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

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

***Group Discussion Guide: Secondary Applications***

**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 changes her institution is making to their

Secondary application in response to disruptions caused by COVID-19 including:

* Adding narrative questions to the secondary application to explore the impact of COVID on applicants
* Encouraging screeners to focus on competencies rather than hours when evaluating applicants’ healthcare, service and research experiences
* Posting [secondary application questions](https://www.aamc.org/professional-development/affinity-groups/gsa/coa) on the [UAB admissions webpage](https://www.uab.edu/medicine/home/admissions/application-process) to allow applicants’ ample time to prepare for the secondary application if their MCAT scores are delayed
* Ensuring admissions committee training includes information on the intersections of COVID-19, racism, and inequality to reduce bias in the screening and selection of applicants

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

| DISCUSSION QUESTIONS | IDEAS |
| --- | --- |
| What were the key takeaways from this interview?  | Click or tap here to enter text. |
| How does the screening criteria for our secondary application align with the mission of our institution?  | Click or tap here to enter text. |
| Does institutional data inform our threshold for which applicants receive a secondary application? Why or why not? | Click or tap here to enter text. |
| In what ways do our secondary application questions align with the mission of our institution?  | Click or tap here to enter text. |
| Are there changes we will need to make to our secondary application to assess disruptions caused by the intersections of COVID-19, racism, and inequality? | Click or tap here to enter text. |
| What are examples of narrative prompts we could use to evaluate the experiences and attributes that are important for our program? | Click or tap here to enter text. |
| Is posting [secondary questions](https://www.aamc.org/media/45901/download) on our admissions webpage something we might consider doing? Why or why not? | Click or tap here to enter text. |
| What, if any, additional training is needed for our admissions committee about the impacts of the pandemic, racism, and inequality for students of color? | Click or tap here to enter text. |
| How can we recognize applicants who are able to continue to engage in healthcare, research, or service opportunities during the pandemic without penalizing applicants who cannot pursue those experiences? | 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. |