



LCME Newsletter #15 – March 2021

Elements of the Month

- Element 3.3 — Diversity/Pipeline Programs and Partnerships
- Element 7.5— Societal Problems

Element 3.3 — Diversity/Pipeline Programs and Partnerships

Element 3.3 states that a medical school has effective policies and practices in place, and engages in ongoing, systematic, and focused recruitment and retention activities, to achieve mission-appropriate diversity outcomes among its students, faculty, senior administrative staff, and other relevant members of its academic community. These activities include the use of programs and/or partnerships aimed at achieving diversity among qualified applicants for medical school admission and the evaluation of program and partnership outcomes.



BCM promotes principles of diversity, inclusion, and equity across Baylor College of Medicine research, education, and training programs as well as with respect to recruitment (in employment and education) of individuals from diverse backgrounds.

Blended Approach to Achieving Diversity, Inclusion and Equity Goals.

The Office of Institutional Diversity, Inclusion and Equity, in collaboration of BCM's leadership, academic and administrative units, employs a strategic approach that incorporates four pillars to support the achievement of defined goals and objectives established pursuant to this policy:

1. Administer a centralized office with the institutional infrastructure necessary to oversee initiatives and activities designed to implement BCM's commitment to diversity.
2. Identify and track metrics on an annual basis with department/school leadership related to the ongoing and systematic recruitment, retention, and advancement of prospective Learners, as well as faculty and staff candidates for employment in at least the following BCM-defined diversity categories:
 - a. Women,
 - b. African-American/Blacks, and
 - c. Hispanics/Latinx
3. Assess and improve the institutional climate for diversity at BCM, while promoting the inclusion and engagement of all faculty, staff, and Learners in leadership and issues of equity in education and healthcare
4. Identify and address issues impacting health equity, including underserved populations' access to care, access to education and training of underrepresented minority groups, and professional development of current faculty, staff, and Learners.



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...Continuation of Elements 3.3— Diversity/Pipeline Programs and Partnerships

The Office of Institutional Diversity, Inclusion and Equity provides oversight for BCM's diversity, inclusion and equity initiatives, activities, and policies while working to facilitate broader awareness and accessibility of information and resources available at BCM.

This group has oversight of diversity initiatives and activities. Responsibilities include:

- Developing and implementing ongoing, systematic, and recruitment and retention activities, to attract and retain diverse students, trainees, faculty, and staff with focus on women, African Americans/Blacks, and Hispanics/Latinos.
- Partnering with leaders within academic units to provide educational offerings to improve cultural competence and health equity within the healthcare and scientific environments.
- Fostering a climate that possesses respect, integrity, inclusion and open dialogue between learners, faculty and staff.

For additional information of BCM's Office of Diversity, Equity and Inclusion, [click here](#).

What enhancements have been made to the recruitment and selection process of School of Medicine?

The School of Medicine's Admissions deans and OIDIE team members attend recruitment fairs throughout the calendar year. The Office of Admissions has made enhancements to the recruitment and selection process to maximize the effectiveness of the recruitment of students from our mission-appropriate diversity groups.

- The Admissions Committee conducts annual training for members that includes a two-hour in person/virtual training.
- A second look event for accepted applicants is held each Spring.
- Medical students on BCM's Admissions Committee spearheaded the events and focus on highlighting the diversity of the current matriculants, faculty and student interests/organizations in collaboration with OIDIE.
- Scholarships designed to recruit highly qualified students from UiMs have increased over the last few years and have been a valuable recruitment tool for the School of Medicine.
- OIDIE holds an annual, one-day event in collaboration with school leadership, Student National Medical Association, Latino Medical Student Association, American Medical Women's Association, PRIDE and Association for Graduate Student Diversity to assist UiM and other "non-traditional" students from colleges and universities across Texas interested in applying to graduate or professional programs in medicine, health professions or biomedical sciences.

What are some programs related to the recruitment and retention of faculty and of senior administrative staff? How does BCM define Senior Administrative Staff?

Senior Administrative Staff refers to individuals in academic leadership roles to include, but not limited to, deans, associate/assistant deans, center directors, academic department chairs, and those who oversee the operation of affiliated clinical facilities and other educational sites.



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...Continuation of Elements 3.3— Diversity/Pipeline Programs and Partnerships

The School of Medicine's leadership has worked closely with the OIDIE and other institutional stakeholders to evaluate and achieve Baylor's diversity, inclusion and equity Goals for faculty and administrative staff.

Faculty and Staff Recruitment, Selection and Onboarding: The Office of Faculty Affairs reengineered BCM's faculty recruitment process to include wait times before interviews and posting job descriptions to a variety of sites to capture a diverse applicant pool. A voluntary demographic form was also implemented to collect data regarding our applicant, interview, and hiring pool(s).

Professional Development, Advancement and Recognition Initiatives: Sponsored by the Office of the Provost, the Office of Institutional Diversity, Inclusion and Equity and the Office of Faculty Development, the Baylor College of Medicine Career Advancement Series offers professional development opportunities in four categories

1. Assistant Professors
2. Associate Professors
3. Assistant Professor Women Faculty
4. Center of Excellence in Health Equity, Training and Research, Underrepresented in Medicine Faculty

To view BCM's Diversity Policy, please [click here](#).

Element 7.5 — Societal Problems



Element 7.5 states that the faculty of a medical school ensure that the medical curriculum includes instruction in the diagnosis, prevention, appropriate reporting, and treatment of the medical consequences of common societal problems.

What societal problems are taught and assessed in the curriculum?

The Curriculum Committee has identified and approved the following societal problems to be taught and assessed in the curriculum:

- Injury Prevention
 - Psychiatry and Behavioral Health Sciences
 - Age Related Topics
 - Critical Thinking and Problem Solving
 - Surgery Clerkship
 - Ophthalmology Selective

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...Continuation of Elements 7.5— Societal Problems

- Obesity and Related Complications
 - Foundations Basic to the Science of Medicine
 - Endocrine
 - Gastrointestinal
 - Genitourinary/Gynecology
 - Clinical Application of Basic Sciences
 - Orthopedics Selective
 - Pediatrics Clerkship
- Substance Use/Misuse
 - Psychiatry and Behavioral Health Sciences
 - Pharmacology
 - Gastroenterology
 - Determinants, Disparities and Social Health
 - Emergency Medicine Clerkship
 - Psychiatry Clerkship
- Environmental impacts on health
 - Immunologic and Pathologic Basis of Disease
 - Determinants, Disparities and Social Health
 - Patient, Physician, and Society II
 - Pediatrics Clerkship

In our next LCME Newsletter ...

In the April newsletter we will look at Elements 1.3, 1.5 and 4.6. You will also be provided with any other LCME information as it pertains to our upcoming site visit. For more information please visit our LCME website at www.bcm.edu/lcme.

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Resources

BCM Self-Study Website:
www.bcm.edu/lcme

LCME: <https://lcme.org/>

Policies & Procedures: (intranet)

<https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Policies>

SOM Student Handbook

<https://www.bcm.edu/education/schools/medical-school/md-program/student-handbook>

SOM Teaching Faculty Handbook:
<https://www.bcm.edu/education/school-of-medicine/m-d-program/teaching-faculty-resources>



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