OHSU

Diversity, Equity, and Inclusion Report

May 2020

Contents

Introduction

The Educational Improvement and Innovation team is focused on establishing our mission with a keen eye on ensuring that all who observe and participate in our work feel like they belong.

As you will see in this report, Educational Improvement and Innovation team includes the Teaching and Learning Center, Education Communications, and faculty and staff who support our assessment and faculty development initiatives.

James Baldwin wrote, "Not everything that is faced can be changed. But nothing can be changed until it is faced". This report is an effort to face what we know to date about our efforts and to encourage dialogue, disruption, and an opportunity to address our challenges.

Thank you for joining us on the journey and I welcome your input, feedback, and continued engagement.

Constance Tucker, M.A., Ph.D.

Vice-Provost, Educational Improvement and Innovation

Educational Improvement and Innovation

Mission

The mission of the Office of Educational Improvement and Innovation is to:

- Establish an educational culture that recognizes and promotes educational excellence;
- Develop all educators to provide learning environments that reinforce diversity, inclusivity, equity, and cultural humility;
- Cultivate the potential of faculty to contribute to the growing body of scholarship in the health professions;
- Create a learning environment that advances inter-disciplinary collaboration and cooperation;
- Elevate the efficiency and effectiveness of student support services;
- Recognize and reward faculty members by providing visibility for their work and opportunities for them to make unique contributions to the educational mission;
- Ensure that the faculty are prepared to meet accreditation standards for excellence.

Core Values

Excellence
Demanding the most from ourselves as role models and educators committed to achieving high quality outcomes, generating positive influence, and being good stewards of our resources for the benefit of others.

Collaboration
Fostering collegiality by working cooperatively on interdisciplinary and inter-professional efforts that contribute to the well-being of our institution. Such collaboration is fostered through relationships of trust and equity.

Creative Discovery
Inspiring ourselves and others to explore, innovate, create, and enjoy their work in ways that are both personal and professional.

Strategic Goals

The action plan for addressing Educational Improvement and Innovation goals and objectives for the next six years is presented in two sections, one for near future goals to be accomplished through June 2021, and then future goals for the remaining four years.

Near Future Goals - July 2019 through June 2021

1. Establish an institutional assessment model that promotes meaningful holistic development of learners (Objective 6.7)
2. Increase in the number and quality (i.e. participation, satisfaction, and behavior change) of opportunities for all OHSU faculty to recognize and reflect on the importance and/or barriers to diversity, inclusive, equity, and cultural humility (Objective 1.1).
3. Advance scholarly productivity in health professions among faculty (Objective 4.5)
4. Make faculty development programming across the state more easily available and accessible for all (Objective 1.1, 1.2, and 1.8)

Future Goals - July 2021 through June 2025

1. Develop new community building and faculty development programming at multiple levels to include leadership development, mentoring, and peer coaching programs. (Objective 1.2)
2. Increase the opportunities to recognize and reward faculty for scholarly productivity and activities. (Objective 4.5)
3. Develop the internship experiences for college and university students in OR and SW Washington to engage in educational scholarship and support current educational initiatives. (Objective 4.5)
4. Update classroom infrastructure to support academic enterprise tools for live conferencing and lecture capture. (Objective 6.5)

A Theory of Change for Achieving Diversity, Equity, Inclusion in the Education Enterprise

By Amanda Mather

Leaders across OHSU are often tasked with and are often strategizing about how to "improve diversity", but stakeholders often disagree about what this means and how we should achieve it. After conducting a literature review of research on diversity, equity and inclusion (DEI) strategies for educational institutions, I have synthesized a theory of change that I hope OHSU can use to develop a shared understanding of diversity, identify DEI conditions that need work, and implement effective interventions.

The model diagrams this hypothesis: In order to achieve diversity, equity, and inclusion, the education enterprise must foster conditions that enable diverse representation among incoming cohorts (recruitment conditions), conditions that enable equitable and successful education outcomes and experiences (retention conditions), and conditions that enable graduates to equitably and successfully continue in health and science careers (persistence conditions). All three condition types are required to achieve DEI. For an institution to effectively make changes, it must first achieve a set of preconditions that enable well-resourced, coordinated, and informed actions. I call all of these conditions and preconditions together "DEI conditions". For more detail, please consult the full document in the Appendix section.
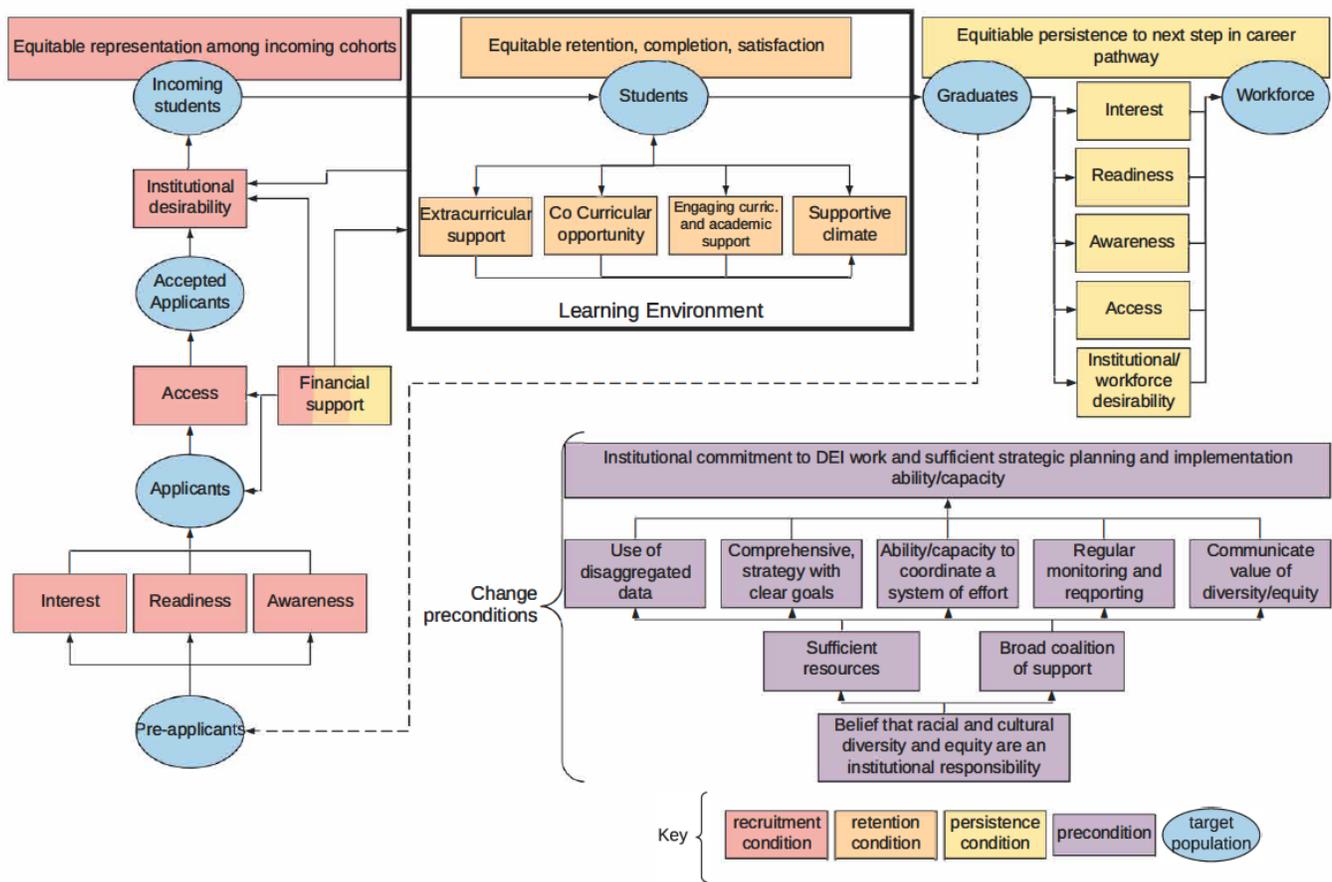
Data at a Glance

