

KU SCHOOL OF MEDICINE OFFICE OF DIVERSITY AND INCLUSION

ANNUAL REPORT

2022



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A M E S S A G E F R O M O U R A S S O C I A T E D E A N



“As I reflect over the past year and look towards the upcoming academic year, I am amazed at the resiliency of our students and the staff in the University of Kansas School of Medicine’s Office of Diversity and Inclusion (ODI). Despite the COVID-19 pandemic, racial unrest and civil strife we experienced in our state, nation and the world during 2020 and 2021, students continued to participate in ODI programs, and our staff provided excellent opportunities and support for students from middle school through medical school graduation. The events of this difficult time pushed the medical school to make our curriculum more inclusive, changes that were well overdue. Our office played an integral part in this effort.

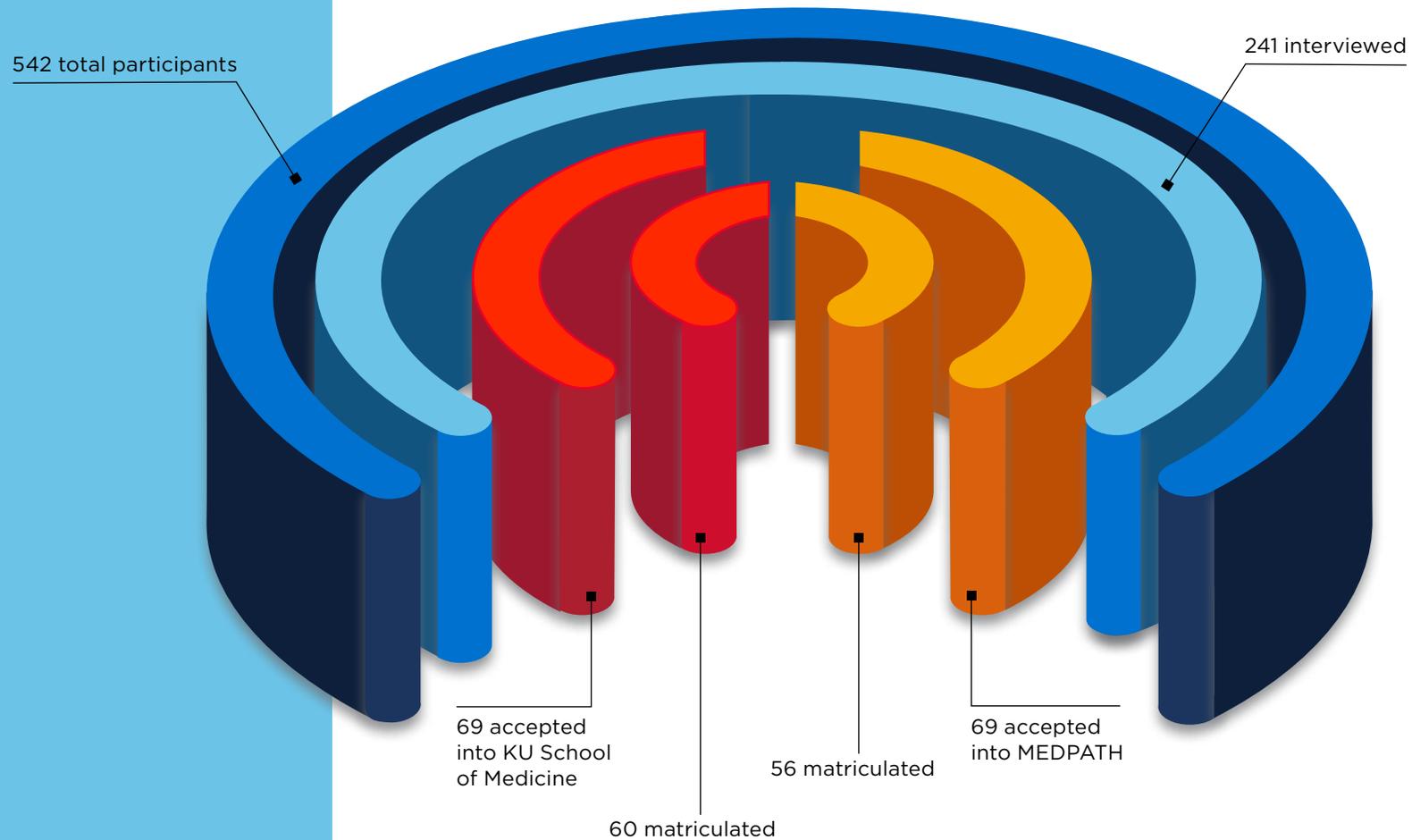
June 30, 2022, marked the end of my first complete academic and fiscal year as the associate dean for diversity and inclusion. It has been an honor to serve as associate dean and work with a dedicated and diligent staff who are committed to recruiting and retaining a diverse group of students and preparing all our students to practice in an increasingly diverse society. I am grateful for our partners throughout the faculty and staff of the medical center who are committed to working with us towards these goals. I believe the KU School of Medicine is uniquely positioned to be a leader in diversity and inclusion in the region and the country over the next few years. I look forward to the journey!”

