In a new article, *Linking Medical School Mission and Holistic Review*, we provided general guidance on how to build foundations for success in strong diversity and admissions policy statements. Intended as a companion to that general guidance, this resource highlights how a range of medical schools illustrate the general principles.

The medical institutions highlighted here represent several leading institutions, including those represented among the AHRI Advisory Committee. We also aimed to include both public and private schools from a range of sizes, models, and geographic locations. These statements reveal that institutions are carefully considering their role in their local and national healthcare workforce context in selecting students for admission. Each appears to approach the goals of diversity and inclusion in ways that reflect the specific needs of their institutions and the communities that they serve. All information was taken from publically available sources; we may need to ask certain schools to provide additional information to help us build out complete profiles.

Notably, not every medical school took the same approach to formalizing its commitment to diversity and inclusion. Some have diversity statements, others reflect their values in institutional visions and missions, and still others capture key ideas in their admissions policies. (And a few use multiple statements to tell a fuller story.)

All information from specific medical schools contained in this document is available publicly on the school’s website. In a handful of cases, minor editing was needed to clarify the school's name within the statement or to allow the statement to conform to formatting in this document, but no other edits were made.
A well-developed, mission-driven diversity statement is an important starting point where diversity and inclusion reflect institutional priorities. Such statements communicate core institutional values and typically reflect a school's unique character. They can operate as a polestar to guide institutional action and create common understanding within a medical school community, enhancing alignment and promoting efficiency in school operations. For medical schools with race- or ethnicity-conscious enrollment practices, these statements can also provide important evidence of the school’s "compelling" goals and intentions, should they ever come under judicial scrutiny.

The importance of broad diversity to achieving institutional goals AND the benefits of diversity clearly articulated as a core institutional value and priority

Baylor College of Medicine fosters diversity among its students, trainees, faculty and staff as a prerequisite to accomplishing our institutional mission, and setting standards for excellence in training healthcare providers, promoting scientific innovation, and providing patient-centered care.¹

- Diversity, respect, and inclusiveness create an environment that is conducive to academic excellence, and strengthens our institution by increasing talent, encouraging creativity, and ensuring a broader perspective.
- Diversity helps position Baylor to reduce disparities in health and healthcare access and to better address the needs of the community we serve.
- Baylor is committed to recruiting and retaining outstanding students, trainees, faculty and staff from diverse backgrounds by providing a welcoming, supportive learning environment for all members of the Baylor community.

Loyola University Chicago Stritch School of Medicine is dedicated to building a diverse and inclusive community that upholds access, equity and excellence as core values.² We believe that diversity is integral to our mission of transformative education, innovative discovery and service to others. We are committed to achieving excellence by utilizing the rich talents of people who infuse different backgrounds, perspectives and experiences into the work and learning environment and who reflect the diversity of the populations whose health we hope to impact. As such, we embrace a broad spectrum of human expression and characteristics that includes but is not limited to race, ethnicity, gender, socioeconomic status, disability, sexual orientation, religion, military or veteran status and age. Our Jesuit tradition calls all faculty, students and staff to intentionally honor the dignity of all persons and promote social justice.

To that end, we aim to value the contribution of all individuals and create an environment that inspires a cadre of talented people to become leaders in science and medicine. By fostering a vibrant and dynamic culture of inclusion, the Stritch School of Medicine will continue to welcome opportunities to address challenges in health care and excel in academic medicine.

Meharry Medical College is an academic health sciences center that exists to improve the health and health care of minority and underserved communities by offering excellent education and training

¹ Baylor College of Medicine, Diversity Statement, https://www.bcm.edu/about-us/diversity.
² Loyola University Chicago Stritch School of Medicine, Diversity Statement, http://ssom.luc.edu/diversity/diversity-statement/.
programs in the health sciences. True to its heritage [as an HBCU], Meharry places special emphasis on providing opportunities for people of color, individuals from disadvantaged backgrounds, and others regardless of race or ethnicity; delivering high quality health services; and conducting research that fosters the elimination of health disparities.

The University of Arizona College of Medicine - Phoenix champions diversity as a core value central to its mission. We are committed to promoting and supporting diversity and inclusion in our research, clinical and educational missions to meet the needs of the students, faculty, staff and the communities we serve. We believe diversity at the University of Arizona College of Medicine – Phoenix creates role models, broadens perspectives, combats negative stereotyping and optimizes our ability to provide health care for all.

