Educational Improvement and Innovation

2021 - 2022 REPORT

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Welcome

2021-2022 As we emerge from shock of a pandemic, it is a gift to reflect on what we continue to achieve despite the obstacles. The Office of Educational Improvement and Innovation (EII) continues to focus on our mission and vision.

"Our Vision is to develop educators as teachers, scholars, mentors, role models, and leaders in the health professions; to sustain and nourish their careers at OHSU; and enable them to be successful in developing the next generation of outstanding health care providers, health advocates, and scientists."

In addition to mission and vision, the EII team articulated values that continue to inform our behavior. Those values core values include collaboration, belonging and inclusion, creative discovery, equity, joyful excellence, and growth mindset. These values continue to sustain our past work and drive new initiatives including career and mentoring for faculty and staff. These new initiatives led by Dr. Brenda Martinez and Seth Igarta provide opportunities to create cascading structure for faculty and staff mentorship for educators and researchers in order to improve onboarding, reduce isolation for basic scientists (e.g., working solo in labs), and promote professional development, to promote career progression

This report, like our previous reports, pays particular attention to the demographics of participants so that we may identify our gaps, celebrate our successes, and adapt our practices to be more inclusive and equitable.

As always, thank you for supporting the strategic initiatives and offices of Educational Communications, Assessment Council, Professional Development Series, Fostering Equitable and Respectful Education, the Teaching and Learning Center, and our numerous other educational activities and opportunities sponsored by Educational Improvement and Innovation. We look forward to what lies ahead.

Constance Tucker, M.A., Ph.D.
Vice-Provost
Educational Improvement and Innovation

Educational Improvement and Innovation

"At OHSU, we strive for excellence in education. In an effort to accomplish our mission, Educational Improvement and Innovation (EII) endeavors to support and strengthen institutional educator development initiatives and student experiences through collaboration with the Teaching and Learning Center (TLC), Educational Communications (EdCOMM), mentoring and career services, OHSU Library, and quality assessment of student learning. Educational Improvement and Innovation is led by the Vice Provost.

-Dr. Constance Tucker

Our Mission

Goals

- 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 is 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.

Accomplishments

From July 2021 through June 2022, the Office of Educational Improvement and Innovation (EII) collaborated on numerous educational initiatives to support assessment of student learning, educational scholarship, educator development, and effective use of educational communications and technology. EII goals and notable accomplishments are listed below:

> ### Goal 1: *Develop all educators to provide learning environments that reinforce diversity, inclusivity, equity, and cultural humility;*

Expansion of the Foster Respectful and Equitable Education (FREE) website into the FREE initiative.

Expansion EdCOMM of closed captioning resources including institutional closed captioning within Echo360 recordings

Finalization and Implementation of Faculty Onboarding Newsletters:

These newsletters are now sent weekly to all new faculty for four weeks, starting within a month of their first day at OHSU. During 2021-2022 the newsletters were rebuilt in SharePoint. Implementation began in May 2022.

- Issue 1: Welcome to OHSU

- Issue 2: Teaching and Pedagogy

- Issue 3: Faculty Development

- Issue 4: Student Services

Goal 2: *Cultivate the potential of faculty to contribute to the growing body of scholarship in the health professions;*

Contributing to the scholarship of teaching and learning through **presentations (49) and **publications (15).

Recognize and reward faculty members by providing visibility for their work and opportunities for them to make unique contributions to the educational mission.

- Awarding the 2022 Assessment Awards to academic programs.

Create a learning environment that advances inter-disciplinary collaboration and cooperation.

- Continuation of Mentorship Academy, serving all schools
- Co-sponsorship of Faculty Development Fridays with the School of Medicine.
- Return of the in-person Symposium on Educational Excellence, after a two-year hiatus due to the pandemic.

Ensure that the faculty is prepared to meet accreditation standards for excellence.

- Provided more time for programs to work on and submit annual assessment plans and reports (from 3 months in 2020-2021 to 9 months in 2021-2022), enabled by finishing a series of revisions over the last few years to the process

Elevate the efficiency and effectiveness of student support service.

- Recruitment of Anne Nichelson, Student Learning Support Specialist, for the Student Academic Support Services *has increased our capacity to serve students across OHSU.*
- Engaged OHSU Student Services Workgroup in a revised process focused on assessment of learning outcomes, programmatic reporting and focus groups with learners.
- Recruitment of Seth Igarta, Professional and Career Development Specialist, who started in March 2022 and includes learners in the portfolio of clients he provides 1:1 career coaching for.

Team
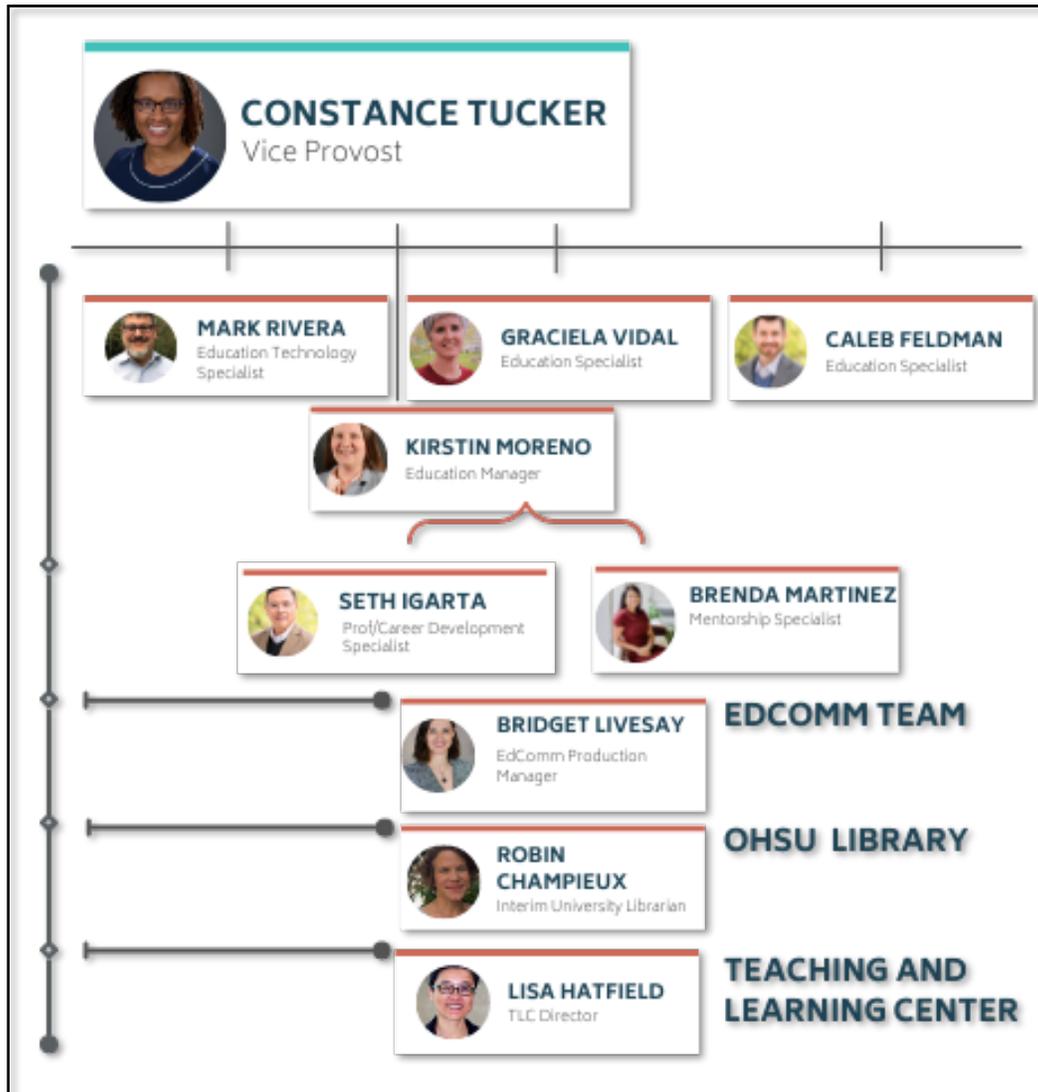
Interns and Student Workers: EII worked with these students on projects such as New Faculty Newsletter, DEIA educator development training, and on student services assessment focus group data collection and analysis. See Partnership with Interns for more details.

- **Veronica Coley**, master's student in Health Administration at University of North Texas Health Science Center. Intern OHSU Summer Administrative Intern Program. Summer 2022
- **Jillese Bush**, undergraduate student in Public Health and American Ethnic Studies at University of Washington. Intern OHSU Summer Administrative Intern Program. Summer 2021
- **Mixtli A. Rodriguez Cardoso**, OSU SPH graduate. CDI Equity Intern. Summer 2021
- **Patrizha (Trizha) Schroth**, master's student in Speech and Hearing Sciences at Portland State University. Student Worker.

Data at a Glance

For diversity trends among educators and students, please refer to the 2021 Fact Book.

Community Building for Educators

The following are some quotes from colleagues at OHSU, reflecting on how they have found community during the second year of the pandemic and remote/hybrid work.

Andrew Justicia - Center for Diversity and Inclusion

Post pandemic work/learning has evolved to a model which is hybrid (in person/remote). Although this has posed challenges, I believe it has also created many opportunities. Finding community has been paramount in order to thrive and prevent isolation. We continue to build community through collaborative, meaningful, and intentional, engagement. The ongoing community event, Cafecito is a perfect example. It was created by two students that have graduated, and is currently led by a separate group of student leaders. Creating communities such as these have allowed our students who are in remote locations, to thrive and be part of a larger community where they are seen and heard.

Deborah Messecar- School of Nursing

At the School of Nursing, we have tried to rekindle a sense of community by specifically arranging for in-person team retreats among faculty and staff whenever possible. These types of gatherings have been instrumental in bringing new members on to our teams and in rebuilding spirit among our program groups. Wherever possible, we plan to use these combined development and social gatherings to continue to build a renewed sense of team among our faculty and staff.