Margaret L. Smith, MD

MARGARET L. SMITH
M.D., MPH, MHSA, FAAFP
Associate Dean for Diversity and Inclusion
Office of Diversity and Inclusion

P R O G R A M M I N G U P D A T E S

The Office of Diversity and Inclusion at the KU School of Medicine provides many pathway programs to recruit, retain and support a diverse cadre of students and faculty working together to achieve health equity. From 2000–2019, 241 participants (542 total participants) from our Health Sciences and our Pre-Admissions programs applied to the KU School of Medicine. The graphic below shows the breakdown of the 542 participants.



P R O G R A M M I N G U P D A T E S

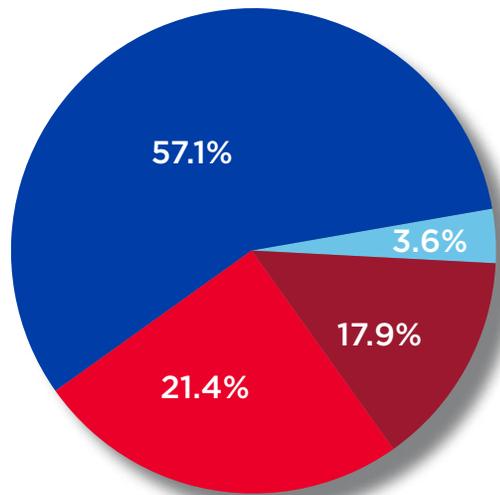
PRE-ADMISSIONS PROGRAM

The Pre-Admissions program is a five-week virtual summer program designed for college junior and senior students who are preparing to take the Medical College Admission Test (MCAT) and apply for medical school.

While students complete the provided MCAT preparatory course, they also participate in sessions designed to assist them in the medical school admissions process such as:

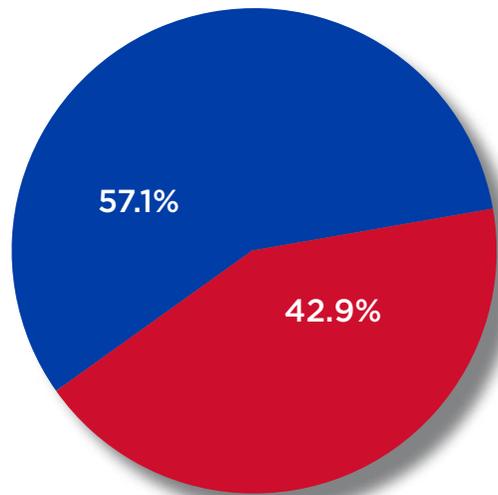
- American Medical College Application Service (AMCAS) application overviews.
- personal statement workshops and choosing letter writers.
- life as an underrepresented medical student.
- study strategies and time management.

RACE AND ETHNICITY OF
PRE-ADMISSION PROGRAM PARTICIPANTS
28 TOTAL (2021-2022)



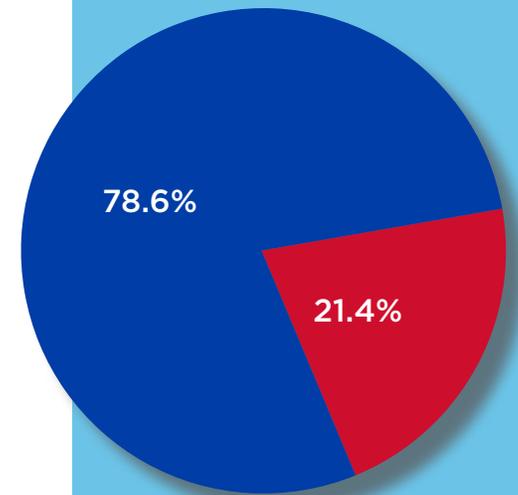
- African American/Black
- Native American
- Southeast Asian
- Latinx/Hispanic

SEX OF
PRE-ADMISSION PROGRAM PARTICIPANTS
28 TOTAL (2021-2022)



- Female
- Male

RESIDENCY OF
PRE-ADMISSION PROGRAM PARTICIPANTS
28 TOTAL (2021-2022)



