Educational Improvement and Innovation
2022-2023 Report

OHSU

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Welcome

Reflecting upon a year of growth, collaboration, and innovation, we are pleased to present this year-end report on our Educational Improvement and Innovation Initiatives. As an institution dedicated to fostering excellence in education, scholarship, and professional development, we embarked on a journey over the past year to empower our faculty, staff, and students with the tools and knowledge they need to excel in their roles. This report encapsulates the dynamic range of initiatives, accomplishments, and lessons learned as we navigated the ever-evolving landscape. By investing in our OHSU members, we continue to invest in the future of our institution and the communities we serve. Join us as we celebrate the milestones of the past year and look forward to the opportunities that lie ahead.

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

Educational Improvement and Innovation

Our Mission

Goals

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

Core Values

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.

Belonging and Inclusion

The act of creating involvement, environments and empowerment in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate with equal access to opportunities and resources embraces differences and offers respect in words and actions for all people.

Creative Discovery

Using a diverse lens to expand our understanding of the world and its challenges in order to innovate and create positive change.

Equity

Working toward fair outcomes for people or groups by treating them in ways that address their unique advantages or barriers. Source: OHSU inclusive language guide.

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Joyful 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.

Growth Mindset

"The passion for stretching yourself and sticking to it, even (or especially) when it's not going well, is the hallmark of the growth mindset. This is the mindset that allows people to thrive during some of the most challenging times in their lives." Dweck, C. S. (2006). Mindset: The new psychology of success. Random House.

Well-Being and Nourishment

The opportunity to be and to do what is perceived by the individual as most needed and most valued.

Highlighted Accomplishments

From July 2022 through June 2023, 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 equational communications and technology. EII goals and notable accomplishments are listed below:

Goal 2: Develop all educators to provide learning environments that reinforce diversity, inclusivity, equity, and cultural humility;

- *Expansion of the <u>Foster Respectful and Equitable Education (FREE) website</u> into the FREE initiative.*

- *Expansion <u>EdCOMM</u> of closed captioning resources including institutional closed captioning within Echo360 recordings.*

- *Development of the Faculty Onboarding Newsletters through "New Faculty News"*

Goal 3: Cultivate the potential of educators to contribute to the growing body of scholarship in the health professions;

This year we conducted a needs analysis of support educators need to conduct education research. Based on this needs analysis, recognizing that OHSU members need a trusted, asynchronous resource to go to for direction when they need it, we have built an <u>Education Scholarship SharePoint</u> site, which we are going to be communicating/disseminating starting in

fall 2023. We hope to pair this with a way to connect educators to flash coaching to support their education scholarship projects, in partnership with the Educators' Collaborative.

In addition to launching some support of Education Research for educators, faculty in Educational Improvement and Innovation are also contributing to the scholarship of teaching and learning through **presentations (49) and **publications (15).

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

- *Continued offering of Mentorship Academy to faculty, postdocs, and other mentors on campus.*
- *Co-sponsorship of Faculty Development Fridays with the School of Medicine.*
- *Co-sponsorship of Assessment Academy book club to discuss Reframing Assessment to Center Equity (Henning et al)*

Goal 7: *Ensure that faculty are prepared to meet accreditation standards for excellence.*

- *2020 Excellence in Assessment Award from National Institute on Learning Outcomes Assessment.*

Team

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Bridget Livesay (B.A.)
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Intern Projects

Our office hosted ~10 interns in 2022-2023, some full-time summer interns and some part-time school year interns. We have a newly created formalized internship program, the [Higher Ed Career Development Internship](#) program, which allows us to pay stipends to interns when we have budget. Project that interns worked on include:

- Developing communication plans and design.
- Evaluation of program development and support.
- Developing onboarding resources for those who are new to institutional assessment
- Facilitating the new administrative processes related to the FREE certification for continuing medical education credit.
- Organizing introductory resources for our Education Scholarship SharePoint site
- Creating mentoring and career design documents for the launch of FERN.
- Curating of the monthly newsletter for Training Future Faculty.
- Developing a resource site for educators on campus who want to lead Communities of Practice.
- Creating the instructional materials for our future Mentee Academy (for students), to parallel Mentorship Academy (for faculty) and curating resources on the new Mentorship SharePoint site.