Such differences include but are not limited to race, ethnicity, gender, sex, age, religion, language, abilities/disabilities, socioeconomic status, educational backgrounds, and geographic region. The college defines diversity as acknowledging, understanding, accepting, valuing, nurturing and celebrating differences among people. The College of Medicine - Phoenix values and defines diversity broadly and values variety in life experiences and circumstances. The College of Medicine - Phoenix values students, faculty, and staff who demonstrate a commitment to their communities and those who reside, practice, or provide care in rural, inner-city, and other medically underserved populations within and contiguous with the state of Arizona.

The University of Mississippi School of Medicine is proud to be part of Mississippi’s only academic health science campus. Fulfillment of the school’s mission requires student, faculty, administration and staff respect for and appreciation of the rich cultural heritage and growing diversity of the citizens of Mississippi, including their:

- Demographic attributes (race, ethnicity, gender, gender identity, sexual orientation, age, educationally or financially disadvantaged background, socioeconomic status, marital and family status, rural, state and national origin, languages spoken, religious and spiritual beliefs, and culture);
- Personal attributes (including integrity, communication, skills and abilities, disabilities work habits, interactions with people, desire to learn);
- Life experiences (including healthcare, community service, leadership, teamwork and employment).

Diversity, inclusion and cultural humility enrich the teaching and learning environment; students think more vigorously and imaginatively, enhancing their preparation as citizens and professionals committed to providing all patients, including those from underserved populations, access to quality and equitable health care that can ameliorate the health care disparities of Mississippians and the nation through medical education, biomedical research and patient care.

A diverse student body is essential to the University of New Mexico School of Medicine’s educational mission. Diversity benefits all students by creating a dynamic, productive and positive learning environment, and promoting cross-cultural and cross-racial understanding. In addition to benefits in the

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4 University of Arizona College of Medicine - Phoenix, Mission Statement, [http://phoenixmed.arizona.edu/about/mission-statement](http://phoenixmed.arizona.edu/about/mission-statement).
5 University of Mississippi, School of Medicine, [https://www.umc.edu/som/](https://www.umc.edu/som/).
classroom, diversity in the medical-school setting also helps to improve access to health care for vulnerable populations. Diversity helps the School of Medicine produce individuals who are able to be effective clinicians in New Mexico’s multi-cultural environment.

Any unique institutional context or history that may bear on the mission.

Meharry Medical College was founded in 1876 by Samuel Meharry and his four brothers in response to an Act of Kindness he had received on a Kentucky road one rainy night – a chance meeting now known as The Salt Wagon Story. In 1886, Dr. George Whipple Hubbard founded a department that would "provide the Colored people of the South with an opportunity for thoroughly preparing themselves for the practice of dentistry," and Meharry’s dental program opened its doors to nine students, three of whom were physicians. The School of Graduate Studies and Research at Meharry Medical College began in 1938 as a series of short courses in the basic and clinical sciences; in 1947, a Master of Science Degree program was implemented as the first graduate degree, a Ph.D. program was established in 1972, and an M.D./Ph.D. program in 1982. Today, Meharry receives over 5,000 applications for admission to the M.D., D.D.S., M.S.P.H., and Ph.D. programs, providing opportunities for people of color, individuals from disadvantaged backgrounds, and others, regardless of race or ethnicity, to receive excellent education and training in the health sciences and conduct research that fosters the elimination of health disparities.

When its doors opened in 1973, the Paul L. Foster School of Medicine (PLFSOM) was a regional medical campus for Lubbock where third and fourth year medical students had the option to complete their degrees. Today [now part of the Texas Tech University Health Sciences Center at El Paso] the PLFSOM is the first four-year medical school along the U.S.-Mexico border and features an immersive clinical curriculum . . . The PLFSOM is a leader in educational innovation. Starting in years one and two, the school’s curriculum is highly focused on clinical studies. This structure provides the clinical context and motivation for learning, as well as a natural framework for highly coordinated and synergistic instruction in medical skills, the various domains of public health, introductory diagnostic reasoning, and ethics and professionalism. In addition, as part of its curriculum, the PLFSOM requires all students to learn medical Spanish language skills; the PLFSOM is the only medical school in the U.S. with this requirement.