- Kansas Resident
- Out-of-State

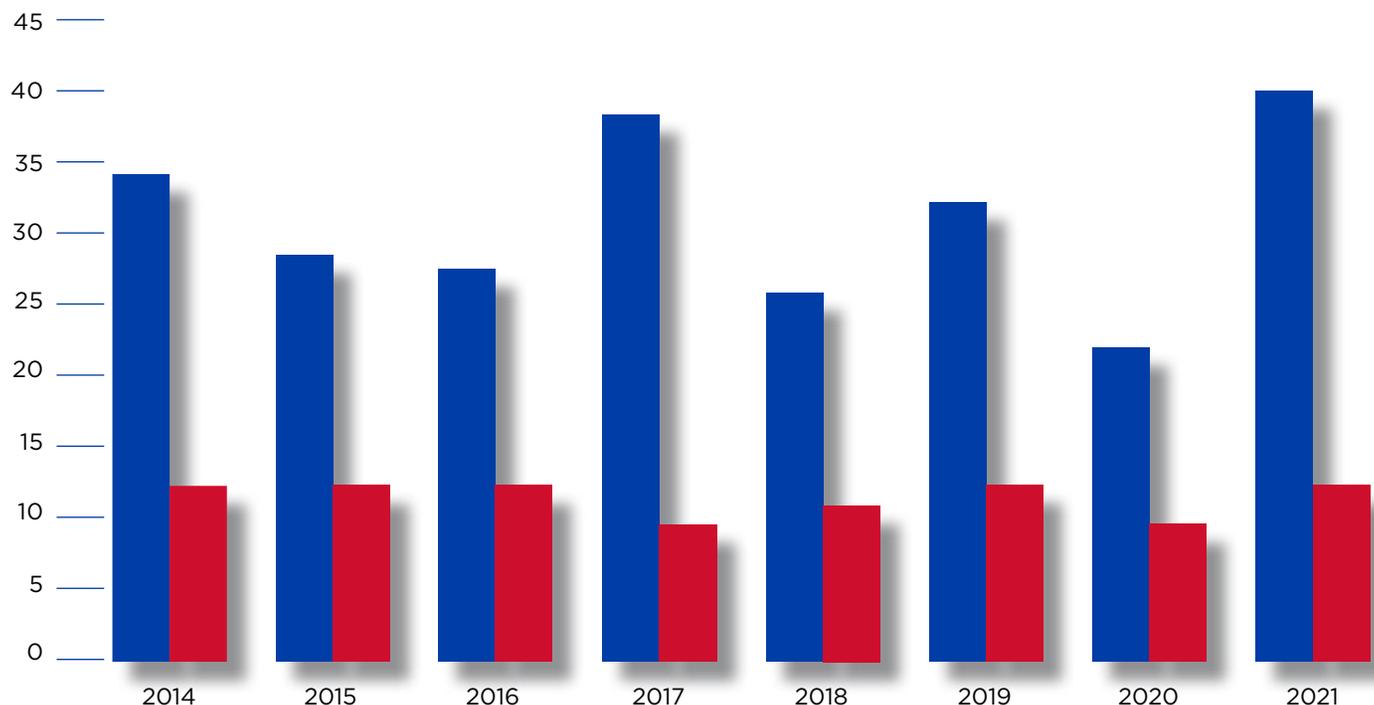
P R O G R A M M I N G U P D A T E S

MEDPATH

The MEDPATH program exists to create an institutional environment of appreciation for diversity and is part of an educational pathway for underrepresented students (students who self-identify as African/Black American, Mexican American, Native American, Puerto Rican, Other, Hispanic or Southeast Asian). This program recruits and retains diverse students and ultimately develops culturally and linguistically competent physicians who will work to eliminate health disparities in Kansas and beyond.

The former Post-Baccalaureate program was established in 1990 under the Health Career Pathways program/HCOP grant that was housed in the Office of Diversity and Inclusion. Each year, the School of Medicine accepts 12 underrepresented students who have applied and interviewed with the School of Medicine and were denied admission for the current matriculating class but were deemed by the selection committee to have significant potential to be successful in medical school with some additional enrichment. This is a conditional/provisional admission program. Upon successful completion of the program, each participant will matriculate into the School of Medicine incoming class.

From 2014 to 2021, the KU School of Medicine's incoming class included 247 underrepresented students and the MEDPATH students make up about 36% of our underrepresented students.