Faculty

The following data is added to provide context to this report. Data extracted from CDI's 2019 Annual Diversity Report.

Ethnicity/race trends – Faculty
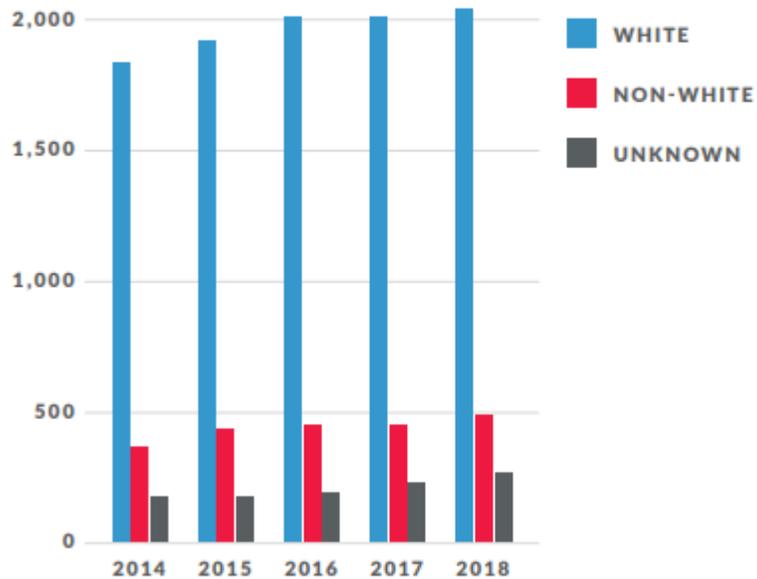
Diversity breakdown - Faculty
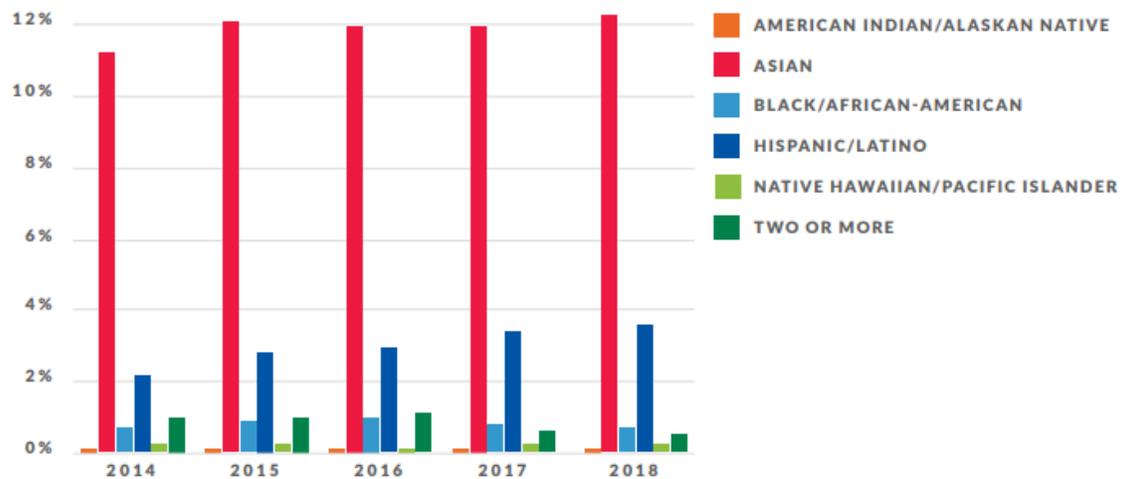
Students