Since it was founded in 1964, the University of New Mexico School of Medicine (UNM SOM) has been committed to educating future physicians skilled in serving the health care needs of NM’s diverse populations. Because the UNM SOM recognizes the need for physicians and other health care providers to communicate effectively with patients of diverse racial, cultural, and linguistic backgrounds, the school has also been dedicated to educating students to serve as physicians in NM and to developing its curriculum to include coursework in cultural competence for all future physicians.

The process leading to policy approval, including the role of faculty and students. A few examples of approval, which vary based on each medical school's context, include:

- Meharry Medical College’s diversity statement was approved by its senior vice president for health affairs and dean on July 1, 2013.

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8 Texas Tech University Health Sciences Center - El Paso, Paul L. Foster School of Medicine, https://elpaso.ttuhsc.edu/som/.
9 University of New Mexico School of Medicine, Cultural Competency, http://hsc.unm.edu/programs/diversity/cultural-competency/index.html.
• The University of Arizona - Phoenix's diversity statement was approved by the general faculty in October 2014.¹⁰

• The University of Michigan Medical School's Admissions Policies and Procedures were originally approved by the University of Michigan Medical School Executive Committee on September 19, 2002.¹¹ After Proposition 2 passed in Michigan that forbid the consideration of race, ethnicity, sex, gender, or religion in public institutions' admissions decisions, the Policies and Procedures were revised in January 2007 and May 24, 2007. They were later reviewed by the Curriculum Policy Committee on October 28, 2011, and finally reviewed and re-approved by the University of Michigan Medical School Executive Committee on November 3, 2011.

• The University of Mississippi School of Medicine's diversity statement was approved by the Executive Faculty Committee on January 24, 2011.¹²

• The University of South Alabama College of Medicine created the Office of Diversity and Cultural Competency (ODCC) August 1, 2011.¹³ Building a strong, diverse team is paramount in importance to the success of creating a diverse and culturally competent environment within the College of Medicine. To this end, an advisory committee to the ODCC has been established, called, the “Working Group.” The Working Group will assist the ODCC in assessing current polices and the development of a comprehensive strategic diversity plan that lends itself to periodic, systematic evaluations. The ODCC is an expanded effort of the USA College of Medicine to develop best policies and practices directed at the outreach, recruitment and retention of a more diverse and culturally competent student body, housestaff and faculty. Beyond efforts directed at recruitment and retention, this office will aim to improve the cultural competence of those within our community. We will consider not only those issues related to race, ethnicity and gender, but also focus on issues related to sexual orientation, religious beliefs, age, physical disabilities and health disparities. Our vision is for the College of Medicine to become more culturally competent through a rich tapestry of diversity and multiculturalism.

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¹² University of Mississippi, School of Medicine, https://www.ump.edu/som/.
¹³ University of South Alabama College of Medicine, About Us: Diversity and Cultural Competence, http://www.usahealthsystem.com/diversity.
Many medical schools build on mission statements by drafting admissions policy statements to describe the link between mission and enrollment. Articulations of how the medical school has tailored the "holistic review" process to meet its unique needs and institutional goals may be especially important.

Defining "merit" comprehensively.

Baylor College of Medicine is committed to selecting a highly qualified entering class each year to further our mission of excellence in patient care, research, education, and community service to an increasingly diverse society. Baylor welcomes applicants of ethnic diversity from all areas of the United States. Baylor encourages individuals from groups underrepresented in medicine to apply. Although outstanding grades and MCAT scores are important, at Baylor we understand that intelligence is reflected in ways beyond these two measures. We also understand that it takes more than "book smarts" to be effective physicians; therefore, every effort is made in each step of the admissions process to assess all characteristics of each applicant, cognitive as well as non-cognitive.

Cooper Medical School of Rowan University seeks students who resonate with our mission, who have demonstrated academic excellence, and who possess the personal attributes required of physicians. Our admissions team strives to build a diverse student body that will add value to our school and enhance the education of all class members. This may include groups underrepresented in medicine, first generation college graduates, students raised in Camden, individuals with unique service experiences, and those who may be financially disadvantaged. We are committed to selecting students who have developed personal and professional integrity, the potential for professional medical competence, the ability to deliver compassionate care, a passion for lifelong learning. Intellectual curiosity, educational excellence, ethical conduct, understanding of medicine as both an art and a science, open-mindedness and tolerance, and a service orientation to the community will be valued very highly by our selection committee. Student selection is not influenced by political or financial factors.