- Total number of URiM students in School of Medicine M.D. program
- Number of MEDPATH students

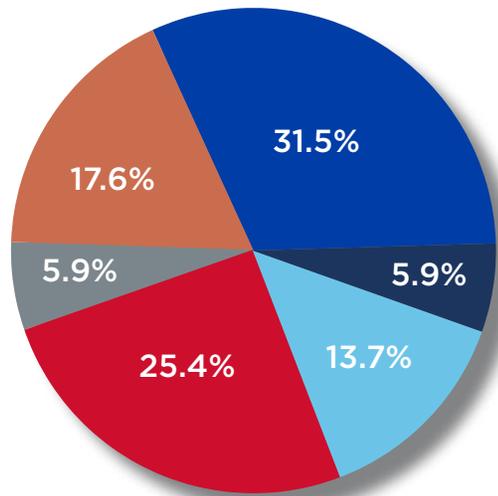
P R O G R A M M I N G U P D A T E S

PRE-MATRICULATION

Prior to the start of the academic year, incoming M1 students can apply for the Pre-Matriculation program: a six-week intensive academic program designed to provide entering rural and underrepresented in medicine

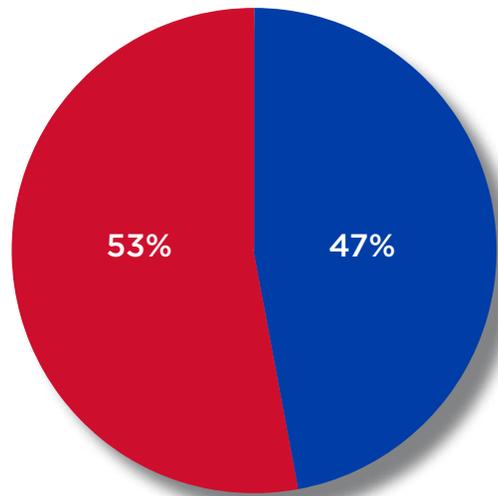
students with an opportunity to familiarize themselves with the first-year curriculum and participate in skill development workshops on test-taking strategies, professionalism, study skills and cultural competency led by KU Medical Center faculty and staff.

RACE AND ETHNICITY OF PRE-MATRICULATION PROGRAM PARTICIPANTS
51 TOTAL (2021-2022)



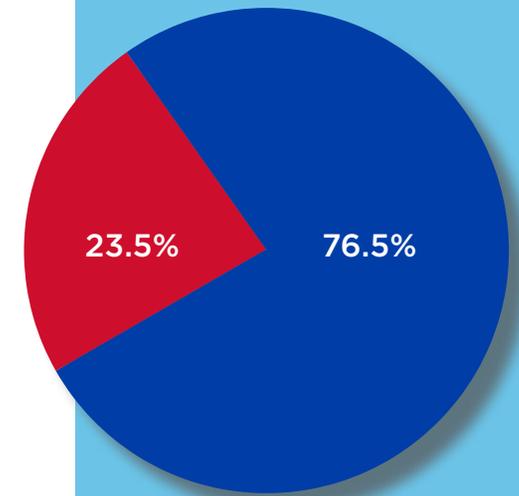
- African American/Black
- Native American
- Southeast Asian
- Latinx/Hispanic
- Multiracial
- White

SEX OF PRE-MATRICULATION PROGRAM PARTICIPANTS
51 TOTAL (2021-2022)



- Female
- Male

RESIDENCY OF PRE-MATRICULATION PROGRAM PARTICIPANTS
51 TOTAL (2021-2022)



- Kansas Resident
- Out-of-State

U R B A N S C H O L A R S

Over the past two years, the Office of Diversity and Inclusion, with support from the Office of Admissions, has developed the Urban Scholars Program for Students Underrepresented in Medicine. This two-year assured admissions program is designed to recruit students from the urban areas of Kansas (Kansas City, Topeka, Wichita and Lawrence) who are committed to ameliorating the health challenges faced by their communities.

After reviewing applications and conducting interviews this summer, 10 students were selected for the inaugural cohort of the Urban Scholars Program.



C U R R E N T R E S E A R C H

One of the priorities of the KU School of Medicine's Office of Diversity and Inclusion is partnering with different campus units and other institutions to better understand and improve the educational experiences of minoritized students. The office and staff have participated and led various research projects over the past year to learn how the Office of Diversity and the School of Medicine can better assist students.