Leslie Garcia - School of Medicine

At a time when needing to stay a minimum of 6 ft. apart created a path for connections during a period marked by uncertainty. Working from home pushed us to be a more digitally savvy community and I enjoy collaborating in real-time through all the tools that we have. I feel that my productivity, communication, and engagement increased during the pandemic. It redefined my experience of how we come together. A meeting doesn't necessarily have to take up physical space but it can also be emotional. I enjoy driving less, sitting in traffic less, and paying less for gas and parking. Now, when we meet in person I feel that a meeting is more intentional, we enjoy seeing each other and getting our work done. I also think that hybrid meetings are a great solution for many of our colleagues who have different types of family responsibilities. It is inclusive. At the end of the day, we are humans first and we crave connection. It is a new way of being inclusive and uplifting each other.

EII-Sponsored Equity Activities

FREE

The [Fostering Respectful and Equitable Education](#) (FREE) initiative serves as the primary central institutional mechanism for providing Diversity, Equity, Inclusion, and Anti-Racism (DEIA) professional development for the Education mission. Literature suggests that initiatives like FREE improve engagement, achievement, and motivation (citation). FREE offerings include workshops, invited talks, individual consultations, presentations, school and program level partnerships, and an innovative arts and cultural series. The FREE's webpage, which became publicly available in 2021, provides a comprehensive menu of internal and external DEIA resources intended to help educators understand their learners' diverse cultural identities and use these diverse perspectives to enrich their teaching practices. We hope this will help us engage with scholars and educators outside of OHSU, at state and national level.

In 2020, FREE began offering educators development workshops on a variety of topics including inclusive online learning environments, assessment, psychological barriers for students, American Indian and Alaskan Native (AI/AN) medical students at OHSU, and difficult conversations in different learning environments. FREE continued with these topics during 2021-2022, and added workshops on building an equitable syllabus and creating gender affirming learning environments. In 2021-2022 FREE also formed new partnerships with OHSU Simulation, and the School of Nursing launching a pilot project to incorporate LGBTQIA+ affirming content in simulation education. Many of FREE's programs bring together faculty across OHSU to participate and share their expertise with colleagues. Over 400 faculty, staff, and students registered for FREE trainings during 2021-2022

Educator Trainings with Equity Focus - 2021-2022

Series	Trainings	Dates	# Participants
TYB/FREE	Taking Care: Online Teaching and Learning	10/14/2021	20
Assessment/FREE	Assessment/FREE Mid-Term Survey Assessment	11/18/2021	11
FREE	Difficult Conversations Clinical Setting	11/8/2022	8
TFF/FREE	Mini-Conference: Bringing Equity & Inclusion to your Teaching	11/10/2021	17
FREE	The importance of "belonging" to achieve diversity and inclusion at health care academic institutions	11/30/2022	23
FREE	Difficult Conversations Second Round Table	12/2/2022	21
REI	JANUARY - Designer and Doll Master	1/27/2022	24
REI	FEBRUARY - Theater Night with Mike Wiley	2/10/2022	40
TFF/FREE	Professional Development: The Syllabus & Classroom through a Diversity, Equity, and Inclusion Lens	3/15/2022	6
REI	MARCH - Art with Shobha Jetmalani	3/31/2022	55
TYB/FREE	Creating Effective and Inclusive Class Discussions	4/6/2022	11

| REI	APRIL, Eleven Reflections on September	4/21/2022	29
REI	MAY, Asian American and Pacific Islander Month: Cultural Considerations	5/19/2022	37
REI	JUNE, Exploration of Self, through Poetry & Portraiture	6/2/2022	19
FREE	Affirming Diverse Gender Identities in the Classroom	6/27/2022	27
FREE SPH	Equitable Syllabus	11/4/2021	Unknown*
FREE SPH	Difficult Conversations	5/27/2022	13
FREE SON	Equitable Syllabus	2/25/2022	35
FREE SON	Equitable Syllabus	3/11/2022	15
FREE SON	Difficult Conversations	6/9/2022	Unknown*

In addition to these listed trainings, FREE engaged In partnerships with first the School of Public Health, and then with the School of Nursing, to bring the following two DEIA trainings for their faculty: Designing an Equitable Syllabus and Difficult Conversations In the Classroom.
* Attendance managed by the school. They could not provide the number.

Sponsored Equity Activities Participant Data
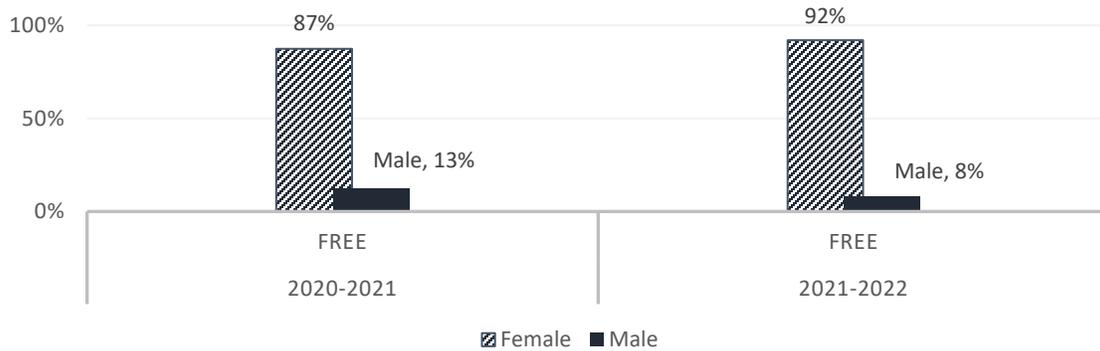
FREE Series URM Attendees (*Minority Status)
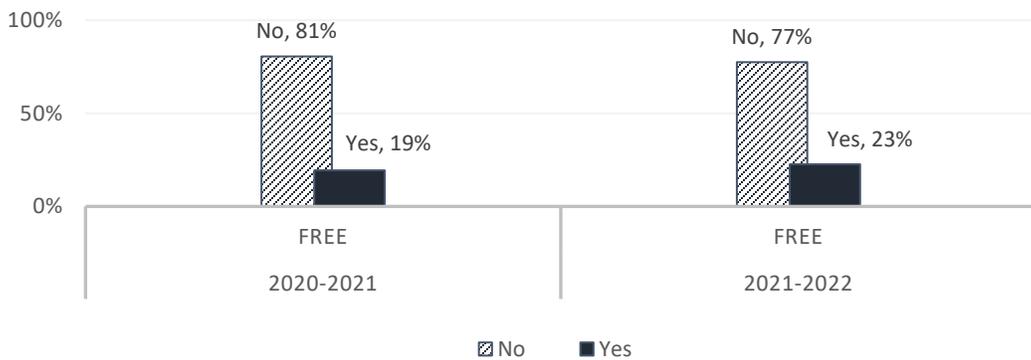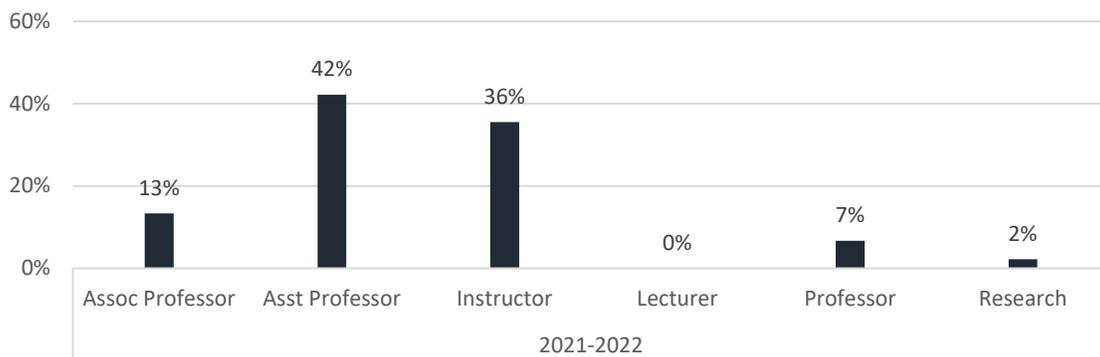

FREE Series URM Attendees (Ethnicity)
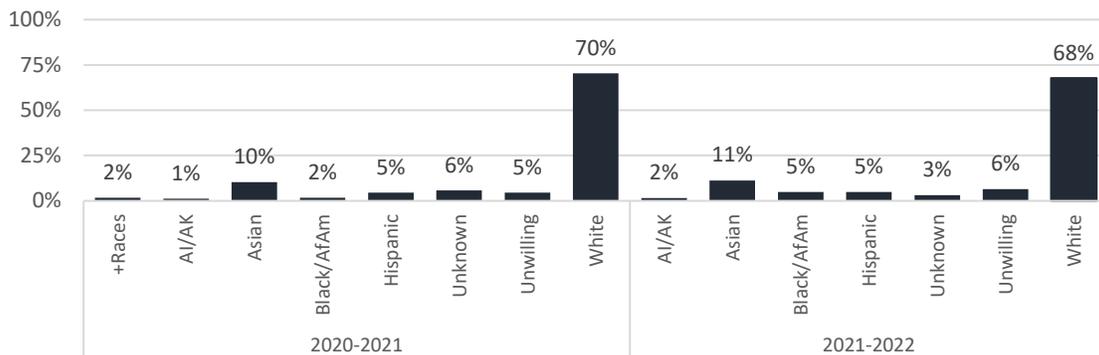
FREE Series *Gender