Describing all criteria for judging the academic readiness of applicants and ensuring that all students offered admission are academically ready.

To balance quantitative assessments, such as GPA and MCAT scores, the Central Michigan College of Medicine employs a holistic review in its admissions process to consider an individual's cognitive capabilities, depth of past experiences, and personal attributes and characteristics. This type of review helps assess an applicant’s potential to become a highly competent, diverse, and caring physician. Therefore, the admissions process will include a structured evaluation of an applicant's personal characteristics such as the following:

- Compassion for others
- Altruism

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14 Baylor College of Medicine, Admissions, https://www.bcm.edu/education/schools/medical-school/admissions/.
15 Cooper Medical School of Rowan University, Selection Criteria, http://www.rowan.edu/coopermed/students/admissions/selectioncriteria.php.
Professional characteristics of interest to the College of Medicine community include:

- Integrity
- Reliability
- Positive work habits
- Adaptability
- Teamwork
- Self-discipline
- Resilience
- Persistence

The admissions process is also interested in identifying applicants who desire to provide healthcare to communities in Central and Northern Michigan.

At Cooper Medical School of Rowan University (CMSRU), the criteria used to determine who will be invited for an interview include, but are not limited to the following:

- State of residence: Applicants from all states will be considered but New Jersey residents will be given special consideration.
- GPA: The strength of course work, academic performance, trends in GPA, and any performance in post-baccalaureate and graduate courses will be reviewed carefully.
- Work/life experiences: CMSRU will be reviewing applications to search for the applicant who has shown activities that demonstrate initiative, leadership, the ability to multi-task, and resonance with our mission.
- Personal Competencies: Applicants who demonstrate resilience, strong interpersonal skills, dedication to service, cultural awareness, ethical integrity, adaptability, ability to learn from criticism, and strong collaborative character will be highly valued in our selection process. (see AAMC’s Core Competencies for Entering Medical Students)
- MCAT: MCAT scores will be considered in the context of the totality of the application.

CMSRU has designed the application process to ensure that individuals who desire to learn medicine at CMSRU will have a fair, exhaustive, and holistic review of all materials submitted.

The Paul L. Foster School of Medicine admissions guidelines call for no discrimination on the basis of race, gender, age, ethnic origin, religion, sexual orientation, or disability. Applicants will be evaluated not only on their cognitive merits, but also on non-cognitive or non-academic areas as well. This will include evaluations of their personal statements, letters of recommendation, and other life, extracurricular, volunteer or employment experiences. The interview is specifically designed to focus on non-academic criteria. Interviewers will assess the applicant’s medical experiences, motivation to enter medicine, knowledge of issues in medicine, personal characteristics and problem solving ability. While evidence of high intellectual ability and a strong

17 Cooper Medical School of Rowan University, Selection Criteria, http://www.rowan.edu/coopermed/students/admissions/selectioncriteria.php.
18 Texas Tech University Health Sciences Center - El Paso, Paul L. Foster School of Medicine, Admissions Philosophy, https://elpaso.ttuhs.edu/som/admissions/philosophy.aspx.
record of scholastic achievement are vital for success in the study of medicine, we also recognize the importance of the qualities of compassion, motivation, maturity, personal integrity, and effective communication as necessary traits in the medical profession.

No single factor will be used exclusively to admit or eliminate an applicant to the Paul L. Foster School of Medicine. The Admissions Office will examine each application for overall suitability. The Admissions Committee will select a class with varied backgrounds, interests, and life experiences to provide a stimulating and broadening learning environment for all students. Disadvantage and/or underrepresented minority background and interest in the region are among the considered factors. With equal qualifications preference may be given to residents of El Paso, the US border region and West Texas.

The selection of students is aligned with the mission and core values of the University of Arizona College of Medicine - Phoenix. Championing diversity is a core value within our mission, as we believe acknowledging, understanding, accepting, valuing, nurturing and celebrating differences in people best meets the needs of the communities we serve.

There are three equal segments to the holistic review of an applicant, as well as administrative requirements (background check, citizenship, essential qualifications, and residency requirements).

- **Personal:** Applicants chosen for admission must demonstrate a set of core attributes and characteristics deemed essential for our curriculum. The Admissions Committee will evaluate your personal readiness for our college based on these attributes and characteristics: cooperative, able to lead and follow, team player, patient, non-judgmental, personable, enduring, resilient, adaptable, self-aware, culturally competent, altruistic, diverse in life experiences, communicative, professional, able to give and receive feedback, self-motivated learner, and service-oriented.