K-12 Saturday Academy alumni survey

(Jessica Rodas, PI, Mija Jones, Co-I, Maria Alonso Luaces, Co-I, Margaret Smith, Co-I, Teresa Beacham, Co-I)

A retrospective study with Saturday Academy alumni going back to the early 90s with two research questions in mind:

- *What are Saturday Academy's alumni perceptions of the effect that the program had on their career choices?*
- *What elements of Saturday Academy do alumni perceived had the biggest impact on their professional trajectory?*

KU School of Medicine admissions study

(Maria Alonso Luaces, PI, Brian Steele, PI, Margaret Smith, Co-I, Joi Wick, Co-I, Sreejata Dutta)

Underrepresented in Medicine (URiM) face structural and cultural barriers that might hinder their admission into the school of medicine. However, their distance traveled might provide them with other non-cognitive attributes such as hardiness and grit that could very well predict their potential success. In collaboration with the School of Medicine admissions office, the last seven years of admission data are being examined with a double purpose:

- *To determine which factors (among all collected with the School of Medicine admissions) can predict success of URiM medical students.*
- *To fit those variables into a robust prediction model of distance traveled that can be integrated into the admissions process.*

Understanding medical students' perceptions of the learning community as spaces to hold conversation about structural competency

(Carrie Francis, PI, Margaret Smith, Co-I, Maria Alonso Luaces, Co-I, Natabhona Mabachi, Co-I, Kristina Bridges, Co-I)

The project seeks to understand medical student perceptions, thoughts and feelings of the role learning communities play in discussions about race, structural racism and achieving structural competency. The goal is to identify environmental/contextual factors that influence these discussions while building a platform that encourages discussion, self-reflection and practical steps for change.

Lessons learned from implementing Unconscious Bias training at an academic medical center

In collaboration with KU Medical Center's Office of Diversity, Equity and Inclusion, data from more than 900 satisfaction surveys completed by individuals who attended Unconscious Bias training at the medical center from 2018-2020 were analyzed. The results of the study have been submitted for publication to The Kansas Journal of Medicine by authors Maria Alonso Luaces, Julie Galliant, Natabhona Mabachi and Rosey Zackula. The data from the analysis have been used to inform the next version of the training that will be rolled out by fall 2022 to all three KU School of Medicine campuses. Maria Alonso Luaces is one of the authors of the training.

Evaluating faculty perceptions of readiness to address bias in teaching materials using the Upstate Bias Checklist

(Carrie Francis, Co-I, Maria Alonso Luaces, Co-I, Natabhona Mabachi, Co-I)

For the past two years, in collaboration with Dr. Amy Caruso Brown at SUNY Upstate Medical University, the University of Kansas School of Medicine has used the Upstate Bias Checklist to assess bias in the medical school curriculum and to train faculty. The study aims to describe the experience with implementation of the checklist, including barriers to implementation and strategies for overcoming barriers; describe the spectrum of bias in health professions education content assessed by the checklist; describe the change in faculty knowledge, attitudes and skills after utilizing the checklist; and describe the impact on faculty teaching after checklist use, including in the context of less-structured teaching (e.g., small groups, clinical rounds).

The REPAIR project

(Jason Glenn, CO-I, Maria Alonso Luaces, Co-I, Jerilyn McGee, Co-I, Danielle Binion, Co-I)

The REPAIR project addresses racism in health care as an educational problem by providing a theoretical framework for coordinating and implementing social justice and anti-racism curriculum throughout the university.

A D M I S S I O N S U P D A T E S

The KU School of Medicine Office of Admissions has composed a pool of interviewers made up of faculty, community physicians and senior medical students (known as the Admissions Subcommittee) to participate in the prospective student interview process every year from September to January. Over the years, members of the Office of Diversity and Inclusion staff have served on these committees, adding diversity and vast experience to the interviewer pool. Dr. Margaret Smith and Pamela Scott have been serving in these roles for several years.

In accordance with the stated mission of the School of Medicine, the Admissions Subcommittee has defined the following as objectives for the admissions process:

- To select applicants qualified to meet the rigors of a medical career.
- To select applicants who possess personal characteristics, such as leadership, altruism, compassion and social concern, deemed necessary to serve as a competent and caring physician.
- To select applicants who have an awareness of issues in medicine.
- To select applicants who are likely to meet the health care needs of Kansas and beyond.
- To promote a process that creates a diverse student body.



“Serving on these committees can be challenging at times and totally worth it. It is a wonderful opportunity to be able to meet and talk with prospective students that may become part of our incoming class each year. I am honored to have been selected to serve.”

— Pamela Scott, MS

“It is a privilege to be able to serve on the Admissions Subcommittee. Over the years, I have interviewed and met multiple students who would ultimately become medical students, residents and finally physician colleagues. It is an honor to play a small role in helping them fulfill their dreams of becoming a doctor.”

— Margaret L. Smith, M.D.