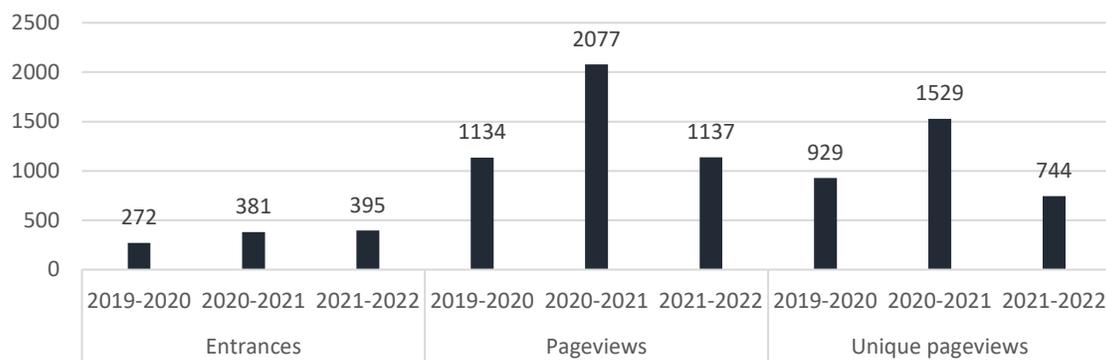*Current demographics for gender are limited to a binary but efforts are being made to expand gender identities.*

FREE
2020-2021 — 87% (Female), Male, 13%
FREE
2021-2022 — 92% (Female), Male, 8%

Female   Male

FREE Series Faculty Rank

2021-2022

Assoc Professor 13%, Asst Professor 42%, Instructor 36%, Lecturer 0%, Professor 7%, Research 2%

The demographic of attendees has remained stable while the FREE page has experienced increased number of entrances into the page, which speaks to a higher awareness of these resources as demonstrated in Google Analytics reports, comparing AY 2019-2020, 2020-2021, and 2021-2022. Please see graph below:

FREE Page View Traffic

Entrances: 2019-2020: 272, 2020-2021: 381, 2021-2022: 395
Pageviews: 2019-2020: 1134, 2020-2021: 2077, 2021-2022: 1137
Unique pageviews: 2019-2020: 929, 2020-2021: 1529, 2021-2022: 744

Digital Accessibility

The [Accessibility Resource Center](#) (ARC) provides guidance to create digitally accessible documents (Word, PowerPoint, etc.), audio, and video 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 Teaching and Learning Center (TLC) to learn more.

This past year, the TLC updated the ARC with results of our survey of OHSU students about if and why they use captions and transcripts when provided with course content, along with insightful comments. The results show that 85% of respondents want captions and transcripts to be available with all video/audio content in future courses. EdCOMM works to improve the health and well-being of Oregonians and beyond by providing service excellence and quality Audio Visual & Classroom Support, Photography, and Creative Video services.

Available EdCOMM services include:

- Event/Classroom Recording and AV Support
- Interactive Video Conferencing
- Space Scheduling and Support
- Photography and Photo Printing
- Creative Video Production
- AV Design and Consulting
- Assisted Listening and Closed Captioning

Office for Student Access

The primary goal of the [Office for Student Access](#) (OSA) 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.

While many programs returned to in-person instruction over the last year, requests for novel types of accommodations have continued to rise. Because COVID-19 drastically changed the ways academic programs delivered curriculum and assessed learning, it also highlighted ways higher education settings can be more innovative and flexible when accommodating students. Accommodations such as CART (Communication Access Realtime Translation), while previously involving providers traveling to locations and moving from classroom to classroom with their equipment, now can be facilitated entirely through a remote Webex connection.

During AY 2020-2021, OSA was granted funding for an additional support position to assist in the implementation of accommodations and the position was filled in the Fall of 2021. This staff member has been integral in supporting students specifically in the UME, PA, and SOD programs with both accommodation coordination at OHSU as well as providing support to students during the process to request accommodations for their board and licensure exams.

OSA had 126 first-time applicants for accommodations over the course of the 2021-2022 academic year, slightly down from 2020-2021 (145 applicants). With the addition of the role of Vice Provost of Student Affairs at OHSU, OSA also became a part of Student Affairs.

Student Academic Support Services

Student Academic Support Services (SASS) is committed to helping all learners at OHSU reach their academic potential. We offer one-on-one appointments, workshops and on-line resources to help learners develop personalized tools and approaches to study more effectively and efficiently, decrease stress, improve memory and motivation. Student Academic Support Services represent a cornerstone in **equity** and **social justice** work on campus and a key pathway to improving diverse learner recruitment and retention.

With the addition of Annae Nichelson as a new learning specialist, SASS was able to reconsider how we approach supporting students in the School of Nursing. Ms. Nichelson is now the point person for the School of Nursing, which has allowed her to start to develop working relationships with faculty who teach difficult courses. For example, in previous years, SASS saw a peak of appointment requests in January for students struggling with Pharmacology and Pathophysiology. This year, Ms. Nichelson developed and delivered workshops supporting students in these specific courses in addition to continuing to provide one-on-one support.

Over the course of the 2021-2022 Academic Year, SASS has provided 81 workshops, serving over 1102 learners and 204 faculty. We have also had over 481 individual student appointments. This year SASS saw significant increases in the number of learners from SOM UME, SOM GME and Grad Studies. According to the voluntary exit survey given to learners after their initial appointment, 100% of learners indicated that they were satisfied with their consultation, that they felt that their needs were heard and that they would recommend this service to other learners.
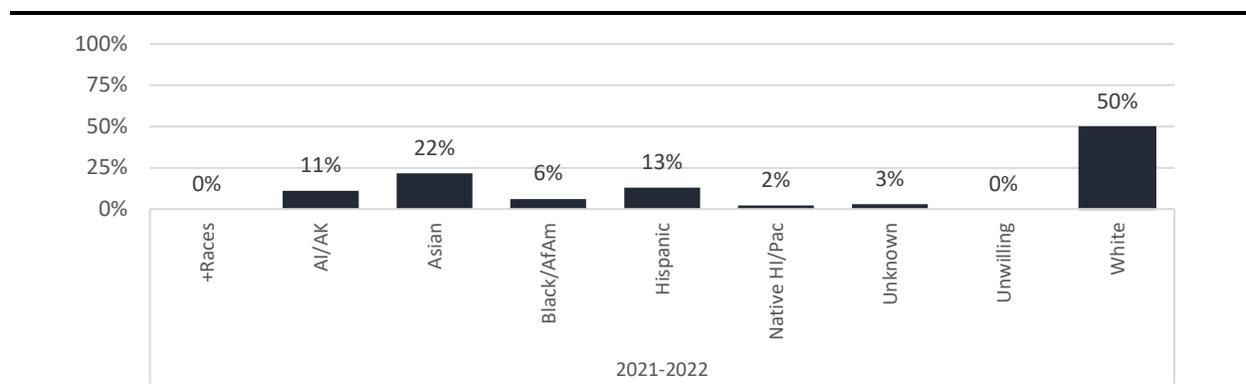
SASS DATA

Appointment Demographics

Pronouns of Learners requesting Initial Individual Appointments:
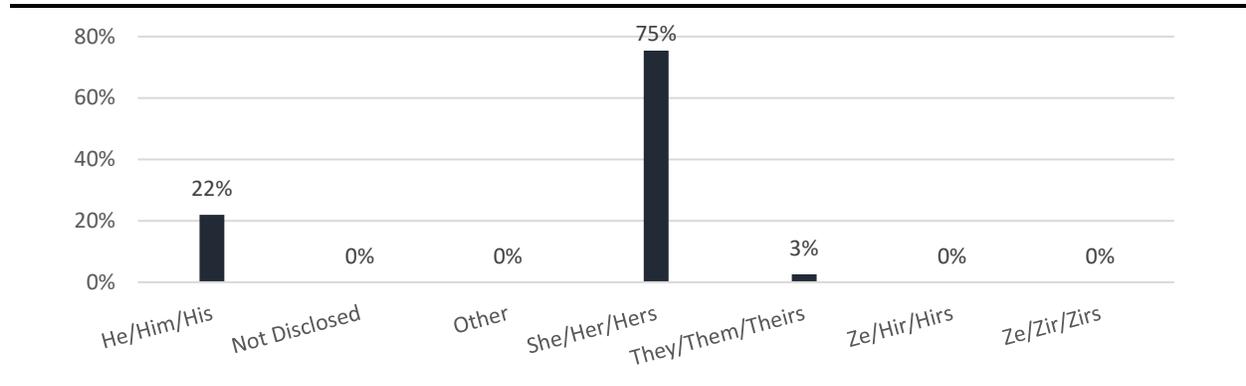
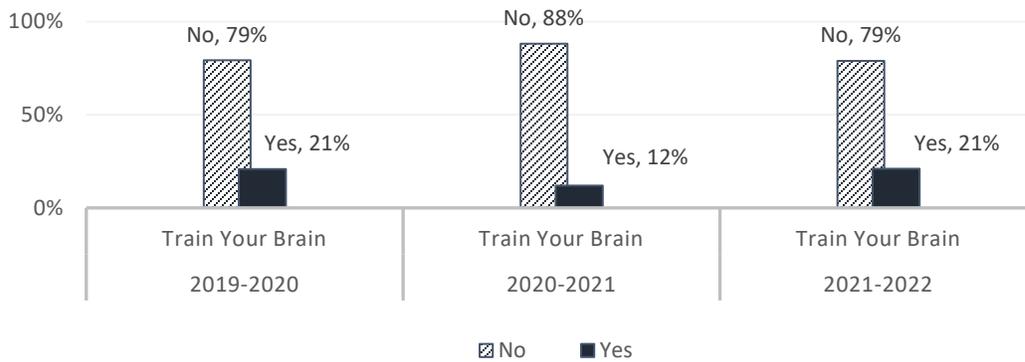Ethnicity of Learners Requesting Initial Individual Appointments:

Train Your Brain

The Teaching and Learning Center's virtual **Train Your Brain** (TYB) workshops, which is one of the primary professional development opportunities for educators to improve their teaching on campus, hosted 114 (total attendance) participants from across the university (2021-2022). These included educators from all of the School of Nursing's statewide campuses, several School of Medicine units, Knight Cancer, School of Dentistry departments, human resources, the Library, Physician Assistant, and more. We tailored the series to that of remote instruction. Topics included ensuring digital accessibility, supporting student learning, effective course design and facilitation, and technology tools and resources.

