

# BOSTON UNIVERSITY SCHOOL OF MEDICINE COMMITTEE ON ADMISSIONS MISSION STATEMENT

**TO IDENTIFY, SELECT, AND RECRUIT STUDENTS WHO ARE LIKELY TO EXCEL ACADEMICALLY, ENGAGE VIGOROUSLY IN THE LIFE OF OUR CAMPUS, ENHANCE THE DIVERSITY OF OUR SCHOOL COMMUNITY, AND CONTRIBUTE GENEROUSLY TO OUR SOCIETY IN THE CARE OF PATIENTS, IN THE CONDUCT OF MEDICAL RESEARCH, AND IN THE ADVANCEMENT OF THE PUBLIC'S HEALTH. QUALITIES OF INTELLECT, CHARACTER, MOTIVATION, PREPARATION, AND LIFE EXPERIENCE ARE ALL CONSIDERED AS THESE FACTORS MAY INFLUENCE A CANDIDATE'S POTENTIAL TO SUCCEED AS A PHYSICIAN IN A RAPIDLY CHANGING AND PLURALISTIC SOCIETY.**

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## STATEMENT OF VALUES AND PRINCIPLES

The Committee on Admissions conducts a comprehensive, flexible, holistic review of all applicants, striving to bring together a diverse student body constituted by academically gifted, highly motivated, resilient students who share a deep commitment to the values and goals of our profession and our institution. This review focuses on each individual applicant's talents, accomplishments, experiences, and potential to contribute to the learning community; drawing upon information from the academic record, life history, recommendations, essays, and interview. We select and recruit students who are diverse in numerous ways, including but not limited to, their educational, social, cultural, linguistic, economic, racial and ethnic backgrounds, and in their life experience.

In choosing to include race and ethnicity among the multiple factors that contribute to diversity and are therefore considered by the Committee on Admissions, Boston University School of Medicine affirms its longstanding commitment to inclusion of groups which have been subject to discrimination and which, without special commitment, would not be represented among our students in meaningful numbers. A diverse student body is consistent with the history and mission of Boston University School of Medicine and is a core educational imperative of the institution for a number of reasons, including the following:

- The ability to understand and value a patient's culture is a key element of physician competence and is best taught by life experience, rather than as an abstract object of study;
- Diversity promotes understanding in a pluralistic society and contributes to the breakdown of stereotypes and biases;
- A diverse student body promotes a rich, lively, enlightened discussion and prepares students for a heterogeneous workforce and society;
- Racially, ethnically, and culturally diverse leadership in medicine is critical to progress in healthcare and in society as a whole;
- A diverse student body will contribute to a diverse physician workforce, supporting improvements in access to health care for vulnerable populations and a reduction in racial and ethnic disparities in health status.

# **BOSTON UNIVERSITY SCHOOL OF MEDICINE STATEMENT ON RACIAL AND ETHNIC DIVERSITY IN ADMISSIONS FALL, 2004**

The learning environment is enriched by diversity of perspective, background, education, life experience, culture, language, gender, race, and ethnicity. As diversity is an indispensable element of the academic experience, achieving diversity in the student body is a core imperative for the Committee on Admissions.

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At the national level there has been growing interest in broadening the scope of selection and recruitment for diversity in medical schools to include a broader range of racial and ethnic groups that are underrepresented in medicine. In recognition of changing demographics in American society and our own continuing effort to provide a stimulating and comprehensive educational experience for students of medicine, the Committee on Admissions will broaden the focus of its efforts in selection and recruitment for racial and ethnic diversity. In addition to the traditional four (4) groups identified above, the Committee will expand the effort to include candidates from other backgrounds who may contribute to racial and ethnic diversity in the student body.

## INTERVIEW REPORT EVALUATION & SCORING SUMMARY 2007-2008

### EVALUATION AND SCORING

Assign a numerical score (0-5), as defined below, in each of the four (4) scoring dimensions. *These scores, in each dimension, are intended to reflect your assessment of the applicant and his/her accomplishments in the context of background, life experience, advantages, and disadvantages. You are exercising judgment, rather than simply reporting on the facts as they are presented to you.* Please adhere to the following definitions in recording each score and note that the basis for comparison is our selected interview pool, not the larger applicant group as a whole. Use the Summary Recommendation section to codify your sense of the applicant and to indicate special support or particular concerns regarding this candidate.

**5:** Outstanding; top 5% (95%tile) of applicants in our *collective interview experience*

**4:** Excellent; next 10% (85-94%tile) of applicants in our *collective interview experience*

**3:** Very Good; next 10% (75-84%tile) of applicants in our *collective interview experience*

↑----- TOP QUARTER -----↑

**2:** Good; 2<sup>nd</sup> quartile (50-74%tile) of applicants in our *collective interview experience*

↑----- TOP HALF -----↑

**1:** Fair; 3<sup>rd</sup> or 4<sup>th</sup> quartile (below the 50%tile—below average) in our *collective interview experience*, but acceptable

**0:** Poor; bottom 5% (5%tile); an unacceptable candidate

<b>DIMENSION</b>	<b>SCORE (0-5)</b>
Application review	
Academic parameters	
Letters of recommendation	
Interview	

**Overall Score (0-20)\*\*:**

**Summary Recommendation:**

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\*\*Sum of dimension scores

From: <http://www.bu.edu/provost/cfdi/statement.html>

## **Boston University Council on Faculty Diversity and Inclusion**

### **Statement on Diversity**

Boston University is committed to fostering a diverse University community within a supportive and respectful environment. We believe that faculty diversity is essential to our success as a leading research university with a global reach, and that diversity is an integral component of faculty excellence. Diversity is multidimensional and may encompass life experience, gender, sexual orientation, race, national origin, ethnicity, physical ability, spiritual beliefs, and intellectual approach. As students and faculty engage and are challenged by one another, diverse perspectives will enhance the quality of intellectual exchange and the creation of knowledge.

A university that develops and sustains a diverse community must support the diverse needs of community members so that they can participate in university life to their fullest capacities and with wholehearted commitment. Faculty, staff and students need to feel respected and valued for who they are and the talents they bring to their work. Respect for a diverse faculty includes respect for all aspects of faculty identities including their community, family, and religious roles, as well as faculty roles and identities as scholars and teachers.

A university that fosters diversity must support the quality of life of its faculty in order to maximize their productivity and the caliber of their scholarship and intellectual contributions.