A D M I S S I O N S U P D A T E S

ENTERING CLASS PROFILE: TOTAL MATRICULANTS: 211

	2022	2021
Kansas Rural	38	43
Kansas Metropolitan	6	18
Kansas Urban	109	121
African American/Black	23	14
Mexican American	8	10
Native American	5	1
Puerto Rican	0	0
Other Hispanic	5	10
URiM Asian	12	5
Undergrad GPA Mean	3.74	3.81
Undergrad Science GPA Mean	3.68	3.77
MCAT: CPBS (Chem/Physics) Mean	127	127
MCAT: CARS (Critical Thinking) Mean	126	127
MCAT: BBFL (Bio/Biochem) Mean	128	128
MCAT: PSBB (Psych/Soc) Mean	128	128
Total Mean MCAT Score	509	510



K - 1 2 I N I T I A T I V E

The K-12 Initiative is a partnership between the KU School of Medicine, Kansas City Kansas Community College and the Kansas City, Kansas Public Schools. The mission of the K-12 Initiative is to increase awareness of health career opportunities and provide college-ready underrepresented minority students from the Kansas City, Kansas USD #500 prepare to become college STEM and health majors.

Composed of a three-tiered mentoring structure and team-teaching throughout all pathway programs, students receive hands-on STEM labs, small group learning and multidisciplinary projects to provide relational instruction through an active and engaged learning environment. Health equity is promoted throughout all aspects of the program structure, student curriculum and projects. This serves as a basis as topics (mental health in response to environmental risk factors) are examined through health disparities, culture and community connection. Real world projects help in turn to educate the Wyandotte County community. Students are selected through application. Transportation and stipends are provided to reduce barriers to access. Further, parent engagement is at the center of all programming for continual student success and community engagement.

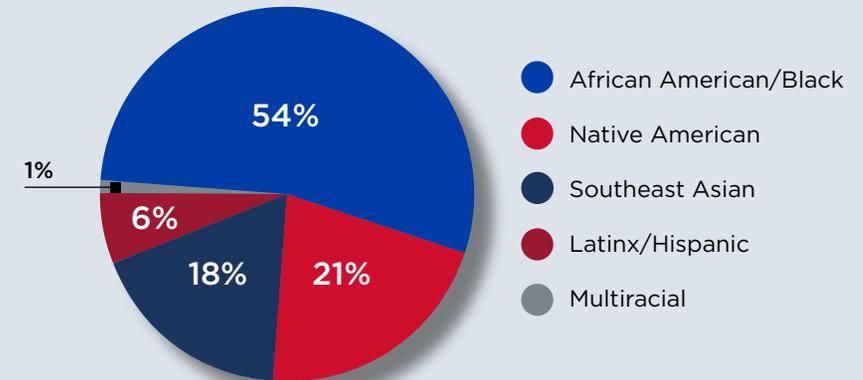
The students targeted for the K-12 Initiative are Wyandotte County residents attending or graduating

from Kansas City, Kansas USD #500 and a few students from other schools. The students are from the Harmon, Wyandotte, Sumner, Schlagle and Washington High Schools who are minority students (African American, Hispanic, Hmong and other) and come from 83% free and reduced lunch schools as average. The students are preparing to be first-generation college students. Students are recruited from the K-12 Initiative Saturday Academy and Wednesday Media school year programs to continue their engagement with the teaching and college intern mentors and continue their immersion in the health care and health communities' curriculum, experience and pathway. Additionally, the Kansas City, Kansas Public Schools USD #500 assists at a district level to recruit additional interested students to participate who have not previously participated in the K-12 programming.

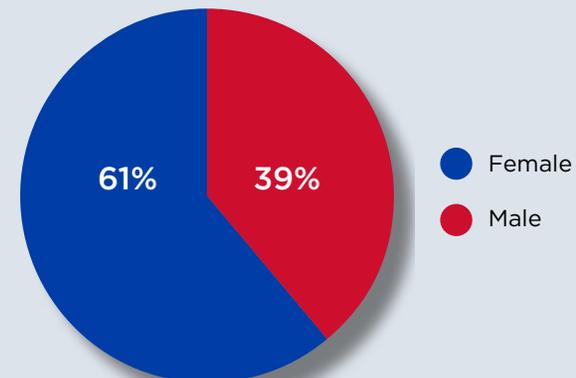
Seventy percent of the current pathway staff is composed of former students who have now graduated and work in the Kansas City metropolitan area, regionally and nationally. Saturday Academy and summer programs of the K-12 Initiative have 100% yearly high school graduation and 96% college entrance with 91% STEM/health majors.

The K-12 Initiative carries its mission through program pathway components to prepare underrepresented minority students for health careers.

