

Tools and Resources

The *Roadmap* publications and the “Holistic Review in Admissions” workshop serve as the initiative’s foundational framework. They provide guidance on the legal and education policy context for conducting race-conscious admissions, as well as on developing, implementing, and assessing holistic admissions and related outcomes. We encourage you to review our *Roadmap* publication series for more information:



- *Roadmap to Diversity and Educational Excellence: Key Legal and Educational Policy Foundations for Medical Schools, 2nd Edition* (2014) includes updates based on the 2013 Supreme Court Decision in *Fisher v. University of Texas*,
- *Roadmap to Excellence: Key Concepts for Evaluating the Impact of Medical School Holistic Admissions* (2013) includes frameworks and resources to assist medical schools in assessing short-, mid-, and long-term outcomes associated with their holistic review processes, and
- *Roadmap to Diversity: Integrating Holistic Review Practices into Medical School Admission Processes* (2010) provides a conceptual framework for creating holistic review processes and practices.

All three publications are available as free downloadable PDFs on the AAMC publications website. For additional information about the Advancing Holistic Review Initiative, the admissions workshop, and other resources, please visit the initiative’s website: www.aamc.org/holistic-review. Questions and comments may be sent to holisticreview@aamc.org.

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Advancing Holistic Review Initiative

Working with and through medical schools to build a diverse physician workforce capable of and committed to improving the health of all



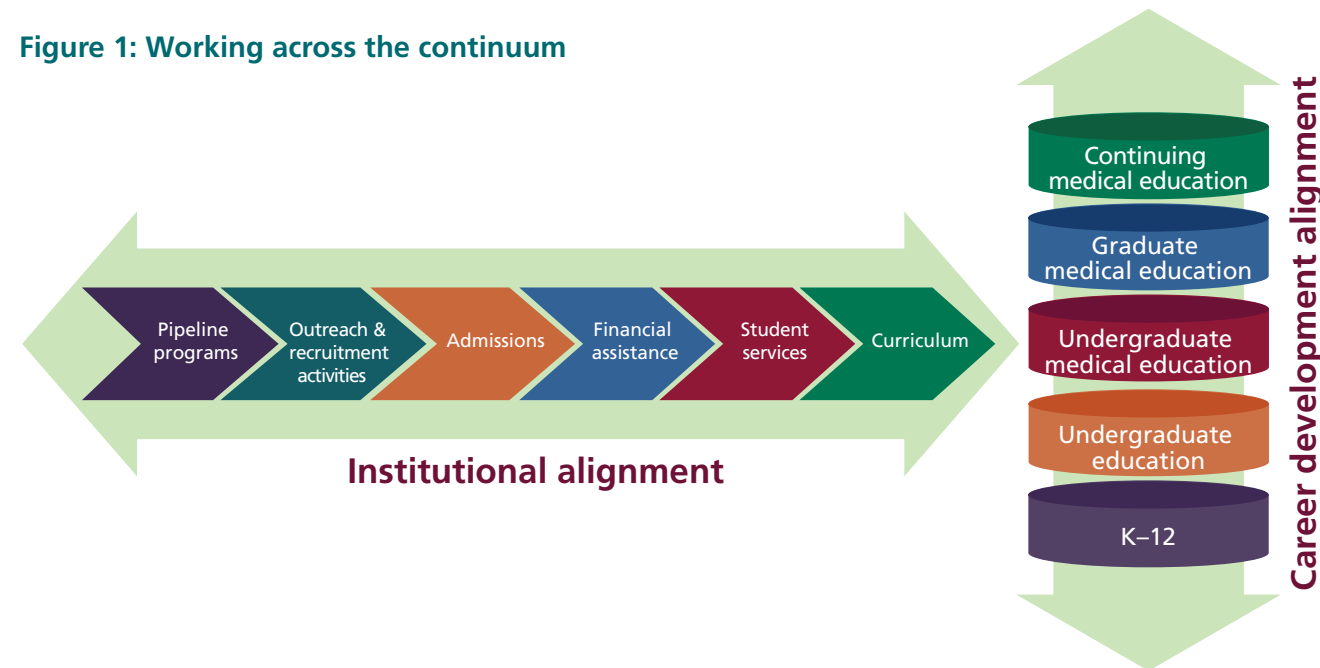
Association of
American Medical Colleges

About the Initiative

The Advancing Holistic Review Initiative, initially established in 2007, was originally designed to develop mission-centered, admissions-related tools and resources that medical schools can use to create and sustain diversity. Guided by a constituent advisory committee and in close collaboration with many others in the field, the initiative has evolved into a catalyst for thinking about and conducting admissions differently. It is clear, however, that attaining the full educational and workforce promise of holistic admissions requires expanding the initiative's focus and aligning its admissions work with key points along the undergraduate and graduate medical education and career development continuums (Figure 1).

Purpose: The initiative's purpose has evolved to focus on the *constellation of issues associated with admitting and enhancing the education of a diverse student body*. These issues include *process elements* (e.g., pipeline, recruitment, admissions, and financial aid/scholarships) and the *institutional policies and practices* that sustain inclusive and collaborative learning and working environments that lead to high quality, equitable health care. The initiative is also explicitly working with the GME community on residency selection.

