
Kaiser Permanente Bernard J. Tyson School of Medicine Overview of Equity, Inclusion, and Diversity

The Kaiser Permanente Bernard J. Tyson School of Medicine (KPSOM) is committed to anti-racism and fostering equity, inclusion, and diversity (EID) in every aspect of its operations. We believe in diversity of thought, life experiences, race, ethnicity, age, gender, sexual orientation, language, abilities, veteran status, socioeconomic background, and more. Our school's commitment to these values is rooted in Kaiser Permanente's mission of improving the health of people and their communities.

EID is embedded in our curriculum. It also guides our recruitment and admission practices and the makeup of our administration, faculty, staff, and student body. Our commitment to EID is active and continually evolving and has been recognized by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC), which offered praise for our EID work among the 5 commendations given when granting the school candidacy. As part of our effort to continuously improve and further enhance the design and implementation of EID measures, we solicit ongoing feedback from our community and regularly track our efforts toward ensuring that our school's culture is welcoming, inclusive, and anti-racist.

Office of Equity, Inclusion, and Diversity (EID)

The Office of EID has the staff and financial resources to create and evaluate EID efforts in all spheres of the school.

The office is led by the Senior Associate Dean for Admissions and EID, the Assistant Dean for EID and the Director of EID.

Equity, Inclusion, and Diversity Advisory (EIDA) Committee:

This standing committee is responsible for advising the Dean of the school on opportunities and challenges in meeting EID goals and for recommending activities and projects that support our commitment to EID. For instance, the EIDA Committee, with input from the Student EID Committee, was instrumental in the development of our restorative practices initiatives.

EID Community Forum: Provides an opportunity for sharing practices, projects, and research that support KPSOM's commitment to EID in alignment with the KPSOM EID strategic framework.

Student EID Committee: Provides an opportunity for students to engage in, and develop their leadership around, EID. It is involved in programming, curriculum, and broader discussions around achieving the EID-related mission, vision, and values of the school.

Curriculum-related workgroups

EID Curriculum Workgroup (see additional information under Curriculum)

Office of the Ombuds

The Office of the Ombuds provides confidential, independent, informal, and impartial conflict resolution and problem-solving services to the entire school community and brings systemic concerns to the attention of administrators for resolution.





Curriculum

KPSOM has embedded anti-racism and related topics throughout its curriculum integrating the three pillars of Biomedical, Clinical, and Health Systems Science, and strives to incorporate principles of EID across the school.

Within its groundbreaking Health Systems Science department, the school has developed a robust curriculum covering health disparities; social and economic factors that influence health; and structural inequities, as well as training in leadership and advocacy skills needed to tackle these issues. It also houses the HSS Anti-Racism Workgroup, which reviews evidence-based practices to inform future initiatives within the school.

Service-Learning

Students are exposed to diverse clinical experiences and patient populations through longitudinal integrated clerkships and a service-learning course, which begin in their first weeks at the school.

For service-learning, students are assigned to one of six Federally Qualified Health Centers

(FQHCs), where they engage in efforts to address the needs of patients from various racial, ethnic, and socioeconomic backgrounds, and conduct a service-learning project in partnership with the FQHC or community members.

Curriculum Design Support and Resources

The EID Curriculum Workgroup and the EID thread are both led by a dedicated role, the Faculty Director of Inclusive Curriculum, who is responsible for enhancing equity and inclusion in the curriculum.

The EID Curriculum Workgroup ensures that the curriculum is developed through an EID lens. The workgroup comprises faculty from every department as well as key staff members in the Office of EID and Office of Medical Education.

The workgroup advises on the development of faculty-facing resources housed in an inclusive curriculum site and on training topics in partnership with the Office of Faculty Educator Development. This work includes



an EID patient tracker to ensure patient demographics in curricular case profiles mirror the demographics of Los Angeles County and the Kaiser Permanente service areas; a curriculum development and case writing guide to support faculty in incorporating EID when developing their material; glossaries and other job aides about core diversity markers such as gender and sexuality, ethnicity, ability status, and more; and a scaffolded program for faculty educators structured by the core stages of curriculum development.

The workgroup also serves as expert consultants to the faculty on integration of core EID concerns and reduction of bias in curricular materials.

The EID thread: EID is one of the four longitudinal threads of the curriculum that integrate content. The workgroup advises on thread learning objectives and graduation outcomes appropriate to the various courses and stages of the curriculum. The thread is composed of a longitudinal learning arc based on intersectionality, structural competency,

and cultural humility, heavily present in our REACH (Reflection, Education Assessment, Coaching, and Health and well-being) course and distributed through other courses.