Data extracted from the **2019 Fact Book**

Minority Enrollment by Race/Ethnicity
Fall 2019

First-Time Students Admitted and Enrolled
2019-20
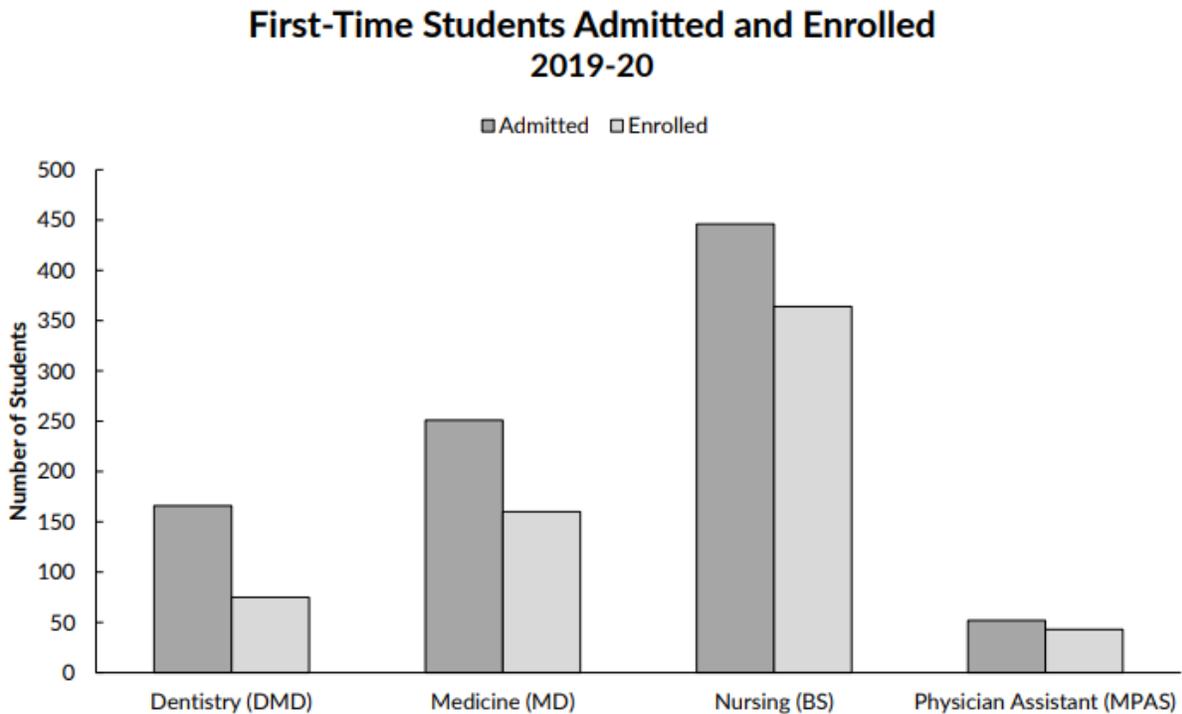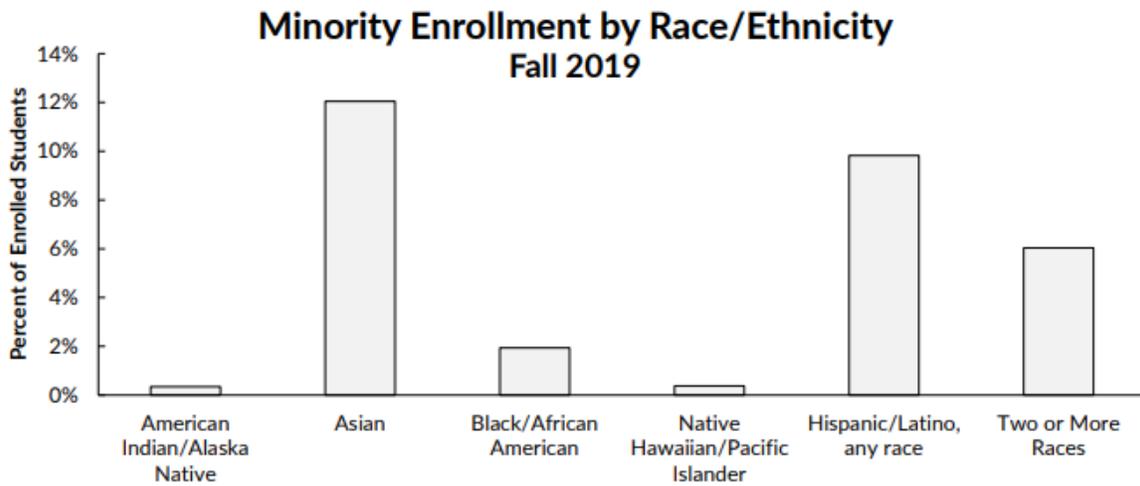
For additional graphs that display diversity trends among faculty and students, please refer to the CDI's 2019 Annual Diversity Report and the 2019 Fact Book

Quotes from students and faculty

We asked some faculty and students to describe their opinion on the value that they think diversity brings to education. Here are some of their responses.

"I strongly believe that diversity is much more than just numbers. The creation of a climate of inclusiveness, open-mindedness to new ideas, and appreciation for necessity is not only crucial from the diversity perspective but also from the intellectual, social, scholarly point of view."

Alejandro Aballay, PhD. Professor and Chair of the Department of Molecular Microbiology & Immunology

"Learning is in part a social activity; we learn as much from our teachers as we learn from our peers. Hence, a context of diversity of backgrounds and perspectives greatly enhances the learning experience."

Hector Olvera Alvarez, Ph.D.,P.E. Senior Associate Dean for Research, School of Nursing

"Diversity is critically important to the educational environment – it provides both learner and educator with opportunities to address perspectives and cultural norms different than their own leading to more robust and multilayered experiences from which to learn."

Tobie Jones, DMD. Assistant Professor of Restorative Dentistry, School of Dentistry

"Without diversity in education, we negate the experiences of those who have been forbidden a platform because of their race/ethnicity. Being sensitive to biases ingrained in our society and recognizing the social vulnerabilities that weigh on our diverse communities can aid in developing an all-inclusive health care encounter."

Christopher Ponce, SOM Student, Class of 2023

EII Sponsored Equity Activities

F.R.E.E.

This initiative, [Fostering Respectful and Equitable Education,](#) attends to the diversity within the learning environment, as it is a reflection of its community. Inclusive and equitable education improves engagement, achievement, and motivation. These resources intend to help educators understand their learners' diverse cultural identity and use it to enrich everyone's education by bringing together all those experiences to their teaching practices.

ARC

The [Accessibility Resource Center](#) (ARC) provides guidance to create digitally accessible documents (Word, PowerPoint, etc.) so that course content is equitably shared with all learners. The ARC also provides information about legal compliance as well as Universal Design for Learning principles, which support inclusive curriculum for diverse learners. In addition, faculty can learn how to check their course content for digital accessibility and then consult with the TLC to learn more.

Office for Student Access

The primary goal of the Office for Student Access is to ensure equal access to OHSU programs, services, and activities for students with disabilities. One of the ways the Office for Student Access facilitates equal access is through collaboration with academic programs to implement academic adjustments, auxiliary aids and/or program modifications, also known as reasonable accommodations.

