this program, students have multiple shadowing opportunities with healthcare professionals. [One study](#) found that URM students in this program were more likely to think of the person they were shadowing as a mentor if they seemed to be the same race/ethnicity as the student (Kendrick et al., 2020).

## Post-Baccalaureate Programs

**Description:** Post-baccalaureate programs are programs that provide college graduates with pre-dental, medical, or other health professions education. These programs are used to strengthen a student's application or provide them with pre-requisites they need to apply.

### **Evidence + Examples:**

- UC Davis School of Medicine runs a [Post Baccalaureate Reapplicant Program](#) intended for students who applied, but did not get into, medical school. During the program, students prepare for the MCAT, receive AMCAS application support, learn test-taking strategies, enroll in courses at UC Davis, attend minority health care issues and leadership seminars, participate in mock interviews and more. Between 1991-2019, 71% of participants were from a racial/ethnic group underrepresented in medicine, and 85% (total of 441) matriculated to medical school (Poster by Campa et al., 2019; [link to .ppx](#))

### **Resources:**

- AAMC [repository of Postbaccalaureate Premedical Programs](#)





more minority students. The student organization worked to identify challenges in recruiting URM students, and actively played a role in suggested strategies.

- The NYU Grossman School of Medicine [formed a partnership](#) between their Office of Admissions, Black and Latinx Student's Association, and LGBTQMed. Prospective students can request to be matched with a student liaison, and normally meet for lunch or coffee.

## Mentorship

**Description:** Mentors provide guidance to their mentee based on previous experience and developed knowledge. To promote diversity in health professions education, mentorships can seek to engage with students that are underrepresented in health professions at the mentor and mentee levels.

### **Evidence + Examples:**

- [Mentorship of Underrepresented Physicians and Trainees in Academic Medicine: a Systematic Review](#) (Bonifacino et al., 2021): review of 28 mentorship programs in academic medicine. Identified themes for best practices:
  - Alignment of mentorship with institutional goals/resources
  - Mentorship programs need to be tailored to specific needs to optimize available resources
  - Important to train mentors to ensure effectiveness.
- [Person First, Student Second: Staff and Administrators of Color Supporting Students of Color Authentically in Higher Education](#) finds that relationships between faculty and students of color are effective (Luedke, 2017)
- [Cascading mentorship program at the University of California Irvine School of Medicine](#), involving high school, undergraduate, and medical students.
  - Summer program to promote interest of high school students to health professions, while advancing undergraduate student and graduate student education.
  - Mentor/mentee relationships:
    - Faculty provided networking opportunities, motivated medical students, and helped with workshops

- Medical students helped with recruiting, creating course material, nominating faculty speakers, role models for college students with similar personal/cultural backgrounds
  - College students coached high school students, interactive mock patient interviews.
  - High School students took part in all hands on activities and worked on teams under the guidance of faculty and coaches
- [MiMentor](#) is a mentoring network with a stated mission to “develop and support innovative and inclusive mentorship opportunities that will inspire the next generation of diverse healthcare leaders for underserved communities.” Members of MiMentor stay connected through a [mobile app](#) and in-person events held throughout the United States.

***Resources:***

- [Best Practices for Facilitating the Mentoring Experience for Nursing Students of Color](#)

## Scholarships

***Description:*** Cost of higher education is often cited as one of the most common barriers among prospective students, particularly for those from low-income backgrounds. More opportunities for financial support will attract more students to pursue higher degrees.

***Evidence + Examples:***

- **Promise programs** give scholarships to students for schools near or within their community, known as place-based scholarships. These programs may cover up to 100% of tuition and fees. A [review of promise programs from North Carolina](#) community colleges reports on past success of promise programs increasing education attainment and suggests three main effective elements.
- Study by [Nivet \(2010\)](#) found that merit-based scholarships increase the likelihood that a student will graduate, whereas loan aid does not.

## Anti-bias training in admissions

**Description:** Implicit bias can effect the evaluation of candidates at any of the stages of the admission process. Engaging admission committee members in anti-bias training attempts to mitigate the impacts of their implicit biases, which could be negatively impacting applicants.

### ***Evidence + Examples:***

- A study by [Caspers et al. \(2017\)](#) used the Implicit Association Test to evaluate and report scores back to admission committee members. While the number of URiM students *accepted to the medical school* evaluated did not change, the number of URiM students who *accepted their admission* increased. This suggests the experiences that URiM students had with the admission committee members may have been improved from the use of the IAT, and holds implications for the use of more standardized anti-bias training.
- [Bias Breakers: Continuous Practice for Admissions and Selection Committees](#) (Nakae et al., 2022)

### ***Resources:***

- AAMC webinar: [The Science of Unconscious Bias and What to do About it in the Search and Recruitment Process](#)
- [Bias Breakers: Continuous Practice for Admissions and Selection Committees](#) describes a workshop, with implementation guidance, for addressing bias in admission committees

## Supportive environment

**Description:** Supportive environments are ones which make students feel welcome, wanted, and heard at their institutions. This typically involves the use of student organizations that attract and retain students by making them feel more welcome among peers. Supportive environments also include access to academic support, such as advising, tutoring, or academic counseling.

### ***Evidence + Examples:***

- [Study from the HRSA Bureau of Health Workforce](#) reported that colleges/universities commonly attributed success for students from disadvantaged backgrounds to the use

of ‘wraparound’ services, including mentorship, tutoring, and/or other services like academic counseling.

- Academic counselors are less likely to encourage URM students to pursue a career in healthcare and are more likely to have a [negative influence on URM student interest](#) in health careers.

## Diverse faculty

**Description:** A more racially diverse faculty is one with a greater number and proportion of faculty members with differing racial/ethnic backgrounds. can help attract and retain students of color to a particular institution. A more diverse faculty leads to a greater number of race-concordant mentorship opportunities for URM students. Additionally, greater diversity among faculty can

### ***Evidence + Examples:***

- [DiBaise et al. \(2015\)](#) used survey analysis to show that a higher proportion of admission faculty identifying as African American or Hispanic was correlated with increased URM matriculation into PA programs.
- A [review of past studies](#) on increasing diversity among faculty at academic medical centers identified effective strategies related to changes to recruitment and/or hiring, retention, promotion and leadership, and research productivity.

## **Additional guides referencing multiple strategies**

[Improving and Expanding Programs to Support a Diverse Health Care Workforce: Recommendations for Policy and Practice](#) from the Urban Institute

[Who Enters the Health Workforce? An Examination of Racial and Ethnic Diversity](#) by the Fitzhugh Mullan Institute for Health Workforce Equity

[Revolutionizing Health Professions Admissions to Achieve an Inclusive Workforce](#) by Nguyen et al., 2023

[Physician Pipeline and Pathway Programs: An Evidence-based Guide to Best Practices for Diversity, Equity, and Inclusion from the Council of Residency Directors in Emergency Medicine](#) by Parsons et al., 2022

[Factors and Barriers that Influence the Matriculation of Underrepresented Students in Medicine](#) by Tello and Goode, 2023