  The College's Admissions Committee favors applicants with:
  - Broad life experiences (e.g. second-career, non-medical community experiences, research activities).
  - Cultural background (e.g. multilingual, rural upbringing, global volunteer work, multicultural experiences).
  - Educational background (e.g. science and non-science majors, variety in undergraduate education).
  - Socioeconomic background (e.g. first-generation college graduate, self-supported during college).

- **Professional:** Applicants chosen for admission must show meaningful evidence of a consistent interest in medicine and the ability to help colleagues and others to provide the best care for our society. However, the Admissions Committee recognizes each person's path to medicine is different. To be considered a competitive applicant, experience from these four areas is expected.

  - Clinical exposure: Medically related volunteer and/or paid positions provide an understanding and knowing of the patient-physician relationship. The college tends to value the depth and breadth of an experience or two over the quantity of experiences. Our advice to you is to search for opportunities that allow you to gain

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19 This entry represents the compilation of several webpages available through University of Arizona College of Medicine - Phoenix, Admissions, [http://phoenixmed.arizona.edu/admissions](http://phoenixmed.arizona.edu/admissions).
a clear sense of the demands and rewards of the profession. Essentially, this
confirms for us that you know what you are getting yourself into.
- Extracurricular: Interests outside the classroom tell us a lot about your potential
  contribution to our class, the community we serve and the future physician
  workforce. Having a healthy life/work balance contributes to a medical student’s
  personal well-being and, therefore, is important in the selection of future medical
  students.
- Collaboration: Becoming an active member of a team provides an invaluable skill-
  set of patience, resilience, dedication and critical-thinking.
- Community Service: Actively contributing to your local community, teaching and
  leading others to a common good are important skills in a physician. Participating
  in non-medical volunteer experiences shows your altruistic nature.

- Academic: In addition to the nationally administered standardized Medical College
  Admissions Test (MCAT), we evaluate your academic readiness based on your academic
  history and performance through your college-level courses.
  - MCAT: Applicants must have taken the MCAT exam within three years of intended
    matriculation into medical school. For example: if you plan to start medical school
    in 2017, a score from 2014 is the latest we will consider. The Admissions
    Committee will accept results from the “old” exam, but prefers that applicants
    take the new, reformatted exam as this latter exam is now the national standard
    for all applicants. The College has not established a minimum composite score for
    the new MCAT.
  - GPA: Applicants must have a cumulative GPA of 3.0 or better in either their
    undergraduate, post-baccalaureate, or graduate studies. As special circumstances
    arise, GPA calculations can be performed on a case-by-case basis.
  - Undergraduate studies: A bachelor’s (baccalaureate) degree is required for
    matriculation. All course work must be completed in an educational institution
    located in the U.S. or Canada and approved by a regional accrediting body.
    Students who have earned a degree outside the U.S. or Canada are required to
    complete a minimum of 60 credit hours in an educational institution located in the
    U.S. or Canada, including the required courses for admission. Bachelor’s degree
    must be conferred no later than June 20, 2017.
  - Required courses with a grade of "C" or better: Chemistry (1 Biochemistry, 1
    additional (e.g., general chemistry)), Biology (1 Human or Mammalian Physiology,
    2 additional (e.g., molecular biology)), Behavioral sciences (2 courses from any of
    the following: cultural anthropology, economics, health care administration,
    psychology, sociology, public policy, family studies, history, political science, social
    work, behavioral health), English (2 writing-intensive courses (e.g., creative
    writing)), Mathematics (1 course more advanced than college algebra (e.g.,
    statistics)), Humanities (1 course from any of the following: art, music, theater,
    speech and communication, philosophy, religion, gender studies, ethics, literature,
    English)

At the University of Michigan Medical School, each applicant will be considered in the pool of the entire
group of applicants, and will be individually assessed on both essential attributes and on their unique
potential to contribute to the educational experience at the Medical School and to the profession of
The first are those attributes considered essential to the practice of medicine, and therefore are required of all students admitted to the University of Michigan Medical School. Unique potential relates to the unique and valued, but not required, characteristics that an applicant may possess, which would enhance their potential to contribute to the educational experience and diversity of the Medical School, and to the profession of medicine. The parameters of both the essential attributes and the unique potential to contribute to the educational experience at the Medical School and to the profession of medicine characteristics will be reviewed on an annual basis.