Ninety percent of those responding to a survey one month after attending a Train Your Brain or Assessment Academy workshop said they had reflected on their practice more due to attending
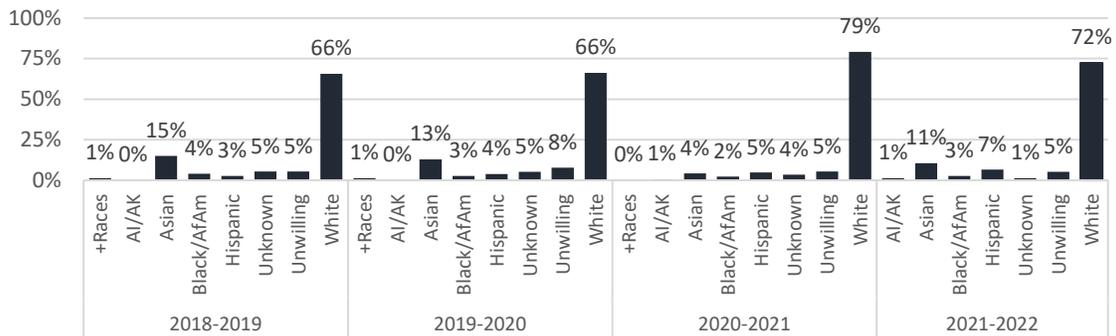
the workshop. Respondents said they are considering incorporating more interactive elements in their teaching, learning more about educational research, and wanting to try mid-term evaluations.

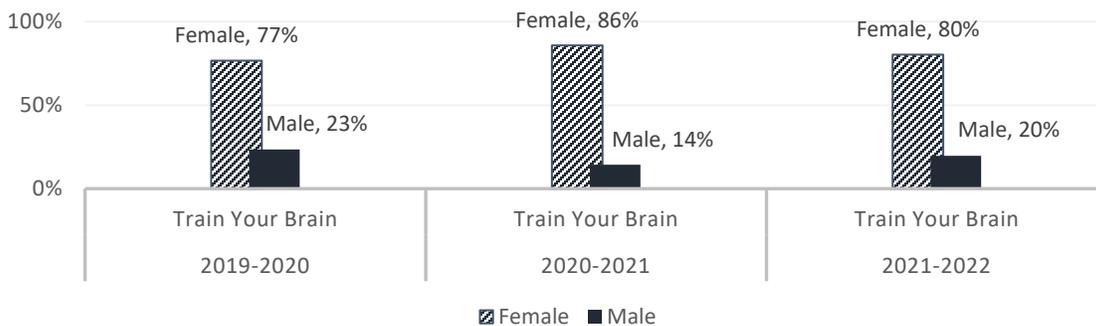**TYB Participant Data**

TYB URM Attendees (Minority Status)

Bar chart showing:
- Train Your Brain 2019-2020: No, 79%; Yes, 21%
- Train Your Brain 2020-2021: No, 88%; Yes, 12%
- Train Your Brain 2021-2022: No, 79%; Yes, 21%

Legend: No, Yes

TYB URM Attendees (Ethnicity)

Bar chart showing:
- 2018-2019: +Races 1%, AI/AK 0%, Asian 15%, Black/AfAm 4%, Hispanic 3%, Unknown 5%, Unwilling 5%, White 66%
- 2019-2020: +Races 1%, AI/AK 0%, Asian 13%, Black/AfAm 3%, Hispanic 4%, Unknown 5%, Unwilling 8%, White 66%
- 2020-2021: +Races 0%, AI/AK 1%, Asian 4%, Black/AfAm 2%, Hispanic 5%, Unknown 4%, Unwilling 5%, White 79%
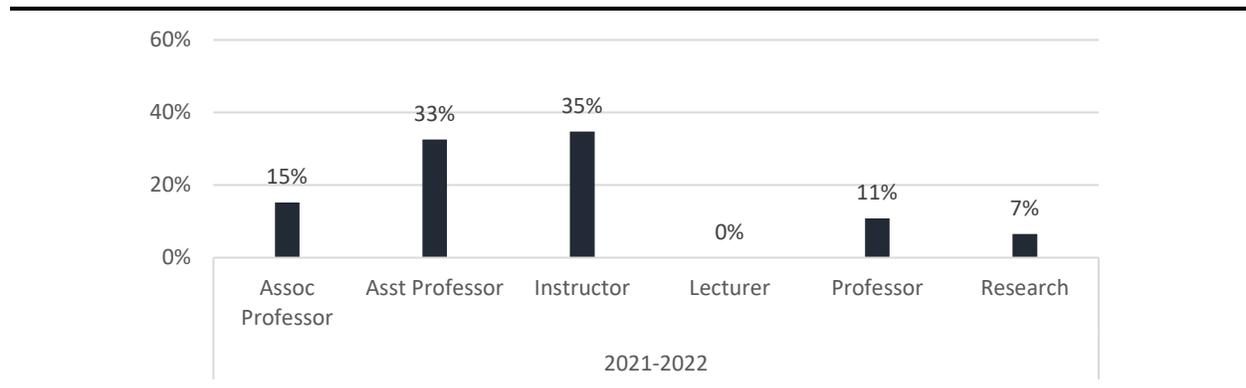- 2021-2022: AI/AK 1%, Asian 11%, Black/AfAm 3%, Hispanic 7%, Unknown 1%, Unwilling 5%, White 72%

*Gender of TYB Attendees

Current demographics for gender are limited to a binary but efforts are being made to expand gender identities.

Bar chart showing:
- Train Your Brain 2019-2020: Female, 77%; Male, 23%
- Train Your Brain 2020-2021: Female, 86%; Male, 14%
- Train Your Brain 2021-2022: Female, 80%; Male, 20%

Legend: Female, Male

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Faculty Rank of TYB Attendees

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. In 2021-2022, OHSU hosted several group NCFDD webinar viewings with discussion afterward on topics like "The Art of Saying 'No'" and "Navigating and Tracking Your Scholarly Projects." 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 continue to actively promote 14-Day Writing Challenge participation and total participation has gone up this past year from 211 to 268 participants. 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 seven OHSU faculty have completed (5 in 2019-2020 and 2 in 2020-2021, probably because funding dried up during modified operations). The Faculty Success Program is an intensive small group mentoring experience focused on research and writing productivity for early career faculty. We are currently creating a grant opportunity with 2025 money to fund more faculty attending the Faculty Success Program to launch in fall 2022.

...

NCFDD Webinar Participant Data

### Count of Accounts and Session Activity by OHSU Members

Institutional NCFDD membership has steadily increased by 300 subaccounts or from 2019 to 2022 representing a total increase of 33%. Between 2019 and 2022, the total active peaked during the 2020-2021 academic year and then decrease by 9% during the 2021-2022 academic years.
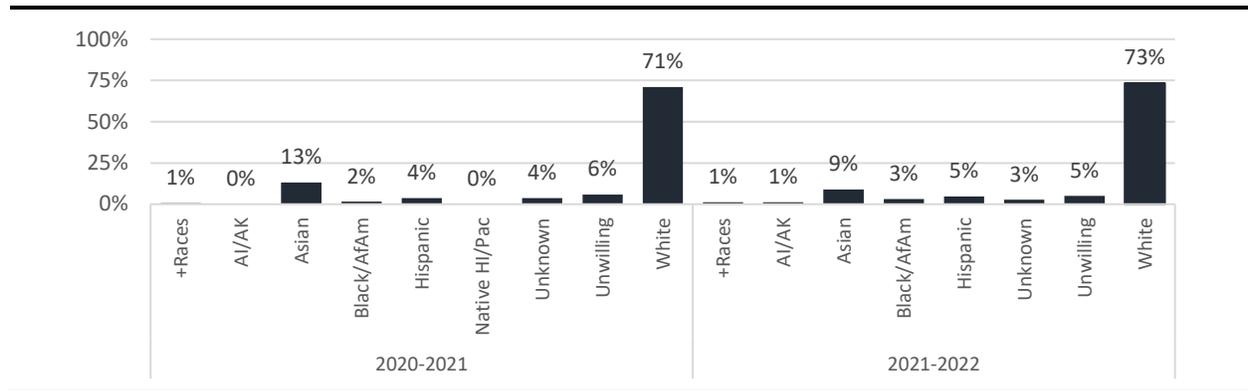
NCFDD Webinar Participant Faculty Rank
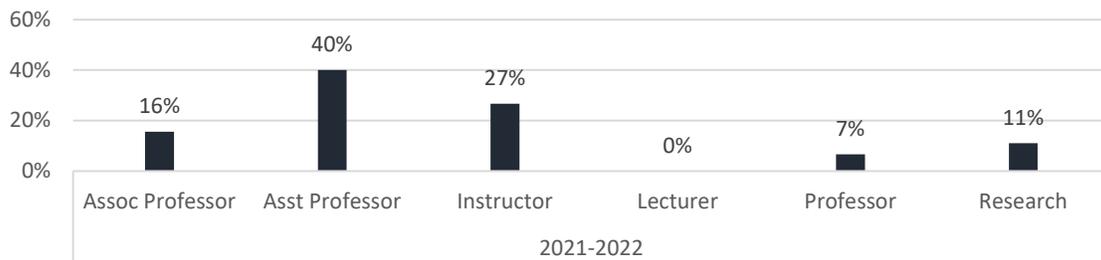
NCFDD Webinar Participant Demographics by OHSU Faculty Gender (2020-2021)
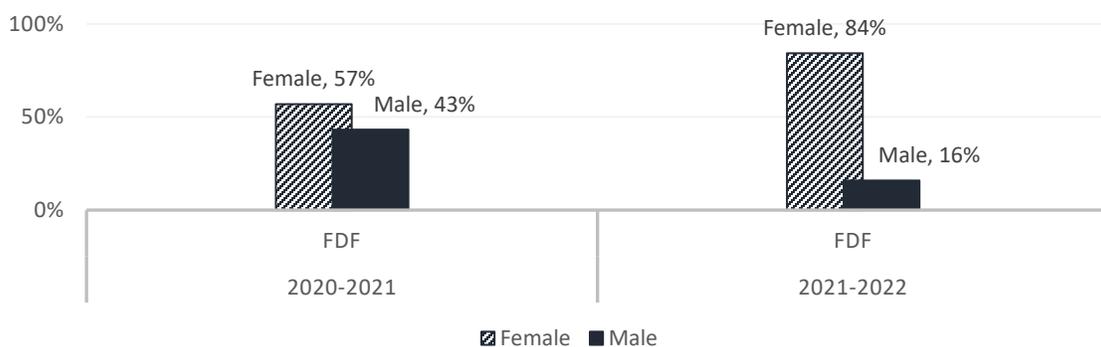
NCFDD Webinar Participant Demographics by OHSU Faculty Ethnicity (2020 to 2021)

Professional Development Series

The annual Professional Development Series (PDS) 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.