Details of Mentorship:

- TLC: Aimee Garcia, master's student in Adult and Higher Education program, Oregon State University. Winter, Spring, 2023. Development of asynchronous programmatic assessment onboarding modules
- FREE: Marilyn Shawe, Master student at Portland State University, worked on a communication plan for the new FREE Certification program (branding design, a participant handbook, and curriculum workbook).
- FREE: Olivia Cull, undergraduate student at Barnard College, worked on the evaluation of FREE in terms of program development and ongoing support for further improvement (focus groups, interviews, and reporting)
- Mentorship: Ashley He undergraduate student at Oregon State University SharePoint site construction for Mentorship.

Awards and Recognition

Provost Assessment awards

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, including a new assessment award to student affairs units.

Teaching and Learning Center Awards

The Teaching and Learning Center (TLC) honored three outstanding educators at the Symposium for Educational Excellence on Friday, May 19.

- **Sakai Torchbearer Award:** Dr. Agnieszka Balkowiec, associate professor in the School of Dentistry. Dr. Balkowiec's nominator praised her teaching of Clinical Pharmacology and using Webex breakout rooms to help students learn the material and prepare for the new integrated dental board exam. Dr. Balkowiec's nominator also noted that her innovative use of technology helped contribute to the first-time pass rate of 100% on this exam.

- **Sakai Inclusivity Award**: Dr. Doria Thiele, assistant professor in the School of Nursing. Dr. Thiele's nominator said that she has taken on the feat of updating and transforming very large courses using a trauma-informed lens, including creating a name pronunciation forum, providing an inclusive teaching statement on her syllabi, using universal design principles in course content delivery, and providing individual plans between chair/student dyads. Course evaluations and feedback from students suggest improved student experiences.

- **Promising Educator Award**: Nina Luong, Behavioral Neuroscience. As a stand-out participant in the Training Future Faculty program, Nina's nominators noted her creativity in thinking about teaching and learning problems, a strong grasp of student-centered learning, and an understanding of the opportunities and challenges presented to instructors. The committee noted Nina's creation of study guides and work on course presentations as great examples of her teaching beliefs put into practice.

Data at a Glance

OHSU Fact Book

For trends in diversity among educators and students, please refer to the 2022 Fact Book.

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. Often curriculum is being presented to students without the opportunity for discussion or any form of reflection. This reflection component is important to better understand the material and without this discussion, can lead to students' harmful assumptions about or misunderstanding of the topic (Muldoon, 2022). Muldoon's training and course indicated that diversity, equity, and inclusion training programs should have a dialogue framework, a discussion-based approach (Fraser, 2016), a pedagogy of authenticity, use medical improvs (Fu, 2019), all highlighting the importance of dialogue conversation (which includes observing, actively listening, and responding), and adaptation (the ability to spontaneously make changes). Muldoon's course discusses identities dialogues, recognizing bids to move conversation forwards, and facing passion topics to reflect on difficult conversations. 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 continue to help us engage with scholars and educators outside of OHSU, at state and national level.

In the AY 2022-2023, FREE expanded its partnerships with other schools, including School of Dentistry (SOD) and the SIM SON effort. This SON partnership with the School of Nursing to start a pilot to offer faculty training focused on LGBTQIA2S+ and Anti-Racism through simulation education. This effort supported simulation assessment goals for 2025 and included two workshops.

Over 400 faculty, staff, and students registered for FREE workshops during 2021-2022. In 2022-2023 we believe we had similar numbers, but participation was not tracked as we further determine equitable demographic information usage. We plan to resume recording participation numbers in AY 2023-2024.