RACE AND ETHNICITY OF K-12 PROGRAM PARTICIPANTS (2021-2022)



SEX OF K-12 PROGRAM PARTICIPANTS (2021-2022)



83% of participants qualified for free/reduced lunch.

100% of participant seniors graduated from high school and were accepted to at least one college.

91% are pursuing a STEM/health major.

T S C O R E L I F T

TSCORE LIFT (Teachers and Students for Community Oriented Research and Education: Linking Industry, Faculty and Teachers), is a collaboration between the Department of Population Health and the Office of Diversity and Inclusion at the KU School of Medicine. The main goal of TSCORE LIFT is to support historically underrepresented and minoritized students on their path to health care careers through the creation and

implementation of an introduction to health careers curriculum, Next Generation Science Standards storyline-based biology lessons and work-based learning Capstone opportunities for students in five schools district in Kansas: Kansas City, Kansas, Wichita, Topeka, Lawrence and the initiative's first rural site, Hays. TSCORE LIFT is funded by a Science Education Partnership Award, totaling \$1.3 million over five years, from the

National Institute of General Medical Sciences, part of the National Institutes of Health.

This the first year of TSCORE LIFT. Efforts have been focused on recruiting health science teachers and working collaboratively with them, KU Medical Center faculty and leaders at The University of Kansas Health System to develop interactive and engaging career focused lessons that will be implemented in the 2022-2023 school year. The

support of the campus community has been enthusiastic; 15 faculty experts in different health fields have already contributed lessons to the curriculum. More than 350 students will benefit from the curriculum next academic year. The first professional development week for TSCORE teachers took place in the summer of 2022. Participants met with lesson writers and health system administration and enjoyed shadowing opportunities based on their particular interest.

TSCORE LIFT builds on the original TSCORE Health Science Academy program through which high school students in Kansas City, Kansas, got to explore different careers in the healthcare field for a full semester at KU Medical Center.



C O M M I T T E E S A N D P A R T N E R S H I P S

Diversity Health Equity and Inclusion Curriculum Committee

The Diversity Health Equity and Inclusion Curriculum Committee is a standing committee of the KU School of Medicine that reports to the Office of Medical Education and the Faculty Council. The committee was established in July 2020 to address racism, sexism and other forms of bias in the medical school curriculum. The goal of the committee is to review all elements of the medical school curriculum through an anti-racism lens. The mission of the committee is to develop a medical school curriculum free of bias and racism in order to graduate physicians who are prepared to deliver care to the underserved and increasingly diverse populations.

Membership in the committee includes representatives from faculty, staff, students in the KU School of Medicine and the Vice Chancellor for Diversity and Inclusion. Dr. Margaret L. Smith serves as co-chair of the committee along with Dr. Gary Doolittle.

To date, the committee has developed a position paper on the use of race in patient presentations which was adopted by the Faculty Council. The committee has reviewed the problem-based learning and case-based collaborative learning cases used by the KU School of Medicine in small group settings, using the SUNY School of Medicine Implicit Bias Checklist developed by Dr. Amy Caruso-Brown. The co-chairs met with clinical and basic science departments to introduce the committee, its work and the checklist to the faculty. Finally, members of the curriculum committee, along with a representative from faculty affairs, held faculty development workshops with faculty across campus to acquaint them with the Implicit Bias Checklist and how it could be used in their teaching and curriculum development.

The work of the committee is on-going and the committee is in the process of reviewing the curriculum to look for opportunities to add information related to diversity and the social determinants of health to the curriculum. Dr. Maria Alonso Luaces and Dr. Jason Glenn are leading this effort. The committee is also in the process of analyzing the clinical curriculum looking for instances of racism and other forms of bias.

The School of Medicine Diversity Council

The School of Medicine Diversity Council is a school-wide council with broad representation from all domains and campuses of the KU School of Medicine. The council was created to champion and coordinate resources and programming for diversity, equity and inclusion and to ensure that meaningful initiatives take place throughout the School of Medicine. The council promotes, supports and strives to sustain a diverse, equitable and inclusive environment in which learning, discovery, service and healing can thrive.

Dr. Margaret L. Smith was a member of the planning committee that developed the charter for the Diversity Council. She has served as the Office of Diversity and Inclusion representative to the council since it was established in January 2022. She was elected vice chair of the Diversity Council at its first meeting.



S T U D E N T A N D A L U M N I S P O T L I G H T S

The Office of Diversity and Inclusion programs have attracted a diverse and incredibly successful cadre of students who have created and participated in a variety of opportunities and initiatives during their time at the KU School of Medicine and after.