Figure 1: Working across the continuum



Though situated primarily in admissions, the Advancing Holistic Review Initiative is fundamentally about institutional change. Taking a systems perspective enables constituents and the AAMC to

1. assess the alignment between an institution's mission and goals, the criteria used to evaluate and select applicants, and the attributes, attitudes, and skills fostered and rewarded in students, faculty, and staff, and
2. identify potential leverage points for enacting change, including GME, healthcare and biomedical research workforce needs, institutional mission and goals, and stakeholder communities.

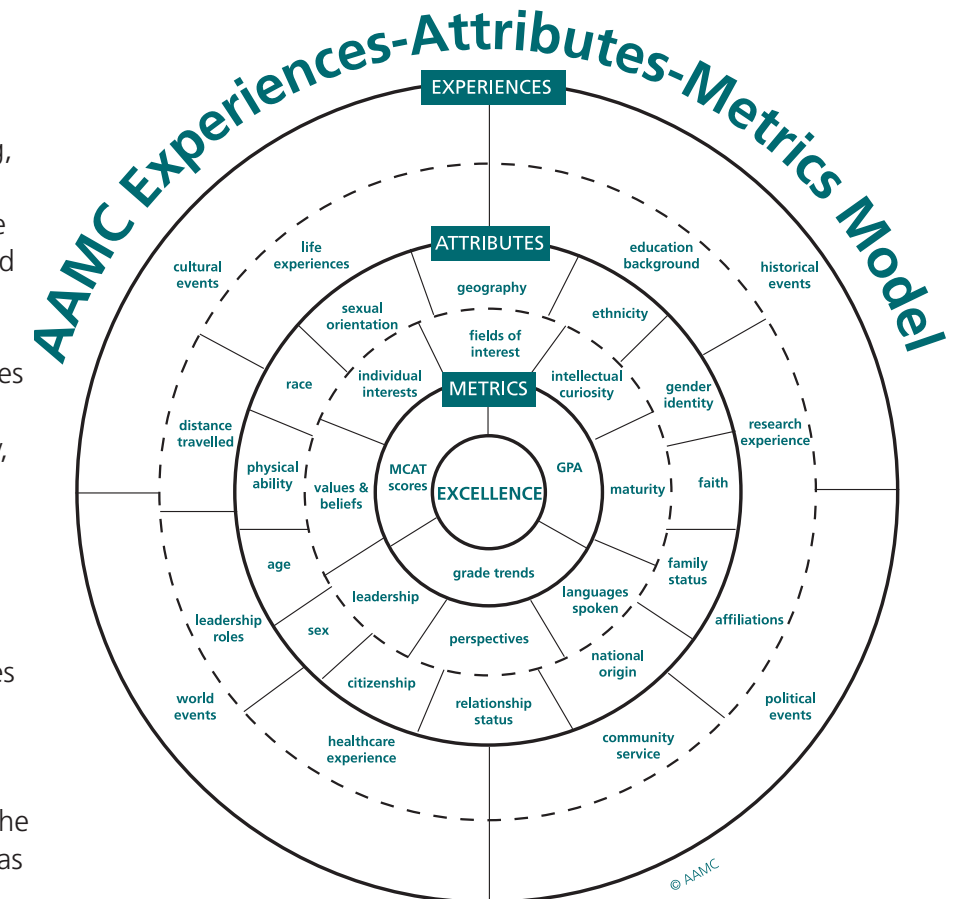
Understanding that the expertise lies in the field, the only way we can hope to accomplish this goal is by deepening and expanding our collaboration with constituents.

About Holistic Admissions

A core element of holistic admissions involves widening the lens through which we view applicants, recognizing and valuing different dimensions that shape each individual. The initiative's Experiences-Attributes-Academic Metrics (E-A-M) model translates that concept into a useful tool and provides admissions staff and committee members with a shared framework for thinking broadly about diversity, identifying mission-based criteria that take into account the whole applicant, and spark thinking about applicants as future physicians, rather than merely as prospective students.

An integrated holistic admissions process incorporates four core principles at each stage: screening, interview, and selection. These four core principles emphasize the importance of giving individualized consideration to every applicant and provide operational guidance to ensure that admissions processes and criteria are both mission- and evidence-based, promote diversity, and use a balance of experiences, attributes, and academic metrics.

Definition: Holistic review is a flexible, individualized way of assessing an applicant's capabilities by which balanced consideration is given to experiences, attributes, and academic metrics and, when considered in combination, how the individual might contribute value as a medical student and physician.



Adapted from Workforce America: Managing Employee Diversity as a Vital Resource, McGraw Hill Publishing, 1990.

Thought Questions

1. How does your institution or program define excellence in the context of its mission and goals?
 - How do you translate that into what you are looking for in your applicants?
 - How does that shape the definition(s) of success relative to learner performance? Near and long-term outcomes?
2. Does your institutional or program environment and culture contribute to learner success and development? Do they enable every learner to thrive?
3. If your institution or program has implemented holistic admissions, has that fundamentally changed and improved the institution and the educational experience of learners? Do these changes positively affect the physician workforce and, most importantly, the health of the public?