Table 1: Sponsored Equity Activities - 2022-2023

Series	Trainings	Dates
FREE SON	Affirming Diverse Gender Identities	Sep-22
FREE TFF	Bringing Equity and Inclusion to your Teaching	Nov-22
FREE SON	Affirming Diverse Gender Identities in the Classroom	Nov-22
FREE SPH	Difficult Conversations in the Classroom	Jan-23
FREE SON SIM	LGBTQIA2S+Culturally Responsive and Affirming Healthcare Education – overview of definitions and concepts	Jan-27 & Apr-5
FREE SON	Difficult Conversations with Colleagues	Feb-23
FREE SPH	Designing an Equitable Syllabus	Mar-23
FREE SOD	How to work with interpreters	Mar-23
FREE SPH	Difficult Conversations with Colleagues	Apr-23
FREE SON SIM	LGBTQIA2S+ Culturally Responsive and Affirming Healthcare Education – How to apply the skills based on what we learned in session #1	Apr-7 & 12th
FREE SOD	Summer Enrichment: Professionalism, Culture, and Resilience	May-23
FREE SON	Findings from the OHSU Trauma-Informed Lunch & Learns	Jun-23

Sponsored Equity Activities

This year we did not collect demographic information on participants while we assessed whether or not they are need and, if needed, how to use them.

Regarding the FREE website, we are starting to observe a baseline of traffic. We know that during AY 2020-2021 there was an increased interest in all DEIA resources, given the social climate. As educators continue their growth and more resources are created at the institution, educators do not only resort to the FREE site. However, we do observe a recovery in the numbers from AY 2021-2022 across categories as we expand the FREE portfolio of workshops and partnerships with different schools. Please see graph below:

Figure 1: FREE Website Views Year-over-Year (YOY) Comparison
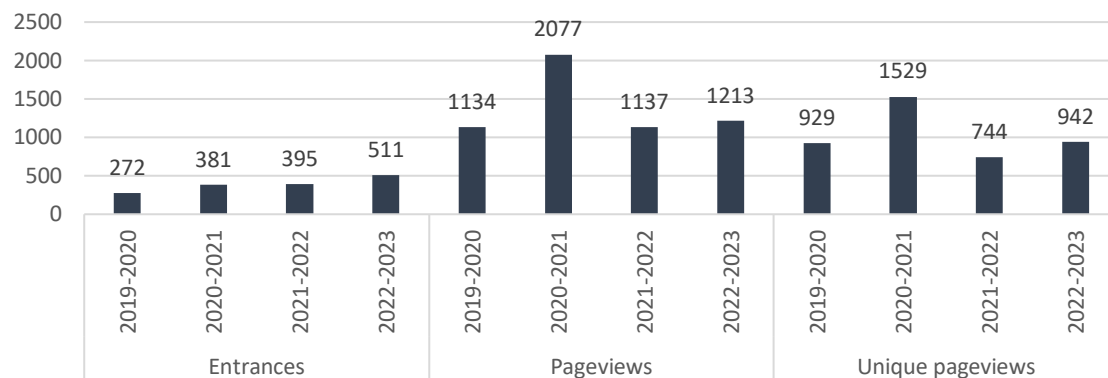
Library

Oral Histories

The Library's **Oral History Program** records a wide range of perspectives on OHSU's contributions to healthcare research, and education. In recent years, the program has focused on highlighting OHSU members who identify as part of and/or work with historically marginalized communities. In 2022-2023, the program facilitated five interviews with OHSU changemakers, offering important insights in clinical practice and learning and encouraging future learners to see themselves in health professions.

Conversations recorded this year:

- **Hector Olvera Alvarez, Ph.D., P.E.,** Professor, School of Nursing, Senior Associate Dean for Research, School of Nursing, interviewed by Gregory Bratman, Ph.D.

- **Fred Harwin, M.Sc., B.F.A., BADO, FAMI,** former OHSU medical illustrator, interviewed by Lise Harwin, Communications Professional

- **David Huang, M.D., Ph.D.,** Professor of Ophthalmology and Biomedical Engineering, School of Medicine, Associate Director & Director of Research, Casey Eye Institute, interviewed by Yali Jia, Ph.D., Professor of Ophthalmology and Biomedical Engineering, School of Medicine and Associate Director of the Center for Ophthalmic Optics & Lasers

- **Ruth S. Tadesse, R.N., M.S., Ph.D.,** Assistant Professor, School of Nursing, interviewed by Kristin G. Cloyes, Ph.D., M.N., R.N., Elnora E. Thomson Distinguished Professor and Ph.D. Program Director, School of Nursing

