

Baylor College of Medicine
Second Annual Diversity, Equity and Inclusion Showcase
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Title of Proposal: True Things About Determining Your School's Diversity, Equity, and Inclusion Needs

BCM Mission Area: Education

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Abstract:

Background Promoting diversity, equity, and inclusion across healthcare professions is an identified priority and ethical imperative for BCM. We describe our School's process for gathering needs assessment data pertaining to these goals. Objectives 1. Formulate a Diversity and Inclusion Task-Force charge and membership guidance 2. Conduct a school-wide needs assessment for readiness of a holistic review, equity-minded hiring and retention practices 3. Examine the needs assessment results 4. Create recommendations and ideas for implementable action items Methods Faculty within the School of Health Professions were invited to complete a survey assessing readiness for holistic review and equity-minded hiring and retention practices developed by the Association of American Medical Colleges (AAMC). The survey consisted of 36 items pertaining to equity procedures across the themes of culture/climate, recruitment, retention, search process, and data tracking along a 1 (not at all) to 5 (completely developed & implemented) Likert-type scale. For each item, respondents also indicated their perception of importance that each procedure or practice (1=not at all important; 5=absolutely essential). Results Sixty-five percent (15/23) of all faculty completed the survey. The largest opportunities for improvement pertained to search process (\bar{x} =1.79) and retention (\bar{x} =1.82) practices. Areas of the most importance included data tracking (\bar{x} =4.11) and culture/climate (\bar{x} =3.94) procedures. Specific procedures that reflected the greatest potential included creating sponsorship opportunities for underrepresented students/faculty,

implementing an underrepresented student/faculty recruitment and retention toolkit, and creating an advisory committee consisting of underrepresented individuals to advise leadership on best practices in recruitment and retention. **Conclusions** These needs assessment data identified a number of opportunities for the School. An interdisciplinary task force used these data to make recommendations for enhancing diversity and inclusion to School leadership. **Future Directions** A timeline for each recommendation will be created. Within the timeline will be assessment of potential barriers and possibility of additional resources needed for implementation.