All faculty involved in assessment are trained in mitigating bias in assessment, and those who provide behavioral and clinical assessments receive ongoing training. The Office of Assessment and Evaluation partners with course faculty to support best practices to mitigate bias, and expert clinical assessors are deployed in clinical learning spaces to provide interrater reliability and reduce bias. The office also conducts annual analyses of grades and competency committee ratings to identify potential bias that may affect students belonging to institutionally-designated diversity categories.

Recruitment and Diversity of Student Body, Board, Administrators, Faculty, and Staff

Holistic admissions and inclusive student recruitment practices: Our approach to student admissions is to evaluate the full experience of each individual, including academic, personal, and other characteristics that contribute to defining the whole person.

This approach increases the likelihood of admitting students from diverse backgrounds. KPSOM also actively recruits students at a number of diverse institutions, including historically Black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), and emerging HSIs.

Diversity of the student body: Our commitment to diversity is illustrated in the composition of our student body, which is among the most diverse in the country.

Students in the first three classes are 53 percent women, 47 percent men, <1 percent gender non-binary, and 29 percent identify as LGBTQ+. 18 percent are first-generation students. 41 percent come from racial or ethnic groups that are underrepresented in medicine relative to their numbers in the general population (the national

medical school average is 21 percent). This is broken down as follows: 3 percent Indigenous, 16 percent Black/African American, 21 percent Latine, and 3 percent Pacific Islander (the comparative national medical school numbers are 1, 11, 13, and 0.4 percent). 30 percent come from socioeconomically disadvantaged backgrounds.

The school has been recognized as the 6th most diverse school in the country.

Board, administrators, faculty, and staff recruitment: For all recruitment of board members, administrators, faculty, and staff, whether by search firms, human resources professionals, or faculty committees, the school has been intentional in its goal to hire and appoint individuals from a diversity of backgrounds and experiences.

Recruitment materials strongly emphasize intentionality regarding EID, and candidates are asked about their experiences with EID. Selection committees include at least one designated EID advocate.

Mandatory bias mitigation training, tailored to the selection process, is required of all search committee members.

Of the Board's 17 members, 7 are from groups underrepresented in medicine (5 Black and 2 Latine), 6 are women, one is a member of the LGBTQ+ community, and one is a disabled person.

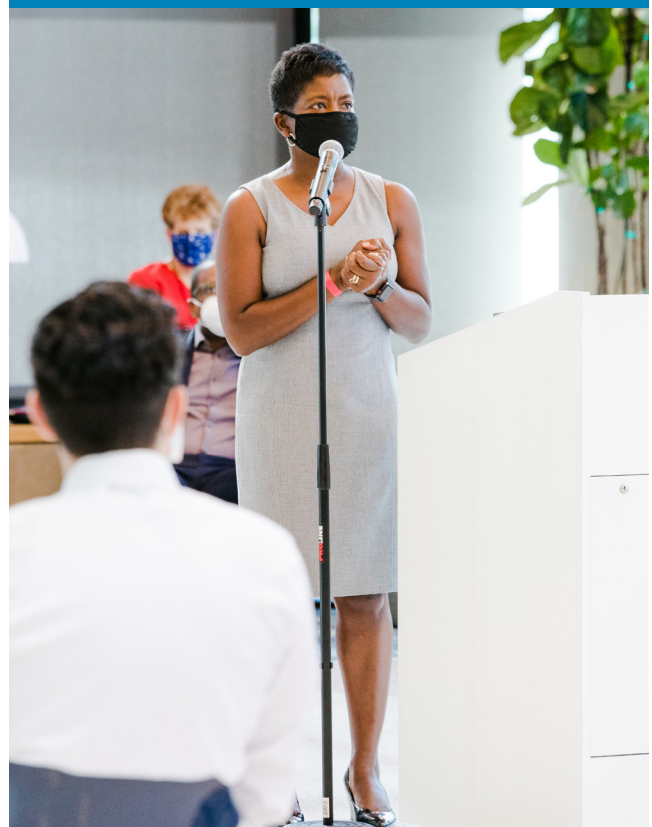
One-third of our administrators (deans and chairs) are members of racial or ethnic groups that are underrepresented in medicine (20 percent are Black and 20 percent are Latine), two out of five are women, and one-third are members of the LGBTQ+ community.