Train your Brain

[Train Your Brain](#) is a series of workshops open to the OHSU community that can be individualized to meet each department's needs. We offer a selection of topics covering teaching and technology, effective teaching practices, and student access, including workshops that focus on recognizing and helping students in distress as well as creating course content for all learners. Departments can request the workshops most appropriate for them.

National Center for Faculty Development and Diversity (NCFDD)

The National Center for Faculty Development & Diversity (NCFDD) is an online resource for faculty development available to anyone who has an OHSU email address, but best suited for faculty, post-docs, researchers, doctoral students, and academic staff. The primary offerings include a set of ten "core curriculum" webinars on topics like "Aligning your time with your priorities", "Overcoming academic perfectionism", and "Moving from resistance to writing". There are also guest and multi-week webinars on various topics throughout the year. OHSU has hosted several group NCFDD webinar viewings with discussion afterward on topics like "Wellness and Technology" and "Creating a Harassment-Free Lab". "The majority of the NCFDD webinars are presented by women and people of color who are experts in the topic from around the country.   NCFDD also hosts a 14 Day Writing Challenge three times/year for attendees who commit to writing at least 30 minutes/day and providing support and accountability to a small group through their online Write Now platform. We actively promote 14 Day Writing Challenge participation and have had 132 participants total from OHSU in the last four Challenges. NCFDD also

provides more specific support to meet different needs within academia, including a new set of Dissertation Success webinars, and an at-cost 12 week Faculty Success Program which four OHSU faculty have completed. The Faculty Success Program is an intensive small group mentoring experience focused on research and writing productivity for early career faculty.

Data Graphs extracted from the [NCFDD Website](#).

General

Institutional Membership	Institution Subaccounts	Total Active Sessions
Membership Start Date Oct 30, 2018 **Membership Expiry** Oct 30, 2020 (in 8 months) Renew membership for 1 year	310	for current membership year 380

Total Active Sessions

Session Reservations

FSP Registrations	Alumni Registrations
3	5
14-Day Writing Challenge Registrations	14-Day Writing Challenge Registrations for the most recent session
113	22

Title Breakdown

Lecturer 6
Research Faculty 2
Other 1

8 Clinical Faculty
Administrator
Graduate Student
Full Professor
Post-Doc
Associate Professor

17
20
25
28
43
111 Assistant Professor
47 Staff

Gender Breakdown

Other 5

5 Prefer not to disclose
5 Genderqueer/Androgynous
Male

62
232 Female

Ethnicity Breakdown

Middle Eastern/North African 4
Alaskan Native/Indian 4

Black or African American
Hispanic, Latino or Spanish
Unspecified

18 12
54
55
182 White
Asian

Equity in Assessment

Institutional Assessment of Student Learning Outcomes

The data that the Assessment Council collects and reviews annually from each of the 104 OHSU academic programs includes a list of the student learning outcomes, descriptions of assignments used to assess these outcomes, demonstration of differences between certificate and degree levels within one department, a description of how various stakeholders are engaged in the assessment process, and evidence of "closing the loop" with the data and feedback to make improvements to courses and programs. The biggest impact on the inclusiveness of our assessment practices is not yet approved and implemented. However, during the 2019-2020 academic year we are working on a proposed set of revised OHSU Core Competencies. One of the new Core Competencies is "**Social Justice and Community Engagement**." If approved by the Board, the impact on inclusion will be significant. Every academic program at OHSU is required to align their degree, course, and assignment outcomes so that each OHSU core competency is addressed at some point in the program. We currently do not have any Core Competency that address cultural responsiveness or inclusiveness, but are on track to have Social Justice and Community Engagement added on to address that gap.

Course Evaluations: Culturally Inclusive Curriculum Question

Since Summer 2018, students have been asked on their course evaluations, "What and how material is taught encouraged me to explore aspects of mine or others' diversity to enhance our thinking." Diversity is defined as important and interrelated dimensions of human identity such as race, ethnicity, gender, gender identity and expression, socio-economic status, nationality, citizenship, religion, sexual orientation, ability/disabilities, and age.

During the 2018-2019 year, 88% of courses evaluated had an average that was equal to or greater than 3 on a 4-point scale in response to this question. This surpassed the target of 70%. The total weighted mean across schools was 3.4.

This information, along with all course and instructional evaluations reports, is available to each school and program's leadership. Deans, academic unit leaders, and program directors are encouraged to work with their faculty to create equitable and culturally inclusive curriculum and to use OHSU resources such as the Center for Diversity and Inclusion, Educational Improvement and Innovation, the Assessment Council, and the Teaching and Learning Center.

Assessment Academy

What's the best way to assess our students' learning? This is one of the questions the [Assessment Academy workshop series](#) addresses as it seeks to increase knowledge of assessment practices to improve student learning and program effectiveness. This series is open to the OHSU community and departments can request tailored sessions to fit their needs. Topics vary and include making decisions informed based on assessment data, aligning outcomes and assignments, and equitable assessment practices.

Leadership Grants

Provost Faculty Leadership and Professional Development Grant

The faculty leadership grants are offered by the Provost to provide additional professional development funds for faculty who do not qualify for the SOM Clinician leadership grants. There have been two rounds (Spring and Fall 2019), with a total of 24 applicants. The applicants have been 75% female and 25% male; 65% white, 15% Latino, 12% Asian, 4% Middle Eastern, and 4% Other. Funds are available for trainings on topics such as women in leadership, though only one has requested the grant for this type of training, which was the Mid-Career Women Faculty Leadership Development Seminar.

Professional Development

The annual Professional Development Series is a set of workshops and lectures that serve to orient new faculty to OHSU, its policies, and resources available to them. Though the primary audience is new and early career faculty, the workshops are open to anyone and attendees include staff, graduate students, and post-docs. Topics include classroom and clinical pedagogy, research and publishing, social media and digital tools for promoting work, authorship, promotion and tenure, mentorship, and professional growth. While none of the topics explicitly address cultural responsiveness or inclusion, we have noticed an interesting trend in the attendees. For seven of the nine, 3 hour workshops offered to date, the audience has been at least 78% female.

Additionally, under the FREE initiative, we will offer an in person workshop on demand by programs and departments, and an online version to be delivered via Compass.