The PDS 2021 ran in the Fall, from October to December. They were live sessions for new faculty on various topics to help orient them to OHSU. This is the fourth year that this series has run.

2021 Professional Development Series Workshops and Number of Attendees		
Workshop Title	**Date**	**# Attendees**
Classroom Pedagogy and Education Scholarship	Oct 1, 2021	18
Clinical Pedagogy and Educator's Portfolios	Oct 25, 2021	28
Promotion and Tenure	Nov 3, 2021	49
Research and Authorship	Nov 10, 2021	23
Publishing and Promoting Your Work	Dec 3, 2021	14
Wellness, Professional Growth, and Mentorship	Oct 21, 2021	30

A new addition for fall 2021 was a session on Wellness facilitated by Dr. James Clements. We also re-organized some of the workshops so they made more sense together thematically this year. More information can be found in the Sakai site for the PDS series. With the hire of Brenda Martinez in June 2022, the new Mentorship Specialist, we are planning to revamp the Mentorship Circles we trialed in fall 2020 and relaunch in October 2022.

As mentioned in the Accomplishment section of this report, an asynchronous companion to the Professional Development Series, the New Faculty Newsletters, were fully finalized and launched in May 2022. These provide "small bites" of faculty orientation information which are housed on SharePoint.   All four newsletters can be found at the New Faculty News landing page.
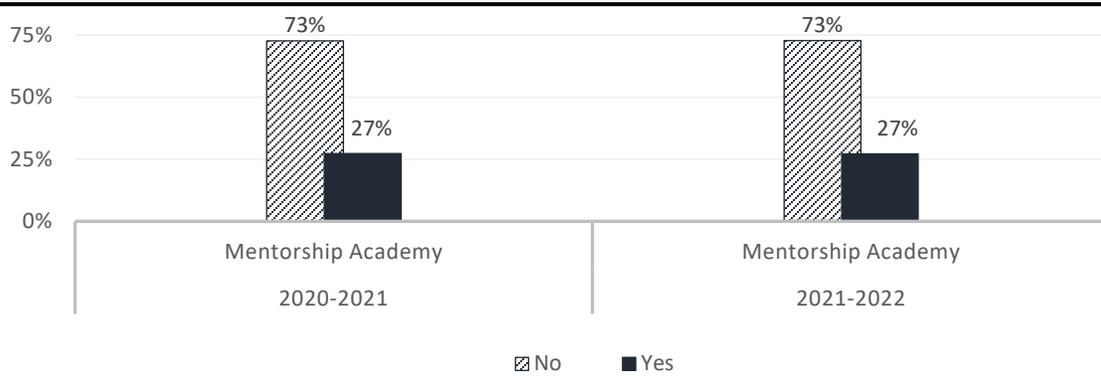
Mentorship Academy

The OHSU Mentorship Academy provides training for faculty from across the institution to develop mentoring competencies. The competencies are divided into seven modules and are based on CIMER's Entering Mentoring curricula which was designed to address the new NIGMS guidelines regarding the preparation of mentors involved in training grants. These guidelines state that participating faculty must receive training in effective, evidence-informed teaching and mentoring practices. The seven modules our Mentorship Academy offer are:

- Module 1: Introduction + Maintaining Effective Communication
- Module 2: Aligning Expectations
- Module 3: Assessing Understanding
- Module 4: Addressing Equity and Inclusion
- Module 5: Fostering Independence
- Module 6: Promoting Professional Development
- Module 7: Articulating Your Mentoring Philosophy and Plan + Wrap-Up
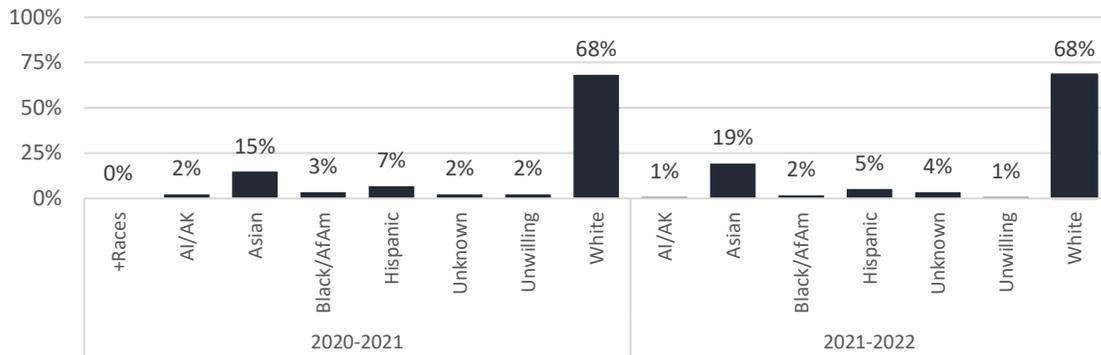
The Mentorship Academy trained 114 educators in 2021-2022, its second year. The following figures show the demographic breakdown of the attendees. The new Mentorship Specialist, Brenda Martinez, is taking over coordination of Mentorship Academy for 2022-2023, thanks to funding from OHSU 2025. For OHSU Faculty composition overall numbers, please consult the 2021 Fact Book (p. 39)

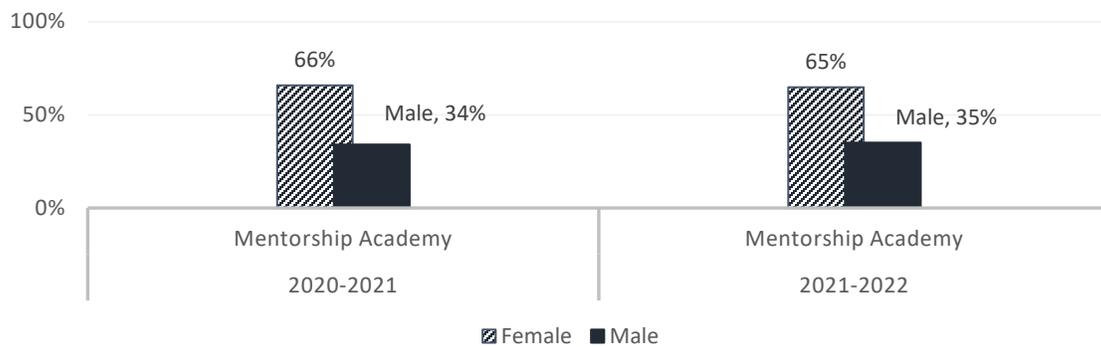## Mentorship Academy Data

URM Attendees (Minority Status)

Legend: ☒ No ■ Yes

	Mentorship Academy 2020-2021	Mentorship Academy 2021-2022
No	73%	73%
Yes	27%	27%

Ethnicity of Attendees

2020-2021: +Races 0%, AI/AK 2%, Asian 15%, Black/AfAm 3%, Hispanic 7%, Unknown 2%, Unwilling 2%, White 68%

2021-2022: AI/AK 1%, Asian 19%, Black/AfAm 2%, Hispanic 5%, Unknown 4%, Unwilling 1%, White 68%
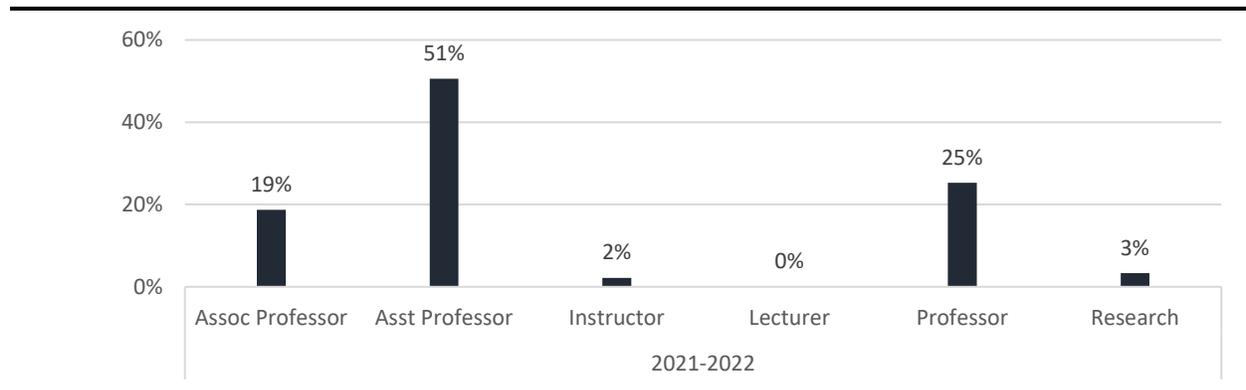
*Gender of Attendees

Current demographics for gender are limited to a binary but efforts are being made to expand gender identities.

Legend: ☒ Female ■ Male

	Mentorship Academy 2020-2021	Mentorship Academy 2021-2022
Female	66%	65%
Male	34%	35%

Faculty Rank of Attendees

Faculty Rank of Attendees chart (2021-2022):
- Assoc Professor: 19%
- Asst Professor: 51%
- Instructor: 2%
- Lecturer: 0%
- Professor: 25%
- Research: 3%

Equity in Assessment

Institutional Assessment of Student Learning Outcomes

The more general Institutional Assessment Council Report for 2021-2022 can be found on the public assessment website, but a short summary of changes we have made this past year that relate to equity in assessment are below:

- Assessment Council developed our own assessment framework called the Evidence of Learning and Impact Framework, which replaces the use of Bloom's and Moore's Outcomes frameworks. This new framework is more inclusive of our non-clinical programs' outcomes, includes more explicit focus on reflection and the impact of learning on students more holistically, and reframes some previous "levels" as equity lenses to examine gaps in participation, satisfaction, and achievement at the various levels. Academic programs aligned their assessments to this new framework for the first time when they submitted their Plans in November 2021.