Women make up 51 percent of our faculty, with 20 percent from groups traditionally underrepresented in medicine. This is broken down as follows: 0.2 percent Indigenous, 10 percent Black/African American, 9 percent Latine, 1 percent Pacific Islander (the comparative national med school numbers are 0.2, 3.6, 5.5, and 0.1 percent).

Among our staff, 67 percent are women, and 45 percent identify with at least one race or ethnic group that is underrepresented in medicine.

Support and Development for Students, Faculty, and Staff

Student support and development: KPSOM places a high priority on helping students develop into healthy, resilient physician leaders. In addition to our robust academic and career resources, our REACH course includes threads focused on EID, advocacy, and leadership, and





teaches our students how to advocate for their patients, families, and communities as well as other healthcare providers.

Our Black Physician Mentoring Program pairs a Black Kaiser Permanente physician faculty mentor with a Black student who then establish mutually agreed-upon goals. Members of the program are also invited to mixers throughout the year to create community within the program. Mentorship programs involving other groups who are underrepresented/under-included in medicine are in the planning stage.

KPSOM has affinity groups for students based on identities that are important to them. They are:

- Asian Pacific American Medical Student Association
- Latino Medical Student Association
- MedPride
- Student National Medical Association
- Women in Medicine

KPSOM also supports student interest groups that are EID-focused such as the Incarceration and Health Justice Coalition, Integrative Medicine Interest Group, KPasa Juntos and

Konexión Paciente (which support learning and practicing medical Spanish), and many others.

Faculty and staff support and development:

The entire school goes through bias mitigation training, with additional role-specific EID training for faculty and staff that includes education in mitigating individual cognitive bias, mitigating bias in selection, mitigating microaggressions and macroaggressions, and addressing mistreatment in the learning environment.

The school offers financial support for faculty underrepresented in medicine to pursue leadership development and/or research.

The school has the following faculty/staff affinity groups based on identities that are important to them:

- KPSOM Asian American and Pacific Islander Community Group
- KPSOM Black Alliance Community Group
- KPSOM Community Group
- KPSOM Latine Community Group
- KPSOM LGBTQIA+ Community Group
- KPSOM Muslim Community Group
- KPSOM Womxn's Community Group



Anti-racism and EID resources for every member of our community: The Office of EID and the EID Curriculum Workgroup have created a collection of resources housed in the school's anti-racism resources site, as well as an [Anti-racism and EID plan](#).

The school has established anti-racism discussion groups and regularly offers co-curricular programs and events through the Offices of Student Affairs and EID to celebrate heritage months, days, and observances, including Black History Month, Hispanic Heritage Month, Native American Heritage Month, Transgender Day of Remembrance, Women's History Month, and others.

The school conducts the AAMC Diversity Engagement Survey every other year, starting in Spring 2022, to help ensure that it continues to make progress towards achieving its EID goals.

Inclusive art program: Conscious choices of art that reflect our anti-racist and EID values are an integral part of our new Medical Education Building.

The collection augments our educational programming through the narrative medicine curriculum.

Restorative practices: The school has engaged a nationally respected expert in academic medicine who is overseen by the Ombuds and introduced the framework of restorative practices to the school community. Tier 1 (community building circles) work has also been embedded into the REACH curriculum.

Community Support and Engagement

Support of Pathway/Pipeline programs:

Through our Pathway/Pipeline Program Workgroup, our school is deeply involved with five pathway/pipeline programs and has engaged with Kaiser Permanente's extensive network of pre-existing programs to identify volunteer and mentorship opportunities.

Community engagement: Our school actively seeks opportunities to be of service to the wider community through our Office of Community Engagement, service-learning curriculum, and other community service initiatives.

Publications

Many of the school's initial published perspectives have focused on anti-racism and advancing EID, putting the school's commitments into action. Pieces published since the school opened include:

- [*Better Doctor Training Means Focusing on Equity, Advancing Anti-Racism*](#)
(Modern Healthcare)
- [*Building Equity, Inclusion, and Diversity Into the Fabric of a New Medical School: Early Experiences of the Kaiser Permanente Bernard J. Tyson School of Medicine*](#)
(Academic Medicine)
- [*On Being Gay in Medicine: After the Supreme Court Victory, Still Work to be Done*](#)
(CommonHealth Blog)
- [*Prop 16 Is Needed Now: Race Matters in Higher Education Admissions*](#)
(LinkedIn)
- [*Why Counting Black Lives Matters - The 2020 Census*](#) (The New England Journal of Medicine)