Each applicant will be individually assessed for his/her essential attributes and unique potential to contribute to the medical school class.

1. Essential Attributes
   a. **Academic Excellence**: The curriculum at the University of Michigan Medical School is academically rigorous and requires that the applicants demonstrate prior ability to perform well in a challenging academic setting. The undergraduate grade point average and the Medical College Admissions Test scores are two measures that are used to assess the applicant’s ability. Other factors which are used in the evaluation may include the quality of the undergraduate institution, the rigor of the course load and steadily improving grades.
   b. **Competency**: We strive to enroll students capable of accumulating the scientific knowledge, the diagnostic acumen, the technical skills, and the interpersonal skills required for the competent care of patients. Assessment of competency will include intellectual competency, technical competency, and communication competency. All applicants must sign the medical school technical standards form (attached).
   c. **Dedication to Medicine**: Every effort will be made during the admissions process to assess the applicant’s dedication to a practice of medicine. Assessment of dedication to medicine will include, but is not limited to, assessment of the application materials for documented interest in medicine, focused questioning in the interview, and the applicant’s knowledge of current medical issues.
   d. **Altruism**: Altruism, or the devotion to the needs of others, can be assessed through review of the applicant’s activities such as participation in community service, or volunteer activities as well as responses to interview questions about the applicant’s goals and desires for a life of providing patient care.
   e. **Integrity**: Honesty and integrity are essential in both the medical education process and eventual practice of medicine. Applicants should be able to articulate an understanding of the importance of ethical behavior, of honesty, of professionalism in medicine. Dishonesty on the application form or in the interview as well as information provided in the letters of evaluation will be considered in assessing integrity.
   f. **Communication skills**: Potential physicians should demonstrate to the admissions committee an ability to communicate effectively. The personal statement, letters of recommendation, and the interview provide opportunities to assess effective communication skills.

2. Unique Potential to Contribute to the Medical School Educational Experience and to the Profession of Medicine. Each year, there will be many more applicants who possess all of the essential attributes to become a competent and effective physician than there are positions available. Many of the applicants will also possess unique attributes that can contribute both to

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the educational experience of their fellow classmates and eventually to the field of medicine. Although each applicant will present a unique set of academic and other attributes, many will have an approximately equivalent potential to contribute to medicine, albeit in a wide variety of ways. The selection process cannot therefore focus solely on the individual, as many applicants will be equally, if differently, suited to the practice of medicine. The admission process, following evaluation and rating of the individual applicant, will seek to build a richly diverse class both to enhance the educational experience of the class itself, and to provide for future patient care of the highest quality.

a. **Future Potential re Underserved Populations of Patients:** “Chronically underserved” may be either geographic (rural, inner city), or involve specific populations of patients (e.g. financially disadvantaged, minority populations, or uninsured). Applicants who provide evidence, stated or otherwise, that they are inclined to serve in one of these areas may be ranked as highly desirable for admissions to the medical school. Assessment would include, but is not limited to, demographic factors, past experiences, and demonstrated interest in practicing in an underserved area or with underserved populations.

b. **Underserved medical specialties.** This assessment can include particular underserved specialties such as primary care, but will also include neglected medical areas such as bioethics, the understanding and teaching of cultural competency, medical education, and so on. These underserved areas will change from time to time, and will be continuously monitored.

c. **Leadership:** The physician is the leader of the health care team and must be able to effectively direct the diagnosis and treatment course of patients. Previous team leadership experience (for example, advancement in the military, captain of an athletic team, selection for a leadership position in an organized environment), or leadership training experiences will be considered in assessing leadership.

d. **Life Experiences:** Each physician must care for patients with a wide variety of racial, ethnic and cultural backgrounds. Experiences with other ethnicities and cultures are deemed valuable, such as study abroad, involvement with multicultural organizations, or other unique life experiences.

e. **Scientific or social research experience:** Advancement of medical knowledge benefits large populations of patients, and applicants with skills in research have the potential to provide such benefits. While involvement in research is not an absolute requirement, it is considered a very desirable experience for the admission evaluation.

f. **Additional degrees:** Applicants who present with another graduate degree such as JD, Masters in Public Health, Ph.D. etc, bring a unique set of skills that will be valuable both to the other members of the class and to the future cohort of physicians.

g. **Educational background:** Although the practice of medicine is heavily grounded in the sciences, the art of medicine requires an understanding of and appreciation for psychosocial issues such as economics, history and philosophy among others. Students who have undertaken studies in these areas will be assessed for their potential to contribute to the educational experience of the class.

h. **Socioeconomic Status (SES):** In order to train future physicians who have the potential to serve our communities in need, it is important to seek students from a variety of socioeconomic backgrounds.
For medical schools with race- and ethnicity-conscious policies, affirming that the use of race or ethnicity in admissions decisions is limited but necessary.