- Programs now report an additional Closing the Loop response, focused on the equity lenses from our Evidence Framework.

- When the Assessment Council reviewed program assessment data in Jan 2022, we revised our approach to scoring alignment to core competencies so we could provide better feedback to programs and not be overwhelmed with data ourselves. This also included a more careful examination of alignment to the equity-focused definitions of each core competency. We are continuing to explore how to provide helpful feedback in this area to programs.

Course Evaluations: Culturally Inclusive Curriculum Question

Over a two-year period that started in summer 2018, students were 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.

Phase 1 of data collection finished after the summer 2020 term, and during the fall 2020, we enlisted OCTRI to analyze the data using a mixed methods approach. As a result, Oregon Clinical and Translational Research Institute (OCTRI) suggested changing the diversity question to "This learning experience incorporated diversity (see definition above)" to make it clearer to students. This new diversity question started being used in course evaluations during the winter 2021 term. Additionally, they noted that students reported several diversity-related recommendations for instructors or courses to incorporate:

- Representation from underrepresented groups

- "Going deeper" and prioritization of diversity content and discussion

- Correct pronoun usage including competencies around gender identity and expression

- Incorporate trauma-informed practice into courses. Including trigger warnings around sensitive topics

- Expand diversity definition, or focus on broader aspects of diversity in courses

- Avoid reinforcement of stereotypes in course materials

- Provide resources and tools to confront bias

Using the OCTRI report, deans and associate deans were informed of an initiative to create a support system for faculty, which includes talks, workshops, and consultations. Faculty can request the release of their scores on an individual basis.

There are plans to continue with recurring analysis and to continue with faculty development in collaboration with schools.

Assessment Academy

[Assessment Academy](#) is a virtual, interactive workshop series organized by the Teaching and Learning Center that aims to improve the practices of assessing student learning outcomes, and increasing fairness, equity, and inclusion in assessment practices at OHSU. Our Assessment Academy series in the 21-22 year included sessions that looked at crafting a fair and equitable assessment plan, creating fairness and consistency in grading, mid-term evaluations, measuring learning after program completion, and measuring learning within our two new graduation core competencies. The series drew 100 participants during the 2021-2022 academic year.

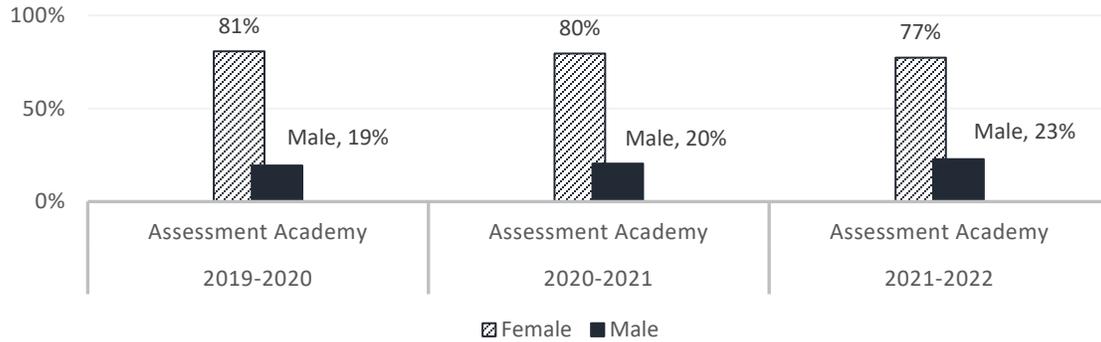## Assessment Academy Data

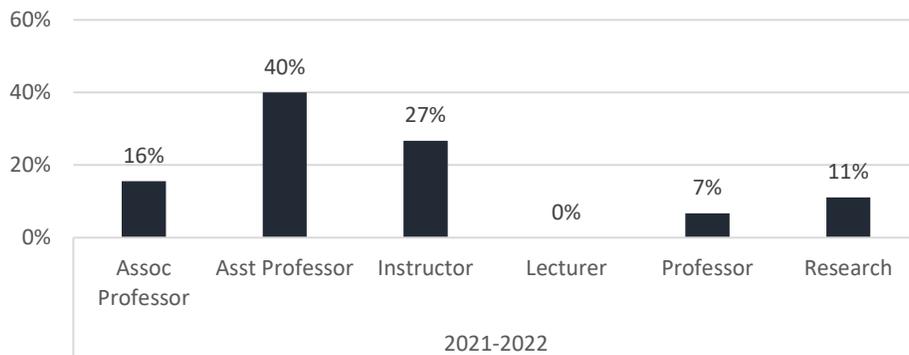### URM Attendees (Minority Status)
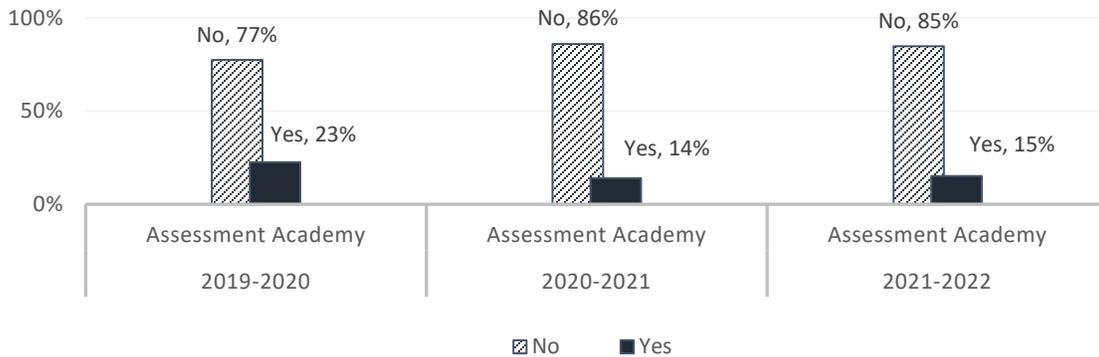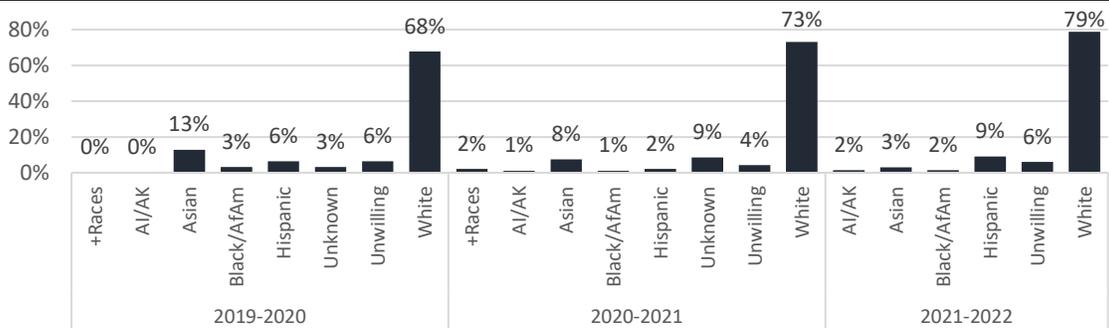
Ethnicity of Attendees

*Gender of Attendees

Current demographics for gender are limited to a binary but efforts are being made to expand gender identities.

Faculty Attendees by Rank

Grants

Educator Success Grant

We are in the process of revising the previous Provost Leadership Grants to Educator Success Grants, using money from 2025 Objective 1.2. These will launch in Fall 2022.

REI Funding Program

The Racial Equity and Inclusion (REI) Funding Program was a partnership between the Center of Diversity and Inclusion and the Office of Educational Improvement and Innovation. This grant was open to projects that impact current diversity goals and anti-racism efforts. All OHSU faculty, staff, students, residents, fellows and/or post-docs were eligible to submit a proposal for an REI funding opportunity, which is geared toward creative projects that impact current diversity goals but also those that stimulate and sustain anti-racism action at OHSU. The process of application and awards took place by the end of 2021. The projects launched by January 2022.

The goals of the REI Funding Program are to:

- Encourage faculty, staff and students to be actively involved in confronting racism and the intersectionality of race and sexism, race and classism, race and homophobia, race and ageism, and race and ableism.
- Promote anti-racist practices in recruitment and retention efforts in educational programs at OHSU.
- Support the development of educational initiatives and policies that value humanity, promote anti-racism and allow for all voices to be heard and valued.