Symposium on Educational Excellence

The Symposium on Educational Excellence (SEE) is co-organized between the Educators' Collaborative and the Office of Educational Improvement and Innovation. It aims to bring together educators and students participating in education-related research and innovation. Presentation topics that were on inclusive topics in 2019 include: Learners with disabilities: Building cultural competence and using best practices for effective teaching and learning; Mental health through a structural competency lens; Medical English as a second language: supporting all learners in acquiring academic and professional language; Reducing barriers to increasing the diversity of images used in classroom teaching; Fostering respectful and equitable education at OHSU: International student/scholar perspectives; and Wy'east post-baccalaureate pathway: An innovative approach to increasing American Indian/Alaskan Native physicians.

Below are demographic information on SEE participants:
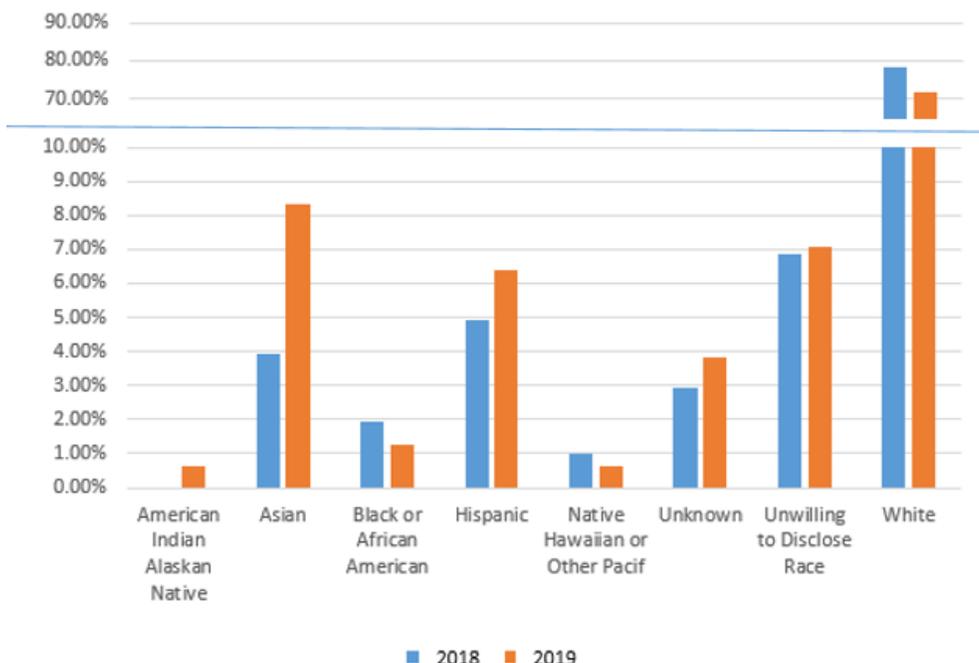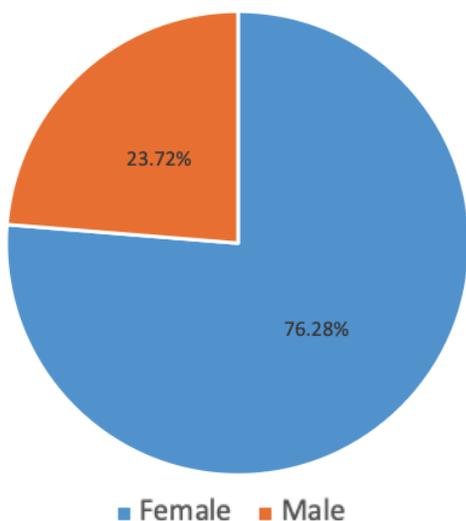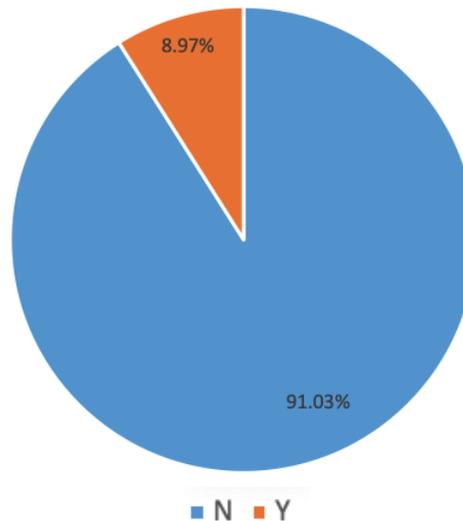
EII Collaborative Activities for Equity

EII participates and collaborates in these equity efforts.

OHSU is a community committed to diversity and inclusion in order to achieve and sustain excellence. Diverse and inclusive, OHSU educates medical, nursing, physician assistant and dental students, scientists, health care professionals and the public; conducts biomedical research; and provides patient-centered medicine to prevent, diagnose and treat human illness. Principles that underpin our practice include:

- Cultivate, share and incorporate multiple perspectives and experiences;

- Improve the understanding, responsiveness and cultural agility of today's and tomorrow's health professionals;

- Fuel biomedical research and therapy development that represents and meets the needs of a diverse community;

- Reduce and eliminate disparities in health and healthcare;

- Meet the health care needs of all patients.

OHSU is continuing efforts to expand its already extensive programming and resources to attract and engage underrepresented minority (URM) faculty, students, and trainees. These efforts, in turn, advance the practice of medicine, nursing, dentistry, pharmacy, allied health professions, and public health and related research.

Faculty and Students

In addition to substantive efforts by individual schools and departments to hire and retain diverse faculty, the following institution-wide activities and resources are underway. Regarding students, while not exhaustive, this list provides examples of projects and programs that support diverse student access and success at OHSU.

- *Women in Academic Health and Medicine* strategizes to advance women leaders, create processes to insure internal promotion of women at OHSU, ensure there is a critical mass of women in executive positions which interface with OHSU strategic decisions, and increase the visibility, leadership, and professional success of women faculty at OHSU.

- The OHSU LIBRARY has shared their Reflecting on Library Diversity, Equity and Inclusion Efforts with our OHSU community to show how they are contributing to OHSU endeavors. This blog post outlines some of their efforts and invite future collaborations.

- OHSU improved centralized student recruitment and retention data. This work allows us to move "upstream" to examine URM applicants-to-graduates and evaluate the impact of initiatives.

- *Alliance for Visible Diversity in Science* (AVDS) works to increase visible diversity within the graduate programs at OHSU by recruiting, retaining, and supporting graduate students, postdoctoral scholars, staff, and faculty members from underrepresented backgrounds. Dr. Tucker has met with the leadership of AVDS and our faculty have participated in their book club.