A diverse student body is essential to the University of New Mexico School of Medicine's educational mission. Diversity benefits all students by creating a dynamic, productive and positive learning environment, and promoting cross-cultural and cross-racial understanding. In addition to benefits in the classroom, diversity in the medical-school setting also helps to improve access to health care for vulnerable populations. Diversity helps the School of Medicine produce individuals who are able to be effective clinicians in New Mexico’s multi-cultural environment.

In seeking diversity, the School of Medicine considers a wide range of factors when evaluating applicants for admissions, including but not limited to: demonstrated intellectual capacity, outstanding academic achievement, work experiences, life experiences, living or working in a rural community, academic and personal motivation, commitment to public service, the extent to which the applicant has overcome educational and/or economic obstacles, and other indices that the applicant can succeed in medical studies and make a significant contribution to the School of Medicine community and the State of New Mexico. All applications receive individualized consideration and are reviewed competitively in one pool.

The School of Medicine is committed to racial and ethnic diversity with special reference to the inclusion of students from groups that are underrepresented in medicine in New Mexico. Having a critical mass of such students is essential for the educational benefits of diversity and for training doctors to practice in New Mexico’s medically underserved communities.

Linking to the broader enrollment effort and overall medical education enterprise.

Harvard Medical School (HMS) is committed to the enrollment of a diverse body of talented students who will reflect the character of the American people whose health needs the medical profession must serve. A diversity of backgrounds, preparation, and interests is desirable and a legitimate goal of medical education. The consensus is strong at HMS that the education of a physician is enhanced by the diversity of the student body. Harvard's commitment to a diverse student population is reflected not only in the variety of institutions from which students are accepted, but also in the ethnic and economic backgrounds of the student body. The HMS Office of Recruitment and Multicultural Affairs recruits and provides support services to individuals from groups under-represented in medicine, and fosters an inclusive and respective environment that is supportive to lesbian, gay, bisexual, and transgender students, faculty, and staff.

The University of Michigan Medical School (UMMS) is dedicated to providing a cadre of physicians capable of caring for the diverse medical needs of the people of the state of Michigan and beyond. Those needs range from the immediate diagnostic and therapeutic needs of an individual patient to the need of our population for research into disease entities and the means by which to treat them. This medical school trains physicians who will be directly involved in patient care, physicians who will teach the next generation of physicians, and physicians who will become clinician scientists, expanding the medical knowledge base. The admissions policies therefore are designed to ensure that our selection process each year matriculates a class made up of individuals collectively and individually capable of

meeting a variety of the needs of our current and future patients. The University of Michigan Medical School recognizes that, in training physicians, there is a dual responsibility to be met. The first is to the medical students, to provide a medical education of the highest quality so that they may become highly effective and competent physicians. The second responsibility is to the future patients of the graduates of the medical school. Graduates should be well trained in all aspects of medicine and able to make appropriate diagnostic and treatment decisions in a manner that recognizes and respects the individual patient’s needs, including cultural, financial and social nuances. Each matriculating class will be selected in light of this dual responsibility. Each applicant will be evaluated not only on his or her ability to become a competent physician, but also on his or her potential to contribute to the educational experience of fellow medical students. The admissions process will evaluate both the individual capabilities of a student, and the overall composition of the matriculating class, with the goal of providing a rich and diverse educational experience for all members of the class.

The UMMS follows the guidelines and policies regarding diversity as put forth by the University. The UMMS complies with all applicable federal and state laws. The UMMS defines diversity as the inclusion of individuals with varying backgrounds and perspectives so as to enhance the learning climate and promote innovation, mutual respect and connections with the communities being served. Factors taken into consideration include, but are not limited to, educational background, life experiences, cultural identity, and socioeconomic background. The UMMS does not discriminate on the basis of race, ethnicity, gender, religion, disabilities, marital status, sexual orientation, or body habitus.