

Table of Contents

Supplemental Digital Appendix 1.....2

Supplemental Digital Appendix 2.....7

Supplemental Digital Appendix 3.....9

Supplemental Digital Appendix 4.....10

## Supplemental Digital Appendix 1

### Survey Instrument

Many factors contribute to which candidates programs invite for interviews. For the following questions in which we ask about factors that you may consider when deciding whom to invite or not invite, please envision the *typical* applicant to your program and *not the special circumstances* in which you may deviate from your usual selection process (e.g., spouse of a current resident, Chair's daughter/son, MD/PhD candidate with a tremendous publication record, and graduates of your own medical school, as examples of when we may deviate from our usual process).

When you initially screen applicants, how important are the following factors in deciding who will be invited for an interview?

*Due to the length of this question, column headers are repeated below.*

	Very Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Very Important
Ability to speak second language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced degree (e.g., MS, MPH)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AOA Status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chair's ranking on departmental letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commitment to caring for the underserved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commitment to primary care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completion of audition or visiting rotation at your program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connection/tie to area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Female gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gold Humanism Awardee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letters of recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicine clerkship grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grades in other clerkships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical school attended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MSPE ranking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Previous work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sub-Internship grade (if available)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Underrepresented minority status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USMLE Step 1 score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USMLE Step 2 CK score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**[DISPLAY IF ANY OPTION FOR “When you initially screen applicants...” IS “VERY IMPORTANT”]**

**[HIDE IF “IF NONE OF THE FACTORS...”==1]**

If you identified any factors in the previous question as “very important,” they will appear *in the dropdown menu below*. If one of those factors is the *one and only*, single-most important factor that you think stands above all others when initially screening applicants to see who may qualify for an interview, please select it.

1. Ability to speak second language
2. Advanced degree (e.g., MS, MPH)
3. AOA Status
4. Chair’s ranking on departmental letter
5. Commitment to caring for the underserved
6. Commitment to primary care
7. Completion of audition or visiting rotation at your program
8. Connection/tie to area
9. Female gender
10. Gold Humanism Awardee
11. Letters of recommendation
12. Medicine clerkship grade
13. Grades in other clerkships
14. Medical school attended
15. MSPE ranking
16. Personal statement
17. Previous work experience
18. Publications
19. Research experience
20. Sub-Internship grade (if available)
21. Underrepresented minority status
22. USMLE Step 1 score
23. USMLE Step 2 CK score

**[DISPLAY IF ANY OPTION FOR “When you initially screen applicants...” IS “VERY IMPORTANT”]**

*If none of the factors that you identified as “very important” are the single-most important factor to you, check here.*

None of the factors are the single-most important factor.

*You are about two-thirds of the way through the survey. Please continue!*

When performing your initial screening, how important are the following factors in deciding NOT to offer an interview to a typical applicant? (*Again, please do not consider special circumstances.*)

	Very Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Very Important	We absolutely would not invite
Failure on Step 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Failure on Step 2 CK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Failure on Step 2 CS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hints of unprofessional behavior in letters/MSPE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of honors in medicine clerkship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lack of honors in medicine sub-internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low quartile ranking/descriptive term used in MSPE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Need for remediation during medical school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negative comments on MSPE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Previous misdemeanor or felony convictions noted on ERAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short, nondescript or non-personalized letters of recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the cut-off or lowest USMLE score you *typically* look for to determine whether *U.S. graduates* qualify for an interview? This is not the average score of your class, but rather *the score below which you rarely invite the typical applicant*.

USMLE Step 1 Score (Enter 3-digit score)

USMLE Step 2 CK Score (Enter 3-digit score)

What is the cut-off or lowest USMLE score you typically look for to determine whether *international medical graduates* qualify for an interview? This is not the average score of your class, but rather *the score below which you rarely invite the typical IMG applicant*.

USMLE Step 1 Score (Enter 3-digit score)

USMLE Step 2 CK Score (Enter 3-digit score)

During the past three years, has your program experienced an increase in the number of applicants?

1. Yes [**GO TO “For your categorical...”**]
2. No [**GO TO “Many strategies...”**]

For your categorical and other 3-year applicants, have you adjusted your recruitment in any way(s) to accommodate the increase in applicants over the past three years?

