**Holistic Considerations for Medical School Admissions Officer and Admissions**

**Committee Concerning Intersections of COVID-19, Racism, and Inequality**

***Group Discussion Guide: Metrics***

**INTERVIEW SUMMARY**

In a holistic review process, schools look at a potential medical student’s Experiences, Attributes, and Metrics (EAMs)

to widen the lens through which we assess applicants in support of school mission and to further leverage the

benefits of diversity, equity, and inclusion. For the upcoming admissions cycle, and cycles to come, admissions

officers must consider the downstream effects of the intersection of intersections of COVID-19, racism, and inequality

on applicants’ abilities to meet criteria for admission that is beyond their control.

In this interview, Dr. Christina Grabowski, Associate Dean for Admissions and Enrollment Managementat The

University of Alabama at Birmingham (UAB) School of Medicine discusses how her institution is evaluating metrics in

light of the disruptions caused by COVID-19. Some of the changes Christina discusses during the interview include:

* Letting applicants know that “the early bird does not get the worm” for this admission cycle to alleviate stress about late applications not receiving full consideration for interviews
* Managing the interview invitation process to ensure applicants who are good mission matches for UAB receive full consideration regardless of when they submit their application
* Accepting later test dates for the MCAT if testing extends past September
* Posting [information for applicants](https://www.uab.edu/medicine/home/admissions/updates) about COVID-related changes to the admissions process on the UAB website
* Incorporating information about Intersections of COVID-19, Racism, and Inequality into admissions committee training
* Accepting pass/fail grades for all courses including pre-requisite courses

# **DISCUSSION QUESTIONS** Reflect on the following questions with your group after listening to the interview.

| DISCUSSION QUESTIONS | IDEAS |
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| What were the key takeaways from this interview? | Click or tap here to enter text. |
| How do our admissions criteria map to our mission area(s)? | Click or tap here to enter text. |
| Are our academic thresholds determined by institutional data about student outcomes for our program? Why or why not? | Click or tap here to enter text. |
| Does our program give balanced consideration to experience, attributes and metrics when deciding who will be admitted to our program? Why or why not? | Click or tap here to enter text. |
| Does our program consider metrics during the interview stage of your selection process? Why or why not? | Click or tap here to enter text. |
| How can we reduce applicant anxiety about changes to the application timeline for this admissions cycle? | Click or tap here to enter text. |
| What are ways we could begin the review process without MCAT scores so that applicants who are good mission matches for our institution receive full consideration regardless of when they submit their application? | Click or tap here to enter text. |
| How can we ensure an equitable consideration of GPA during this cycle when some students are able to elect graded options and other students cannot? | Click or tap here to enter text. |
| What information can we share with prehealth advisors to assist them with conversations about an applicant’s competitiveness for our program during this admission cycle? | Click or tap here to enter text. |
| What, if any, additional training is needed for admissions committee members to ensure they view metrics within applicant context? | Click or tap here to enter text. |
| Who are the applicants who will be most affected by any changes we will make to our process and how can we ensure we are not inadvertently impacting the applicants we are trying to enroll? | Click or tap here to enter text. |
| What are some next steps we may want to pursue based on our discussion today? | Click or tap here to enter text. |