Pathways Programs

OHSU has had extensive pathways programs in place for many years that reach elementary, high school, undergraduate and graduate college students throughout the state. We describe sample programs and activities below.

- The *Northwest Native American Center of Excellence* is a collaboration between OHSU, the Northwest Portland Area Indian Health Board, and Portland State University working to comprehensively and sustainably address the health care needs of all people by increasing Native American voice in the U.S. health professions workforce. NNACOE's innovative programs include the *Wy'East* Post-baccalaureate program to assist AI/AN students to achieve entry into medical school, *Tribal Health Scholars* providing job shadows for AI /AN high school students in Indian Health Service Clinics, and *We Are Healers*, a digital platform to support and encourage AI/AN participation in health careers. The TLC actively participates on this initiative by providing learning support for NNACOE students.

- The *OHSU Center for Diversity and Inclusion* (CDI) offers programs to create awareness about STEM careers. CDI offers summer internship programs for research and clinical experiences in medicine, nursing, dentistry, and other health care professions. Programs include:

    - ❖ The *OHSU Summer Equity Internship Program* (annual funding $107,520) offers an opportunity for diverse undergraduate students to spend 8 weeks working with administrators, faculty, scientists, and graduate students in a research and community based setting. EII mentors a summer intern.

Equity Intern Stories

"I lived in Jerusalem until I was 7 years old, when my family moved to the U.S. I didn't witness any violence directly as a kid, but I saw the aftermath of bombings around Jerusalem. I saw caution tape and rubble and ambulances. It's strange to go through your days with the possibility of a bombing always at the back of your mind. When sirens went off, we rushed into bomb shelters. I remember the struggle of getting my elderly grandfather down the stairs to the shelter. He was short of breath from heart failure and he used a wheelchair. It was a panicky feeling, hurrying everyone in there and closing the door as fast as we could. My parents sacrificed a lot to bring us here. I was too young to appreciate it at the time, but now I can see that they wanted a brighter future for us." 2018 Equity Program Intern

"It was harder in the beginning. Medford, Mass., was a very white town and didn't have a lot of black people. There are train tracks that split west Medford and on one side people called it 'brown town' where there are a lot of minorities – people called it in a derogatory way. I grew up in that neighborhood and was grateful because I had a lot of minorities around me. But looking back, it's a little sad because I'm one of the few people who went to college in my age group. So, I'm thankful to my parents for stressing education on me, making sure we didn't fall into any type of trap. I remember my dad would bring us to the library – that was a big thing for us - we would read. And he would buy us those math DVDs where you'd watch and do math. So, he took his time to stress how important education was and give us examples of how it changed his life and how it can change our lives." 2018 Equity Program Intern

- The *unconscious bias initiative* led by CDI with support from executive leaders and the OHSU Board of Directors. The initiative was developed based on findings from campus-wide surveys. The base budget is approximately $500,000 per year. The goal is to train all members of the OHSU employee and student community as a first phase of culture change. All EII faculty and staff participate in unconscious bias training. All EII faculty and staff participate in unconscious bias training.

- OHSU's Active Bystander Training to create a culture of civility. Developed by Leslie Garcia, M.P.A. assistant chief diversity officer for OHSU, Linda Strahm, director of human resources for the school, Laura Stadum, J.D., director of Affirmative Action and Equal Opportunity, and Mary Lind in the CWE, this offering focuses on bystander training and how to respectfully but effectively intervene when witnessing acts of racism, sexism or other disrespectful behavior. The resources have been available since the Fall of 2019 and all are encouraged to facilitate discussions in their departments and units.   Andrea Cedfeldt M.D. Assistant Dean for Faculty Affairs and Leslie Garcia, MPA deliver the training in the School of Medicine to support students, residents, faculty and staff. This training seeks to empower and equip participants to speak out in response when bias or discrimination emerges.   This training illustrates the importance of committing to being an active bystander by providing actionable skills and university resources.   We both support the SOM departments that need facilitation, support, and organizing their department to train their facilitators and/or deliver the content.   We train individually and both as a team and is dependent on the size of the group. The School of Medicine Dean strongly encourages all department chairs to partake in this training in addition to unconscious bias as part of their diversity efforts. More information on this and other initiatives at Dean's message blog: It takes all of us to advance health for all.

- The OHSU *Fellowships for Diversity and Inclusion in Research Program* (annual funding $270,232) are available for postdoctoral training and junior faculty research in all scientific areas of study at OHSU. Priority is given to individuals from historically underrepresented populations. Dr, Tucker serves on the advisory board.

Employee Resource Groups

Student interest groups work closely with their counterpart Employee Resource Groups (ERGs) in hosting cultural competency education activities as well as cultural heritage events designed to enhance OHSU's community of inclusion. ERGs are OHSU-sponsored and employee-managed affinity groups of people from minority and diverse backgrounds and their allies. ERGs are lead and managed by the Center for Diversity and Inclusion. Emerging and established ERGs include the following: Ability Resource Group; Black; Asian Pacific Islander; International; Latinos Unidos Organization; Native American; OHSU Pride
(LGBTQ community); Veterans; and Women. EII faculty are members of ERG's.

Higher Education Recruitment Consortium (HERC)

OHSU is the institutional host for the Greater Oregon HERC, one of nineteen regions part of a national consortium of diversity recruitment and retention strategists that includes, human resources, diversity & inclusion, and faculty affairs. Led and managed by the Center for Diversity and Inclusion, OHSU students, faculty and staff have access the following: latest trainings and webinars on diversity recruitment and retention strategies, job seeker tools for gaining careers in higher education, network of over 700 higher education and research institutes in the nation, and national job board that includes all member postings that attracts diverse applicants.

Employee and Manager Training

OHSU offers a one-day Intercultural Communication for Leaders course, designed for current managers, lead workers and/or individuals who manage the flow of work, who are interested in increasing their knowledge and skills to work more effectively with others from diverse backgrounds. EII managers have participated in

Conclusion

Thank you for your engagement in diversity, equity, and inclusion in education. This summary report is provided to encourage dialogue, disruption, and an opportunity to address our challenges. We welcome your input, feedback, and continued engagement. Please contact us at eii@ohsu.edu.