1. Yes [**GO TO “How have you...”**]
2. No [**GO TO “In an effort...”**]

How have you adjusted your recruitment to accommodate the increase in applicants over the past three years? (*Check all that apply.*)

1. Invite more applicants in total
2. Have more interview days
3. Have more applicants per day
4. Conduct web-based interviews (Skype, FaceTime, etc.)
5. Conduct phone interviews
6. Turn away applicants who don't have an obvious tie to my program's region
7. Turn away applicants who appear "overqualified" for my program
8. Raised our standards for whom we invite
9. Other (please specify): \_\_\_\_\_

*In an effort to find the applicants best suited to your program and those that will be successful, some feel holistic review of ERAS applications (e.g., reading MSPE, reviewing extracurricular activities, reading personal statements, letters of recommendation) is desirable.*

How has the increase in applications to your program over the past three years affected your ability to perform a holistic review?

1. I am much more likely to perform holistic review
2. I am more likely to perform holistic review
3. The number of applications has no impact on my ability to perform holistic review (we perform holistic reviews regardless of how many applications we receive)
4. I am less likely to perform holistic review
5. I am much less likely to perform holistic review
6. We do not typically perform holistic review, regardless of number of applications

*Many strategies have been proposed to address the recent substantial increase in ERAS applications submitted per applicant.*

How interested are you in the potential of the following solutions to the increasing number of applications?

	Not at all interested	Somewhat interested	Very interested	No opinion
Limit number of applications per applicant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allow applicants to indicate their high level of interest on subset of applications submitted to programs, but do not limit total applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create national database of qualities of matched applicants for each program (USMLE scores, medical schools, etc.) in hopes students would more appropriately apply to programs that match their profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rolling invitations with nationally set dates of each wave and limited time for invited applicants to respond	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Require program-specific personal statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**[Section Break]**

## Supplemental Digital Appendix 2

### Frequency Table (n, %) for Importance of Factors in Deciding Whom to Invite for Interviews

	Very Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Very Important	Total
Ability to speak second language	71 (30.6)	33 (14.2)	56 (24.1)	54 (23.3)	18 (7.8)	232 (100.0)
Advanced degree (e.g. Masters)	44 (19.1)	48 (20.8)	72 (31.2)	61 (26.4)	6 (2.6)	231 (100.0)
AOA Status	26 (11.3)	21 (9.1)	54 (23.5)	89 (38.7)	40 (17.4)	230 (100.0)
Chair's ranking on departmental letter	15 (6.5)	11 (4.8)	30 (13.0)	90 (39.0)	85 (36.8)	231 (100.0)
Commitment to caring for the underserved	12 (5.2)	12 (5.2)	82 (35.3)	85 (36.6)	41 (17.7)	232 (100.0)
Commitment to primary care	13 (5.6)	21 (9.1)	108 (46.8)	73 (31.6)	16 (6.9)	231 (100.0)
Completion of audition or visiting rotation at your program	59 (25.4)	35 (15.1)	47 (20.3)	73 (31.5)	18 (7.8)	232 (100.0)
Connection/tie to area	7 (3.0)	12 (5.2)	34 (14.7)	115 (49.8)	63 (27.3)	231 (100.0)
Female gender	36 (15.7)	8 (3.5)	136 (59.1)	44 (19.1)	6 (2.6)	230 (100.0)
Gold Humanism Awardee	23 (10.0)	15 (6.5)	62 (26.8)	103 (44.6)	28 (12.1)	231 (100.0)
Letters of recommendation	6 (2.6)	20 (8.6)	29 (12.5)	112 (48.3)	65 (28.0)	232 (100.0)
Medicine clerkship grade	2 (0.9)	7 (3.0)	7 (3.0)	91 (39.6)	123 (53.5)	230 (100.0)
Grades in other clerkships	3 (1.3)	13 (5.6)	20 (8.6)	146 (62.9)	50 (21.6)	232 (100.0)
Medical school attended	2 (0.9)	7 (3.0)	18 (7.8)	150 (64.7)	55 (23.7)	232 (100.0)
MSPE ranking	4 (1.7)	7 (3.0)	16 (6.9)	120 (52.0)	84 (36.4)	231 (100.0)
Personal statement	17 (7.3)	35 (15.1)	71 (30.6)	93 (40.1)	16 (6.9)	232 (100.0)
Previous work experience	16 (6.9)	39 (16.8)	73 (31.5)	91 (39.2)	13 (5.6)	232 (100.0)
Publications	24 (10.3)	41 (17.7)	86 (37.1)	76 (32.8)	5 (2.2)	232 (100.0)
Research experience	24 (10.3)	40 (17.2)	91 (39.2)	71 (30.6)	6 (2.6)	232 (100.0)

