

Noteworthy Characteristics

Your job is to give your Dean suggestions for this section that you will edit together. This is your “elevator pitch.” You should describe themes and important experiences from your time in medical school. These should reflect your skills as an outstanding physician, scholar, or advocate.

This writing assignment should follow these guidelines:

- Written in the third person, formally (Mr./Ms./Mx./Dr.)
- 3 bullets, each around a theme.
 - Highlight your most meaningful accomplishments or activities during medical school, bolding the key words along with a descriptor like “champion for” or “excelled at” or “dedicated to” etc.
 - In two to three sentences, provide a picture of your activities and accomplishments.
- Themes (but feel free to suggest your own; choose key words that resonate for you)
 - Pathways: Urban Health, Wellness and Prevention, Humanities, World Medicine, Entrepreneurship/Innovation, Advocacy and Public Health, Climate and Health, Medical Education Scholarship
 - Leadership
 - Student government leadership
 - Local/Regional/National activities through an organization
 - Scholarship/Research/scientific discovery
 - Medical Education/Teaching/iSCTL
 - Service/Community engagement
 - Mentorship in pipeline programs
 - Primary care/longitudinal experience (Metro?)
 - Caring for underserved/marginalized communities
 - Advocacy/social justice/health equity
 - Anti-racism/diversity and inclusion
 - Graduate studies (grad classes or dual degrees)
 - Arts/Humanities
 - Humanism
 - Global Health
 - Health behavior change
 - Environmental advocacy
 - Health innovation/entrepreneurship
 - Unique experiences

EXAMPLES

Student A

- Ms. A demonstrated **advanced leadership skills** in her role as an elected representative for the Intersociety Council, an important governance structure for the medical school. In addition, she served on the Student Committee for Medical Education as a student voice around changes in the curriculum.
- Ms. A **pursued an additional degree** during medical school. She completed all the requirements of a Master of Science in Applied Anatomy, with advanced education in neuroanatomy. As a master’s student, she also taught anatomy to first year medical students.
- Ms. A developed **strong skills in research**. She has investigated aspects of macular degeneration, resulting in 3 first-author manuscripts in press or in submission.

Student B

- Mr. B has demonstrated a consistent **dedication to teaching**. He was selected through a competitive process to participate in the Interprofessional Scholars Collaboration in Teaching and Learning Program (iSCTL). This longitudinal program provides student and faculty pairs the opportunity to learn and apply core principles of curriculum development. Mr. B's project focused on best practices to teach bedside ultrasound to medical students. He has also been involved in direct teaching of students below him since he was an M2.
- Mr. B has been **committed to his community**. He was an active volunteer at the Student-Run Health Clinic (SRHC), including in a leadership position as the Quality Improvement Chair where he developed a tracking process for covid vaccination outreach.
- Mr. B has shown a **talent in music** from a young age. He performed with the Cleveland Guitar Orchestra during his pre-clinical years and was the band leader for Doc Opera, a medical student performance that raises money for the Student-Run Health Clinic. He showed tremendous leadership in organizing the 30 musicians who contributed to the show.

Student C

- Mx. C is a leader and **champion for diversity and inclusion** at the School of Medicine. In their role as pre-medical liaison in the CWRU SNMA chapter, they strengthened mentoring programs for underrepresented college students. Mx. C is currently serving on the Diversity Action Committee, advocating for curricular diversity initiatives in partnership with medical school leadership.
- Mx. C is **committed to community service**. They volunteered as a mentor to a high school student participating in the Bridges Out of Poverty program, meeting monthly for the past three years. Additionally, Mx. C tutored students at a local high school to prepare them for their SAT/ACT exams and volunteered extensively at a local syringe exchange program.
- Mx. C has **advanced skills in public health research**. They augmented their medical education by taking courses and learning research techniques at Johns Hopkins School of Public Health during a one-year extension in their medical education. Working with their public health faculty, Mx. C lobbied congress for increased federal funding for alcohol detoxification and rehabilitation centers.

Student D

- Utilizing her **advanced Spanish language skills** and interest in cultural competency, Ms. Z was awarded a Fulbright Fellowship to study emerging infections in Bogota, Colombia, during a one-year extension of her medical education. She worked on several research projects and, in accordance with the award, served as a representative of the United States government advising on infectious diseases.
- Ms. Z has a long-term **commitment to global health**. As a member of our Global Health Pathway, she participated in an HIV study in Zimbabwe comparing two different interventions.
- Ms. Z has **advanced teamwork skills**. In medical school she was actively involved in intramural sports, dance, and musical performance. She worked as a choreographer and dance director for Doc Opera, an annual student production that raises money for the Student-Run Health Clinic. In that role, she choreographed and taught 20 non-dancers (including faculty) the steps to four dance numbers.

Student E

- Ms. E **excels in research**. In medical school, she was supported by a Dermatology Foundation's Diversity Research Supplement Award for work in melanoma, and she was awarded the American Hair Research Society Mentorship Grant to study the association of breast cancer with a type of scarring alopecia. She also applied for and was awarded the Kyowa Kirin Patient Education Grant to study racial disparities in cutaneous lymphoma during her research year. She currently has four first-author publications and two additional manuscripts in submission.
- Ms. E has demonstrated **tremendous initiative and creativity**. She spearheaded, with several others, the Scarring Alopecia Foundation (SAF) Medical Student Program, which increases awareness about scarring alopecia and provides patient support. She co-chairs the Hair Stylists and Salons group within SAF, which has created modules for hair stylists on scarring alopecia and best hair practices.
- Ms. E has demonstrated **a strong commitment to community service**. During her first year of medical school, she volunteered in the Sickle Cell Buddy Program, where she tutored and supported patients during treatments. She mentored several undergraduate and medical school students through the Student National Medical Association/Latino Medical Student Association and Minority Association of Pre-Medical Students (SNMA/LMSA & MAPS) Mentoring Program.

FAQs

What if I don't have three bullets worth of "noteworthy" activities?

Think about not only activities, but values and personal characteristics that you might want to highlight. If you list a personal value, support it with a description of related activities and achievements. It is also acceptable to include something really noteworthy from prior to medical school.

What if I have too many activities to fit into three bullets?

This list does not need to be exhaustive. You will have opportunities to list many different activities in your ERAS submission. Choose three themes that most represent what is unique and meaningful to you. If listing a personal value, support it a description of related activities and achievements.