The EII Team had one project funded under this grant. The "Diversity Awareness through the Arts and Culture" series (Graciela Vidal) launched in January 2022. This series take place once monthly during 2022, always on a Thursday starting at 5 pm. This series features different artists and their presentations are aligned with the Diversity Calendar. By June 2022, seven events have occurred with an audience of 231 across schools and offices. For every event, diverse artists of intersecting identities have been Invited.
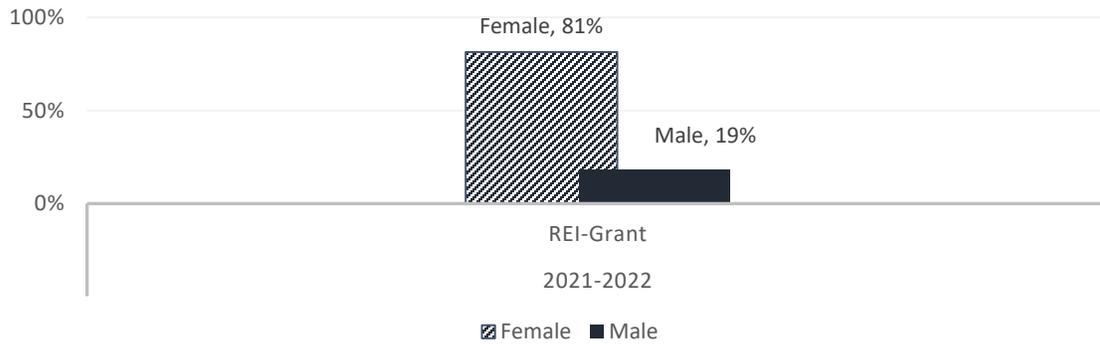
REI Grant Data

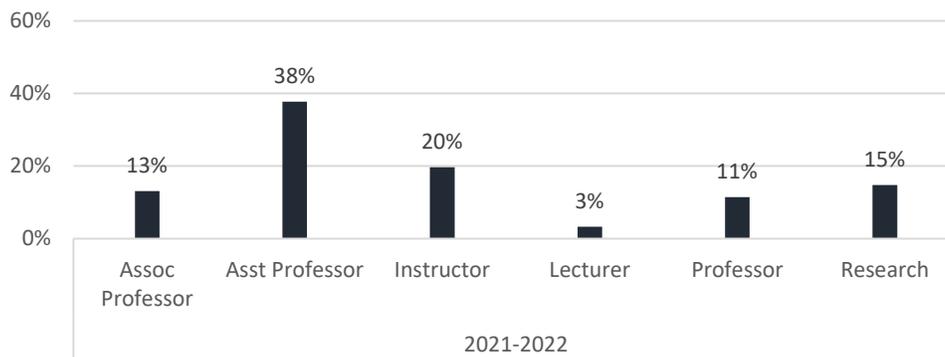### URM Attendees (Minority Status)
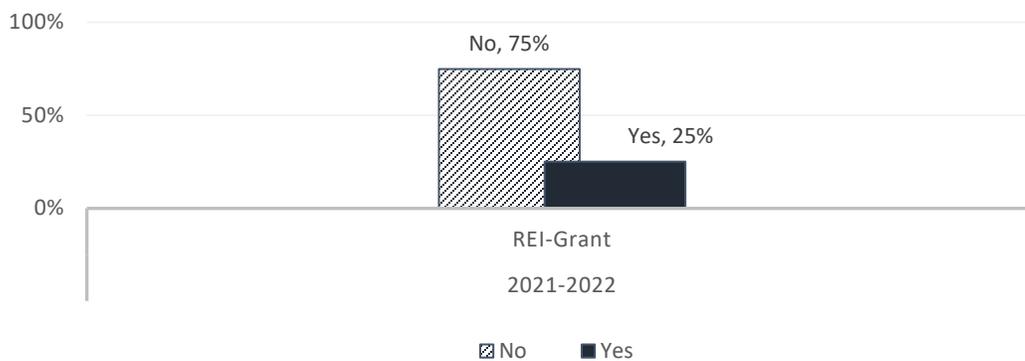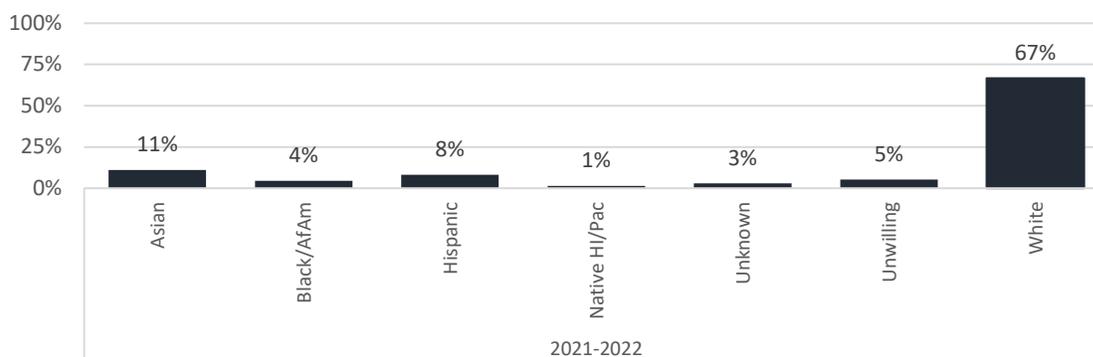
Ethnicity of Attendees

*Gender of Attendees

Current demographics for gender are limited to a binary but efforts are being made to expand gender identities.

Faculty Attendees by Rank

Fellowships for Diversity and Inclusion in Research Program

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. Constance Tucker, vice provost for Educational Improvement and Innovation, serves on the advisory board.

Scholarship for Teaching and Learning

Publications

During the Academic Year 2021-2022, the team has published articles in different journals and presented at several external conferences, as well as internally at OHSU, either at the Education Symposium or by preparing faculty development workshops. See the complete lists in the Appendix 1 and 2.
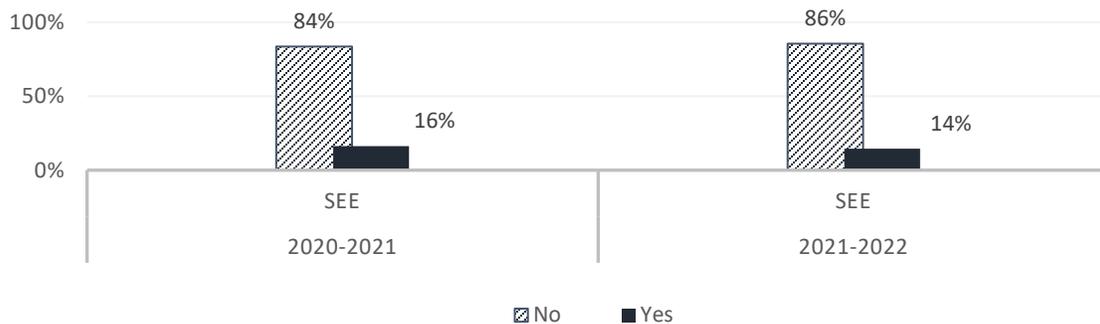
Symposium on Educational Excellence

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. The 2022 Symposium was held on May 20 as a nearly fully hybrid conference. It was in-person in the new rooms in AUD and via Webex, which allowed in-person and virtual attendees to fully interact with each other and the presenters. The poster session was not streamed but the posters were all available on Sakai for those who could not attend in-person. 92 people attended the Symposium presentations, plus more who attended the poster session only, including some members of senior leadership in the education mission. Posters were uploaded to the OHSU library's digital repository.

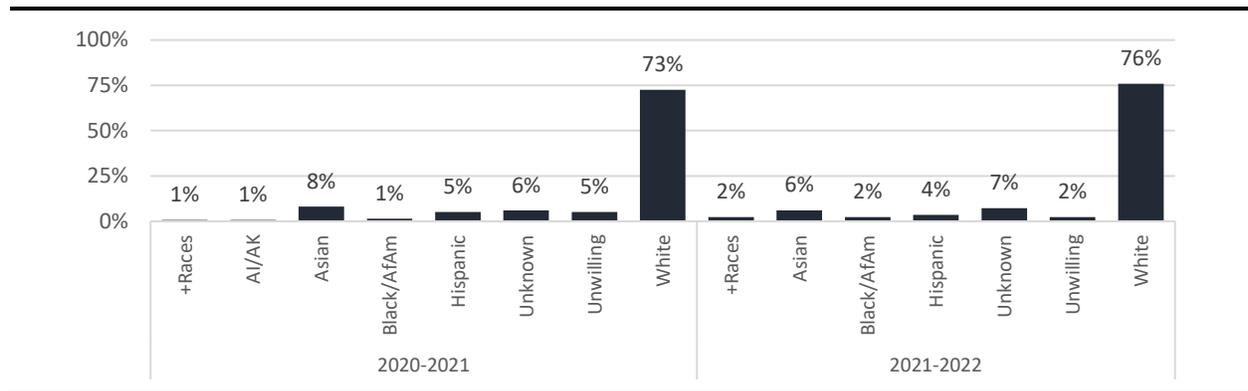**Presentation topics that were on inclusive topics in 2022 included:**

- Information is Not Neutral, Even in Science: Explorations of Algorithmic Bias and Constructed Authority in Health and Science Knowledge Production
- Let's Talk About Fat: Combating Fatphobia in Medical Education
- Keynote: Anchoring our actions for equity in education
- Removing Barriers with LGBTQ Case-Based Curriculum
- Incorporating Trauma Informed Care Curriculum in Radiation Therapy Education
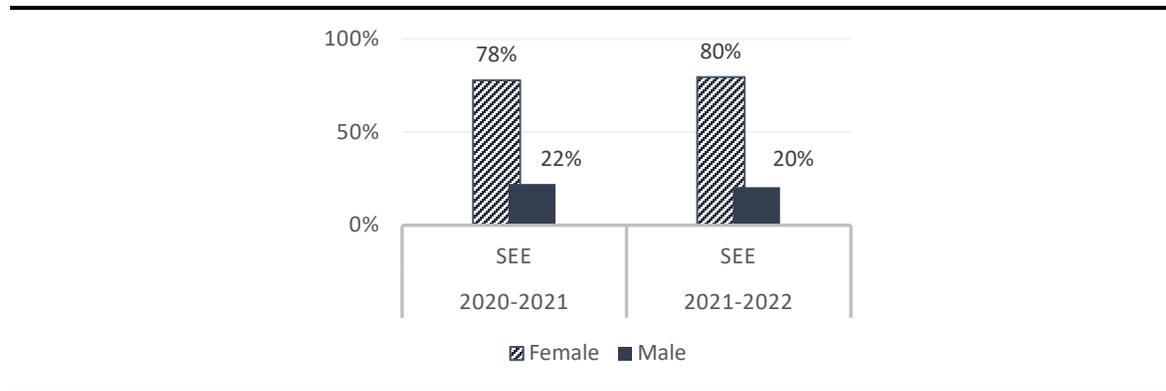- OHSU PA Program Anti-Racism Lecture Guidance

SEE Data

SEE URM (Minority Status)

Ethnicity of Attendees

2020-2021
- +Races: 1%
- AI/AK: 1%
- Asian: 8%
- Black/AfAm: 1%
- Hispanic: 5%
- Unknown: 6%
- Unwilling: 5%
- White: 73%

2021-2022
- +Races: 2%
- Asian: 6%
- Black/AfAm: 2%
- Hispanic: 4%
- Unknown: 7%
- Unwilling: 2%
- White: 76%