Sub-Internship grade (if available)	7 (3.0)	11 (4.7)	34 (14.7)	122 (52.6)	58 (25.0)	232 (100.0)
Underrepresented minority status	14 (6.0)	17 (7.3)	77 (33.2)	84 (36.2)	40 (17.2)	232 (100.0)
USMLE Step 1 score	0 (--)	4 (1.7)	8 (3.5)	119 (51.5)	100 (43.3)	231 (100.0)
USMLE Step 2 CK score	1 (0.4)	2 (0.9)	6 (2.6)	91 (39.4)	131 (56.7)	231 (100.0)

Abbreviations: USMLE indicates United States Medical Licensing Examination. CK indicates clinical knowledge. MSPE indicated Medical Student Performance Evaluation. AOA is Alpha Omega Alpha.



### Supplemental Digital Appendix 3

#### Frequency Table (n, %) for "Single Most Important" Factor Among Respondents Who Chose "Very Important" for At Least One Inclusion Criteria (n=155)

	n	%
Ability to speak second language	4	3%
AOA Status	2	1%
Chair's ranking on departmental letter	20	13%
Commitment to caring for the underserved	7	6%
Commitment to primary care	1	<1%
Completion of audition or visiting rotation	7	5%
Connection/tie to area	16	10%
Gold Humanism Awardee	2	1%
Letters of recommendation	7	5%
Medicine clerkship grade	8	5%
Grades in other clerkships	1	<1%
Medical school attended	5	3%
MSPE ranking	19	12%
Personal statement	3	2%
Research experience	1	<1%
Sub-internship grade	1	<1%
Underrepresented minority status	1	<1%
USMLE Step 1 score	21	14%
USMLE Step 2 CK score	29	19%

Abbreviations: USMLE indicates United States Medical Licensing Examination. CK indicates clinical knowledge. MSPE indicated Medical Student Performance Evaluation. AOA is Alpha Omega Alpha.

## Supplemental Digital Appendix 4

### Frequency Table (n, %) for Importance of Factors in Deciding Not to Invite for Interviews

	Very Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Very Important	We absolutely would not invite	Total
Failure on USMLE Step 1	1 (0.4)	3 (1.3)	2 (0.9)	46 (19.8)	101 (43.5)	79 (34.1)	232 (100.0)
Failure on USMLE Step 2 CK	1 (0.4)	1 (0.4)	0 (--)	20 (8.7)	101 (43.7)	108 (46.8)	231 (100.0)
Failure on USMLE Step 2 CS	2 (0.9)	7 (3.0)	11 (4.8)	42 (18.3)	89 (38.7)	79 (34.4)	230 (100.0)
Hints of unprofessional behavior in letters/MSPE	2 (0.9)	0 (--)	0 (--)	2 (0.9)	70 (30.3)	157 (68.0)	231 (100.0)
Lack of honors in medicine clerkship	24 (10.4)	42 (18.2)	89 (38.5)	59 (25.5)	16 (6.9)	1 (0.4)	231 (100.0)
Lack of honors in medicine sub-internship	21 (9.1)	32 (13.9)	79 (34.2)	74 (32.0)	23 (10.0)	2 (0.9)	231 (100.0)
Low quartile ranking/descriptive term used in MSPE	3 (1.3)	5 (2.2)	29 (12.6)	91 (39.4)	79 (34.2)	24 (10.4)	231 (100.0)
Need for remediation during medical school	2 (0.9)	0 (--)	9 (3.9)	58 (25.2)	109 (47.4)	52 (22.6)	230 (100.0)
Negative comments on MSPE	2 (0.9)	2 (0.9)	3 (1.3)	14 (6.1)	121 (52.6)	88 (38.3)	230 (100.0)
Previous misdemeanor or felony convictions noted on ERAS	3 (1.3)	3 (1.3)	19 (8.2)	48 (20.8)	87 (37.7)	71 (30.7)	231 (100.0)
Short, nondescript or non-personalized letters of recommendation	10 (4.4)	7 (3.0)	35 (15.2)	91 (39.6)	79 (34.4)	8 (3.5)	230 (100.0)

Abbreviations: USMLE indicates United States Medical Licensing Examination. CK indicates Clinical Knowledge. CS indicates Clinical Skills. MSPE indicated Medical Student Performance Evaluation. AOA is Alpha Omega Alpha.