From the graduating class of 2022, 25 students participated in various Office of Diversity and Inclusion programs before or during their time at KU Medical Center and matched into many competitive residency programs across the United States.

- These 25 students matched into 15 different specialties in 15 different states across the United States.
- Six students matched into programs within the University of Kansas School of Medicine system.

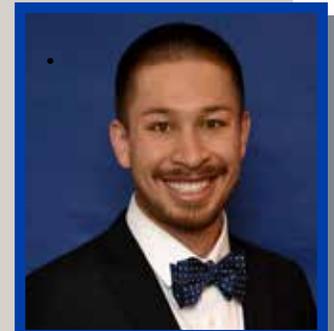


Nnadozie Ekweariri (he/him/his)

- Matched at Loyola University Medical Center-Orthopaedic Surgery
- Hometown: Garden City, Kansas
- *What ODI Programs did you participate in before attending medical school?* Pre-Admissions Program and Pre-Matriculation Program
- *What were you involved in during your time at KU Medical Center?* Student National Medical Association, Critical Mass Gathering, Clinical Anatomy Mentorship Program, Liason Committee of Medical Education KC, KU Medical Center Medical Board of Directors KC
- *What are some of your hobbies?* Sporting activities and exercise, movies, traveling and video games
- *What advice would you give to current medical students or students considering going into medicine?* Block out all the noise and focus on your unique journey. You have earned the right to be here. There is no substitute for hard work. If you work hard, you will reap the benefits. Your academic journey will be difficult at times. Do not hesitate to reach out to those who have weathered the storm before you. We ALL want you to succeed. Lastly, have fun on the wild ride, and trust the process.

Skyler Trieu (he/him/his)

- Matched at University of Arizona College of Medicine-Tucson in Internal Medicine
- Hometown: Overland Park, Kansas
- *What ODI Programs did you participate in before attending medical school?* MEDPATH Post-Baccalaureate Program and Pre-Matriculation Program
- *What were you involved in during your time at KU Medical Center?* JayDoc, PAIRS Program, KUMCIO, STORM, QI Research with JayDoc interpreting and M4 IEE in Colombia
- *What are some of your hobbies?* Ultimate frisbee, cycling, cooking and language-learning
- *What advice would you give to current medical students or students considering going into medicine?* Keep the faith when the going gets tough in medical school because things do get better. Try your best to exercise, eat a balanced diet and sleep enough. Appreciate the small wins each day. Volunteer when you can, support your classmates and do your part to light the path for the next generation. Remember the people who helped you get to where you are. When you are on the eve of graduation and look back, you'll realize that it all went by very fast.



S T U D E N T A N D A L U M N I S P O T L I G H T S



Jourdaen Sanchez (she/her/hers)

- 2nd Year Resident at the University of Kansas Medical Center-General Surgery
- Hometown: Overland Park, Kansas
- *What ODI Programs did you participate in before attending medical school?*
MEDPATH Post-Baccalaureate Program and Pre-Matriculation Program
- *What were you involved in during your time at KU Medical Center?*
Medical Student Assembly, Latino Medical Student Association, Student Diversity Council and Students as Scholars
- *What are some of your hobbies?*
Running, going to the movies and spending time with family and friends

- *What advice would you give to current medical students or students considering going into medicine?*
Training is a marathon rather than a sprint. Make sure to keep sight of the goal and be involved in organizations and projects that you are passionate about and that will develop you into the physician you want to be.



Matt Moreno (he/him/his)

- 3rd Year Resident at the University of Kansas Medical Center-Plastic Surgery
- Hometown: Wichita, Kansas
- *What ODI Programs did you participate in before attending medical school?*
MEDPATH Post-Baccalaureate Program and Pre-Matriculation Program
- *What were you involved in during your time at KU Medical Center?*
LMSA, AOA, Gold Humanism, Cardiology Interest Group, Student Ambassador and Admissions Committee
- *What are some of your hobbies?*
Running, hiking, trivia and disc golf

- *What advice would you give to current medical students or students considering going into medicine?*
Start preparing early and make sure you have a good sense of what it means to have a career in medicine. This can be done with shadowing and volunteering. Medicine is a calling to serve others!

In 2003, the Office of Diversity and Inclusion received a National Institutes of Health grant to establish a permanent scholarship for the office and the KU School of Medicine. The scholarship was designated for underrepresented historical minority groups within the School of Medicine, with a portion of the funding to be used to support the goals of retaining cultural diversity at the university. Each year the office works with the School of Medicine scholarship chair to select the recipients.



From 2004-2022,
various scholarship amounts
from this grant
have been awarded annually

**up to four years
to 387 students**

for a total of

\$8,560,416.



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