*Gender of Attendees

SEE 2020-2021
- Female: 78%
- Male: 22%

SEE 2021-2022
- Female: 80%
- Male: 20%

Female | Male

Faculty Attendees by Rank

2021-2022
- Assoc Professor: 11%
- Asst Professor: 44%
- Instructor: 25%
- Lecturer: 0%
- Professor: 11%
- Research: 8%
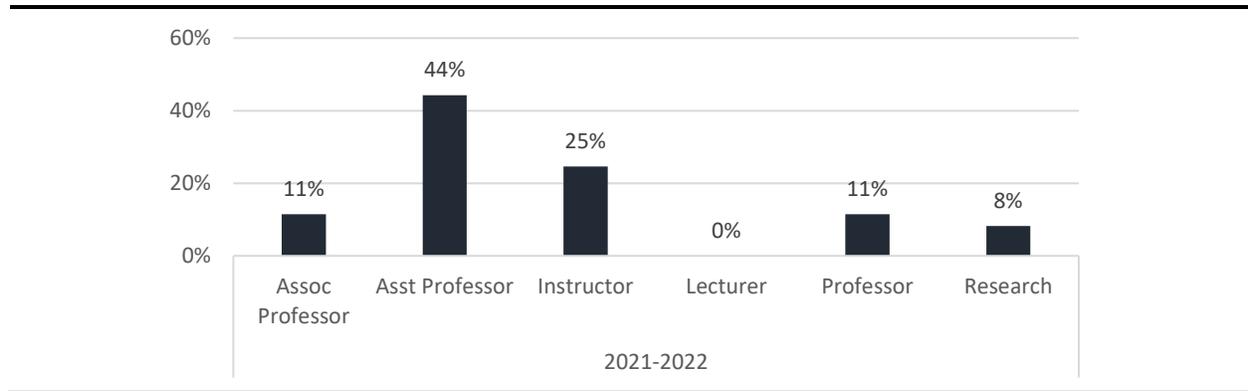
EII Collaborative Activities for Equity

Educational Improvement and Innovation Interns

EII hosted two summer interns in 2021 and one in summer 2022. The interns are listed in the "Team" section at the beginning of this report. A brief summary of their projects:

- In Summer 2021, Jillese Bush worked with Kirstin Moreno to create full drafts of the New Faculty Newsletters, highlighting helpful information and resources for new faculty and attending to equity in each newsletter. EII moved these newsletter drafts from Google Sites to Sharepoint in fall/winter 2021-2022 and launched the newsletters in Spring 2022.

- In Summer 2021, Mixtli Rodriguez Cardozo worked with Graciela Vidal to conduct a series of interviews with Latinx stakeholders at OHSU, to learn how to better support Latinx students. These interviews resulted in ideas for DEI topics for new workshops and suggestions on how to market the FREE initiative to that particular demographics.

- In Summer 2022, Veronica Coley worked with Constance Tucker to support the strategic planning for the 30-30-30 initiative. The Oregon Legislature passed HB 5202, legislation that included a $45 million prioritized investment in Oregon Health & Science University's innovative 30-30-30 plan to help address the state's urgent health care workforce needs. OHSU 30-30-30 will increase the number of graduates from clinical programs by 30% and increase all OHSU learner diversity to 30% by the year 2030. Veronica helped to support the launch of this initiative by conducting a literature review and needs assessment to help the institution define definitions of diversity for this initiative.

Jillese and Veronica's internships were coordinated and funded through the OHSU Summer Administrative Internship program, and Mixtli's internship was coordinated and funded through CDI's Summer Equity Internship Program.

Conclusion

Thank you for your engagement in improving educational quality at OHSU. This summary report is provided to encourage dialogue and create disruption by providing disaggregation of our performance metrics when available. Disaggregation shows that the participants in EII programs reflects the racial and ethnic diversity of OHSU faculty. Interestingly, there are notable differences in gender of our participants with a significant proportion of our participants identifying as female. While 56% of our OHSU faculty are women, the participation of women in these educational activities consistently outpaced current OHSU demographics. While not intentional, the EII offerings may be targeting the needs of women faculty in unique ways of which we will continue to explore.

Current demographics for gender are limited to a binary but efforts are being made to expand gender identities.
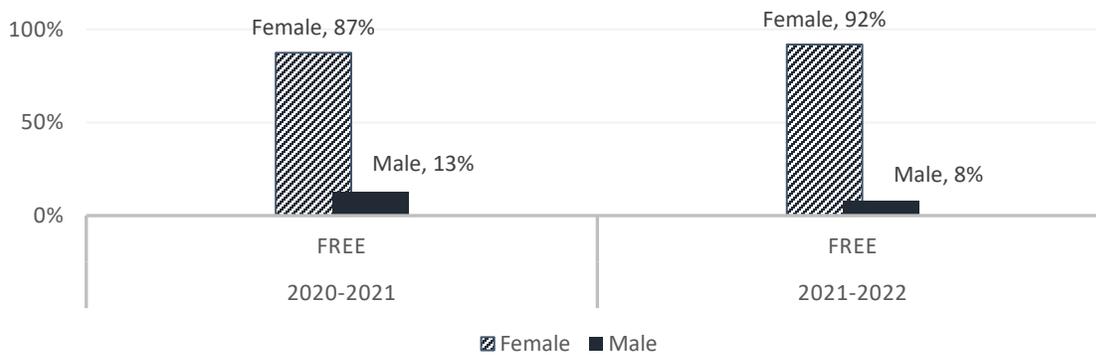
This year, Human Resources consulted with the Transgender Health Program and EII to add gender options for self-identification via Oracle. Moving forward we will continue to explore data equity as we invite the voice of learners and educators, engage in asset-framing, reflect on organizational structures and their impact on individuals, clarify our own data and decision-making governance, combat our own bias, and examine our cultural humility. Join us on this journey. Where appropriate, we hope you will celebrate our successes and join us in addressing our challenges. We welcome your input, feedback, and continued engagement. Please contact us at eii@ohsu.edu.

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Appendix 1: Team Presentations

- Champieux, R., Echeles, J., Taha, A.A., Vidal, G. (2022, September 29-October 1). *Prioritizing psychological safety for APRN students* [Conference session]. NPO Annual Education Conference, Hood River, Oregon, United States.

- Hillhouse, E, Miller, L (October 29, 2021) *Test Anxiety: Four Practical Approaches to Help Medical Students manage test anxiety.* Presentation. Medical Education Learning Specialists Conference.

- Hillhouse, E, Nichelson, A (May 21, 2022) *Getting things done: Supporting Medical Learners with ADHD.* Snap Talk. 2022 OHSU Symposium on Educational Excellence.

- Igarta, S. (2022, May 2-6). Evaluating and negotiating career offers [Conference presentation]. Research Week 2022, Portland, OR, United States.

- Jacobs, S., Moreno, K., & Tucker, C. (October 2021). *Level up your assessments to go beyond Blooms' taxonomy using an adapted outcomes framework.* Presentation. IUPUI Assessment Institute, virtual.

- Jacobs, S, Moreno, K. (Feb 17, 2022). *Measuring learning within our two new graduation core competencies, an alignment analysis.* Presentation. OHSU Assessment Academy.

- Jacobs, S., Tucker, C. & Moreno, K. (July 19, 2021). *A framework for assessing the impact of learners' learning.* Presentation. OHSU Assessment Academy.

- Moreno, K. (June 2022) *Stakeholder engagement tools that foster innovation and equity.* On-demand presentation. Association for the Assessment of Learning in Higher Education annual conference, hybrid.

- Moreno, K., Jacobs, S. (June 2022) *Getting in line: Exploring the nuances of aligning to inclusive and antiracist institutional learning outcomes.* On-demand presentation. Association for the Assessment of Learning in Higher Education annual conference, hybrid.

- Moreno, K., Anand, S., & Taha, A. (Jan 25, 2022). *Mentoring Networks in Real Life.* OHSU Gender Equity in Academic Health and Medicine annual conference.

- Research Week, OHSU, 2022. Student and trainee workshop: Evaluating and negotiating career offers. Wednesday, May 4, 1-2:45 p.m. Seth Igarta, professional development and career development specialist, EII.

- Speidel, Z., Bonura, E., Johnson, T. Linda, M., Moreno, K., Vidal, G. (April 12, 2022). Strengthen your educational research and practice: Six places to start. Presentation. OHSU Education Grand Rounds.

- Tucker, C., Jacobs, S., Moreno, K. (April 2, 2022). Branches from the same tree: defining evidence of learning. Poster. AAMC Western Group on Educational Affairs, Portland, Oregon.

- Vidal, G., & Williams, L. (2021) *The Use of Course Evaluations to Support Diversity, Equity and Inclusion in Graduate Education.* [PowerPoint]. AAMC Group on Graduate Research, Education and Training (GREAT) 2021, online.

- Vidal, G., & Williams, L. (2021) *Assessing Diversity in the Classroom: How a Health Sciences University Used Blue to Evaluate Diversity Challenges.* [PowerPoint]. Blue Notes Global 2021, online.

Appendix 2: Team Publications

- Han, H.; Youm, J.; Tucker, C.; Teal, C.; Rougas, S.; Park, Y.; Mooney, C.; Hanson, J.; Berry, A. (2022). Research Methodologies in Health Professions Education Publications: Breadth and Rigor. Academic Medicine: doi: 10.1097/ACM.0000000000004911

- Schultz, K., *Howard, S., Siegel, T., Zonies, D., Brasel, K., Cook, M., & **Moreno, K.** (2022). Supporting surgical residents learning clinical palliative care: Insights from multi-disciplinary focus groups. *American journal of surgery*, S0002-9610(22)00142-8.

- Schultz, K., *Howard, S., Moreno, K., Siegel, T., Zonies, D., Brasel, K., & Cook, M. (2022). Teaching primary palliative care to general surgical residents: A novel pedagogical approach drawn from multi-disciplinary focus group data. *American journal of surgery*, *224*(1 Pt B), 396–399.