Appendix

A Theory of Change for Achieving Diversity, Equity, Inclusion in the Education Enterprise
By Amanda Mather

Leaders across OHSU are often tasked with and are often strategizing about how to "improve diversity", but stakeholders often disagree about what this means and how we should achieve it. After conducting a literature review of research on diversity, equity and inclusion (DEI) strategies for educational institutions, I have synthesized a theory of change that I hope OHSU can use to develop a shared understanding of diversity, identify DEI conditions that need work, and implement effective interventions.

The model diagrams this hypothesis: In order to achieve diversity, equity, and inclusion, the education enterprise must foster conditions that enable diverse representation among incoming cohorts (recruitment conditions), conditions that enable equitable and successful education outcomes and experiences (retention conditions), and conditions that enable graduates to equitably and successfully continue in health and science careers (persistence conditions). All three condition types are required to achieve DEI. For an institution to effectively make changes, it must first achieve a set of preconditions that enable well-resourced, coordinated, and informed actions. I call all of these conditions and preconditions together "DEI conditions".

The model is read from bottom left to top right. DEI conditions are represented by boxes colored by their condition type (recruitment, retention, persistence, precondition). Large rectangles represent goals related to each condition type. Blue ovals represent human populations who have experienced the conditions below them. The first population impacted by OHSU DEI conditions is the largest, most diverse population as it includes all those who are or may potentially become interested in a health/science career. Population sizes decrease as pre-applicants decide not to apply to health/science training programs, as applicants are denied from our programs, as students withdraw from our programs, etc. The size of this decrease and who advances between each population pool is mitigated by the DEI conditions between the pools. I call the progression from the pre-applicant population pool to the workforce pool our "student stream". [1] We achieve equity when demographic factors are not predictive of who does or does not advance along the stream. We achieve inclusion when all those in a population feel able to contribute to OHSU's missions and to be successful at OHSU. We achieve diversity when we have both equity and inclusion and when each population pool retains the same demographic diversity of the pre-applicant population. Diversity, then, is both a characteristic of our populations and a quality of our culture.

Each condition is explained below with examples of possible interventions. [2] I've also noted which institutional agents (faculty, staff, administrative leaders, students) influence each condition. It is important to effectively delegate improvement efforts so the institution can hold those agents accountable, but it is also important to recognize that many conditions are co-produced with several agent groups. No group should be excluded from participating in the evaluation, design, or implementation of interventions, especially where those interventions will be experienced by that group. It is critical to have diverse representation within each group.

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[1] While the model focus on conditions related to the student experience, faculty and non-degree trainees experience these conditions (and others) in ways that contribute to our ability to recruit, retain, and advance them in their careers. It may be helpful to develop and deploy faculty-, postdoctorate-, resident-specific models.

[2] A single intervention may contribute to several conditions at once. Certain interventions can be designed for a general audience, some should be targeted to specific audiences (like women, students of color, first generation college students, etc), and all should be sensitive to the diversity of experiences among the target population.

Recruitment conditions impact who does and doesn't become a student at OHSU.

Readiness refers to an individual's preparedness for a career and for the training necessary to enter it. Readiness interventions are designed to give pre-applicants experience, skills, or knowledge relevant to their future training or careers that they may not otherwise receive. These can include internship programs, test prep services, tutoring/mentoring programs. (National Academy of Sciences, 2011).

Awareness refers to an individual's knowledge of the steps, skills, knowledge, degrees/certifications/licenses, and experience required for entrance into their desired career. It can also refer to their awareness of the programs OHSU offers and how to successfully apply to them. Interventions to improve awareness include career counseling, pre-admission counseling, recruitment activities and marketing (National Academy of Sciences, 2011).

Interest refers to an individual's desire to enter a health/science career. It is distinct from awareness in that interest interventions should seek to do more than provide information. They should be designed to "ignite a passion for science" and "appeal to the personal interests of students and their families." (National Academy of Sciences, 2011). Interventions to generate interest include K-12/16 outreach programs, summer internship and job shadow programs.

Faculty and current student participation are important in readiness/awareness/interest interventions as their mentorship helps pre-applicants imagine themselves in similar careers and motivates them to continue in their training (National Academy of Sciences, National Academy of Engineering, Institute of Medicine, 2011. P.134). OHSU shares responsibility for these first conditions with its feeder institutions (community colleges, undergraduate programs, high schools, etc).

Financial support refers both to the funds available to an applicant/accepted student/ current student that allow them to apply for, enter, and continue in our programs and to the funds available to our programs that allow them to recruit, screen, accept, and support students. Because financial support impacts who can apply to, enter, stay in, and persist to further training or work, it is relevant to recruitment, retention, and persistence. University and program leaders often have the most influence over available financial support. Individual faculty may have some influence depending on program funding models.

Access conditions are the formal and informal university and program-level decisions and policies that determine which applicants will be accepted to a given program. Interventions that influence access conditions are admission standards, the practices of and demographic representation of review/admissions committees, how admissions models balance quantitative and qualitative measures of applicants, and how institutions administer financial aid/support (Institute of Medicine, 2004). These conditions can be influenced by university leadership and admissions faculty and staff.

Institutional desirability influences which accepted students will accept offers and become OHSU students. These conditions include available financial aid, the student's perception of OHSU's learning environment, which other institutions the student has received offers from, and the student's preferences and circumstances. Institutional desirability may be largely subjective, but OHSU has significant influence over applicant opinions of our institution. Interventions can include faculty/program director/current student communications with applicants, campus visits and second-look days, and financial aid/awards opportunities. All institutional agent groups influence institutional desirability. University and program leaders may have more power to implement intentional interventions, but institutional desirability is also influenced by informal contact with current students, faculty, and staff.

Retention conditions influence which students successfully graduate from our programs and how they feel about their experiences and our learning environment. These conditions are highly interrelated and also influence persistence into future training and work even after a student has left our programs. Poor retention conditions contribute to demographic disparities in student success and experiences in the learning environment even for students who are retained through graduation.

Extracurricular support includes formal social, mental health, physical health and wellness support available to students because of their association with the institution. These can include student group membership and activities, student wellness services, volunteer opportunities, etc. While services are generally produced by staff and university leaders (and in some cases faculty), many social and wellness resources are created and managed by students for students. Their involvement in these interventions (as both participants and producers) can help instill a sense of belonging, which is often a "critical hurdle" in minority student retention. (National Academy of Sciences, 2011). Further, student involvement in designing these interventions helps an institution produce effective extracurricular support.

