



University of Cincinnati College of Medicine | UC Health

University of Cincinnati/CCHMC Internal Medicine-Pediatrics Residency Program Commitment to Ethical, Equitable, and Transparent Recruitment Procedures

Vision and Mission Statements

- Vision – To achieve optimal health and wellbeing for children and adults.
- Mission – The University of Cincinnati College of Medicine and Cincinnati Children’s Hospital Medical Center Med-Peds Residency Program is committed to training a diverse group of competent, well-rounded physicians that serve others and provide equitable care across the spectrum of life, supported by the following mission pillars:
 - Excellent clinical training in patient-centered, evidence-based care
 - Advocacy and the reduction of healthcare disparities
 - Opportunities for resident autonomy and leadership
 - Development of master adaptive learners
 - Preparation for a variety of career paths
 - Strong Med-Peds identity and community
 - Promotion of wellbeing
 - Celebration of diversity
 - Promotion of inclusivity

Commitment to Diversity, Equity, Inclusion, and Anti-Discrimination

We acknowledge our current societal structures marginalize many of our patients and healthcare providers through racism, sexism, heterosexism, cissexism, ageism, ableism, classism, ethnocentrism, and religious oppression. All of these structural discriminatory practices still exist in society and we categorically oppose all of them.

We strive to be a program that celebrates diversity of race, gender identity and expression, sexual orientation, age, ability, class, religion, national origin, and lived experiences.

Diversity in all forms translates into more well-rounded clinicians, more effective teams, and improved patient outcomes. We strive to accomplish this by:

- Promoting an environment of inclusivity.
- Advancing our outreach, recruitment, and retention practices to ensure that our residents and faculty reflect the patients that we serve.
- Providing personalized support to ensure *ALL* residents and faculty members are given the opportunity to thrive during training and practice.



- Partnering with our institutional leaders and categorical programs to be a leading force for equity in the health systems and communities in which we practice.

This is a dynamic, evolving process that will require hard, uncomfortable truths and frequent re-evaluation of our current practices. We vow to remain committed, even when faced with challenges, because we refuse to live in a world that is complacent with the status quo.

Key qualities we look for in applicants who will become our future residents

We recognize that standardized tests, honor society selection, letters of recommendation, and class rankings are often biased against and may disenfranchise certain groups of medical students. While we do review and recognize these elements of an applicant's dossier, we believe that many different characteristics and experiences go into making a competent, compassionate physician and therefore place value in multiple factors in our selection process.*

We seek applicants

- With diverse backgrounds, life experiences, and distances traveled in life that will enrich our program, push us to consider different viewpoints, and provide the best care for our patients.
- That are committed to serving others and their community, including our most vulnerable members.
- That are committed to excellence in patient-centered care.
- That possess leadership attributes to challenge unjust systems and create a more equitable world.
- That are team players who retain a positive outlook despite challenging circumstances.
- That have a growth mindset and see failure or adversity as an opportunity to learn and grow.
- That are inquisitive and seek to answer questions through scholarship or appraisal of evidence.
- That have an interest in improving their skills as medical educators.

How we review applications and invite for interviews

- Initial application reviews and selection for interviews are completed by our program director and associate program directors, including:
 - Dr. Jennifer O'Toole
 - Dr. Benjamin Kinnear
 - Dr. Leslie Applegate
- Our initial review of applications, conducted by our program director and associate program directors, is done in a holistic fashion taking into account the whole of what an applicant will bring to our program; the unique experiences of an applicant including previous leadership, volunteer, and research activities both during and before medical school; and their overall medical school performance. While standardized testing scores,



class rank, and honor society status are reviewed, we do not have cut off scores and they are not a primary driver for invitation or selection.*

- The number of interview invitations sent out matches the number of interview slots we have available and will be sent out in unison. We continue to send out invitations for interviews thereafter on a rolling basis as cancellations occur.
- Once an applicant is selected for an interview, their dossier goes through a second holistic review by our program director and associate program directors.
- As strong supporters of the concept of growth mindset, we see failures during medical school or on standardized tests as an opportunity to learn and grow. What we look for following a failure is evidence that an applicant has set a plan for improvement and shown tangible growth from the experience.

Our interview committee

- Our interview committee is composed of the following individuals
 - Jennifer O'Toole, MD, MEd
 - Benjamin Kinnear, MD, MEd
 - Leslie Applegate, MD
 - Alicia Caldwell, MD
 - Chad Coe, MD
 - Brian Herbst, MD
 - Lori Herbst, MD
 - Abigail Nye, MD
 - Anjali Pearce, MD
 - Danielle Weber, MD, MEd
 - Sharice Wood, MD, MPH
 - Our Med-Peds Chief
- All of our faculty interviewers undergo anti-bias training at the start of interview season from a national expert and graduate of our program.

Our interview day

- All applicants have three one-on-one interviews during the interview day during which they meet with the program director, one associate program director, and one Med-Peds faculty member. These interviews are 20 minutes in length and include both behavioral-based and ad hoc interview questions.
- All interviewers provide a score for both the applicant's responses to questions as well as their personal/professional interview characteristics.
- At the time of the interview, all faculty interviewers are blinded to the candidate's transcript (i.e. medical school grades), class rank (if provided), standardized testing scores, and honor society status. The faculty interviewers will have access to all activities in the CV, letters of recommendation, and personal statement.
- We will offer applicants an opportunity to meet with Med-Peds faculty members with similar interests and backgrounds during their interview day. This is contingent upon schedules and availability of our faculty.



Composing our final rank list

- The following factors are taken into account when composing our final rank list:
 - Service, leadership, and research activities
 - Prior life experiences
 - Advanced degrees
 - Medical school and standardized testing performance*
 - One-on-one interview performance and engagement
- Our final interview list is completed with input from the program and associate program directors and all faculty interviewers. Med-Peds residents provide input that the program directors account for in the final list. The final list is also reviewed by the internal medicine and pediatric program directors and department chairs.