Co-curricular opportunities are any opportunity a student has to gain career/training experience in addition of their formal curriculum. Interventions can include career counseling, opportunities for externships/job shadows/rotations at other institutions, and mentoring (both formally and informally). Faculty play an important role in maintaining positive interpersonal relationships with students, connecting them to opportunities, socializing them to a profession, and helping them identify with the field (National Academy of Sciences, 2011) and so their involvement here is critical. University leaders and staff help both students and faculty access co-curricular (and extra-curricular) supports. Alumni networks are important assets for co-curricular opportunities.

Engaging curricula and academic support are important to student performance and retention. Students are more likely to persist and succeed in training when their curricula address their interests and engage them in learning. Interventions include tutoring (peer and professional), academic services, study skills workshops, and curriculum revisions designed to teach cultural competence, engage a diverse set of student interests and experiences, and implement active/hands-on learning (National Academy of Sciences, 2011). Interventions can also include programming designed to enable other changes like pedagogy workshops, mentor training and evaluation, and increasing academic services staffing. Positive faculty interactions are especially important for engaging students, and university leaders can and should measure engagement and strategize to increase it (Kuh, 2009).

Supportive climate refers to the "attitudes and values that define the institution" (National Institutes of Medicine, 2004) and the "degree to which the institution supports students and their unique social and academic needs" (Kuh, 2009). Hurtado has shown that a campus' racial climate (its attitudes, values, and support related to race) plays a major role in minority student retention and overall student outcomes (Hurtado et al., 2012). She theorizes that racial climates are influenced by four characteristics of an institution: the demographic representation of students, faculty, staff, and other institutional agents, the institution's "historical legacy of inclusion or exclusion of students and faculty of color", perceptions of racial tension and discrimination on campus (which often vary between racial groups), and the quality and quantity of both "interactions across diverse groups and diversity-related pedagogy" (Institute of Medicine, 2004). Hurtado has shown that racial climates can be measured and changed with effective climate strategies. Climate influences the learning environment and the learning environment influences climate so interventions into recruitment and retention conditions can improve climate. Other interventions include improving discrimination and harassment protocols and policies, implementing

equity lens in institutional policy-making, implementing cultural competency training, and measuring climate (climate surveys).

Persistence conditions are the same as recruitment conditions but at this end of the student stream, OHSU plays the role of feeder institution with a responsibility to help its graduates advance to the next step of their careers (be that further training or employment here or elsewhere) through "bridging" interventions that help them with the logistic, financial, and interpersonal hurdles of this transition. (National Academy of Sciences, 2011). Faculty mentors, alumni networks, and career/admissions counselors are especially influential here and their impact can be magnified with proper support from university leaders.

Preconditions are conditions that enable an institution to effectively change DEI conditions and to achieve the DEI benefits they seek. These conditions achieve the interrelated goals of making and sustaining a commitment to diversity and to building up sufficient strategic planning and implementation capacity to achieve diversity.

Firstly, institutions must **embrace their responsibility and ability to establish and maintain quality DEI conditions**. People of color and other minority groups are systematically disadvantaged by unjust sociohistorical, political, and interpersonal forces. Institutions must acknowledge this injustice, their own role in reproducing it, and their ability to improve their DEI conditions. Though these conditions are complex and influenced by external forces, they are neither ineffable or immutable. With effort, we can measure and improve conditions. University leaders can "create a shared understanding of the new values and processes" that DEI work requires and "prepare the campus community for shared ownership of the entire process" which will help enable the effective work of all other institutional agents (Hurtado et al., 2012).

Secondly, institutions must have sufficient strategic planning and implementation skills. They must be able to **build a broad coalition of support** and identify program-champions across the institution (National Institutes of Medicine, 2004), rally **sufficient resources** for the coalition's work, intelligently **use data** (especially data disaggregated by race, ethnicity and other social identities) to assess conditions and progress (National Academy of Sciences, 2011), (Kuh, 2009), (Jackson, 2014), (Sullivan, 2004), (Hurtado et al., 2012), formulate a **comprehensive strategy with clear goals**, **coordinate a system of effort** by many actors across the university, **regularly monitor and report on conditions and progress** to the university community, and actively **communicate the value of diversity**[3] and the importance of DEI work. As Hurtado notes, "Institutions change slowly. It is the nature of a stable system of higher education. Therefore, the success of efforts to achieve institutional change will rely on leadership, firm commitment, adequate resources, collaboration, monitoring, and long-range planning" (Hurtado et al., 1999)

It is likely these preconditions can be improved while actively implementing interventions into other conditions, but these preconditions may need their own interventions like hiring strategic planning consultants who specialize in DEI or expanding internal staffing to enable DEI offices to take on strategic planning, investing in institutional research expertise and technology to enable better data collection and use, expanding student and academic affairs staff to better engage students and faculty in and prepare them for DEI work, changing compensation or recognition systems in order to incentivize and recognize faculty DEI contributions.

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[3]Communication is an important part of strategic DEI plan but is not enough by itself. "Symbolic action may help build perceptions of institutional commitment to diversity, so long as symbols align with political, financial, and structural resources" (Hurtado et al., 2012).

Diversity, Equity, Inclusion Conditions in the Education Enterprise

Theory of Change Model
by Amanda Mather

Equitable representation among incoming cohorts

Equitable retention, completion, satisfaction

Equitable persistence to next step in career pathway

Incoming students

Students

Graduates

Workforce

Interest

Institutional desirability

Readiness

Accepted Applicants

Extracurricular support

Co Curricular opportunity

Engaging curric and academic support

Supportive climate

Awareness

Access

Financial support

Learning Environment

Access

Applicants

Institutional/ workforce desirability

Interest

Readiness

Awareness

Institutional commitment to DEI work and sufficient strategic planning and implementation ability/capacity

Change preconditions

Use of disaggregated data

Comprehensive, strategy with clear goals

Ability/capacity to coordinate a system of effort

Regular monitoring and reqporting

Communicate value of diversity/equity

Pre-applicants

Sufficient resources

Broad coalition of support

Belief that racial and cultural diversity and equity are an institutional responsibility

Key

recruitment condition

retention condition

persistence condition

precondition

target population

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