- **Rosemarie Hemmings, Ph.D., L.C.S.W.,** Assistant Professor of Community Dentistry and Director of Social Work, School of Dentistry, interviewed by Susie Goolsby, D.D.S., M.S.H.A., Associate Professor of Restorative Dentistry and Associate Dean for Student Admissions, School of Dentistry

Transcripts of these conversations are made available in [OHSU's Digital Collections](#) when finalized. The most-viewed published oral histories in 2022-23 were [Blair Peters, M.D.](#) (891 unique views) and [Rosemarie Hemmings, Ph.D., L.C.S.W.](#) (248 unique views).

Zine and Graphic Medicine Collections

In 2022-2023, the Library grew both our **Health Zine Library** and **Graphic Medicine Collection**, fostering access to perspectives outside of traditional scholarly or educational publications with a particular focus on patient voices.

Led by Critical Pedagogy and Research Librarian Tova Johnson and Access Services Coordinator Roman Block, the Library received a $1,500 Network of the National Library of Medicine Region 5 Collection Equity Grant in April 2023 to further develop the Graphic Medicine Collection. The funds make it possible to more than double the size of the existing collection. Graphic medicine facilitates learning, compassion, and a greater appreciation for the health sciences through the medium of comic-style art and narrative storytelling. The new additions will increase collection availability and selection, and will focus on titles relevant for LGBTQIA+, BIPOC, and medically underserved populations.

The Health Zine Library consists of contemporary titles covering topics such as disability, chronic pain, racism, mental health, neurodiversity, and LGBTQIA+ health. As part of programming connected with the collection, Director of Special Collections Maria Cunningham facilitated the School of Medicine Enrichment Week workshop, "Activism in the Health Sciences: Finding Hope in Seemingly Unending Disaster," with Digital Scholarship and Repository Librarian Pamela Pierce.

These collections spark interest with creative representations of underrecognized topics and viewpoints: The Graphic Medicine guide received 238 views in 2022-23. The Zine Library page has received 403 unique page views since its publication in October 2022.

Accessible Narrative Medicine Grant

The Library and the Northwest Narrative Medicine Collaborative (NWNMC) received $46,149 from a State Library of Oregon Competitive Grant to collaboratively expand and improve *Accessible Narrative Medicine*, a digital library of images and curricula. The project explores challenging health questions, and centers the health narratives of BIPOC, LGBTQIA+, and persons living with disabilities, to foster more equitable healthcare settings for all. *Accessible Narrative Medicine* functions as a resource for annual Narrative Medicine Facilitator Trainings, which prepare a cohort of 40 attendees each fall, as well as in Narrative Medicine intersessions in the OHSU School of Medicine, which consist of 3 intersessions each academic year attended by approximately 10 M.D. students per session. The project team includes Pamela Pierce, Digital Scholarship and Repository Librarian (principal investigator), Dr. Elizabeth Lahti, Director of Narrative Medicine in the OHSU School of Medicine and Dana Ghazi from OHSU's Center for Diversity and Inclusion. Curriculum and images will be available in OHSU's Digital Collections with information on citation and reuse available in the community engaged NWNMC site.

Embedded Information Literacy Instruction

Faculty librarians engage with thousands of OHSU students, faculty, and staff annually. Their educational contributions center on supporting learners in developing the Information Literacy Graduation Core Competency, which includes seeking and amplifying missing perspectives. In the 2021-22 academic year, for example, 100% of first-year medical students attended at least two librarian-led instructional sessions. They learned how to locate, evaluate and use information for clinical care and research. This includes instruction in how to recognize biases and systems of oppression as reflected in the published literature. The Library engages similarly across OHSU's schools and academic programs. To illustrate, OHSU librarians conducted 336 consultations with students and faculty, lectured in 17 School of Nursing courses, and met with 100% of Physician Assistant Program students at least twice during the academic curriculum, and at least once during the clinical curriculum. Research supports the significance of library service use as a predictor of learner retention and success[1]. The examples above serve as compelling evidence of the crucial role the OHSU Library plays in supporting and enhancing the academic journeys of OHSU students.

> **Brown, Karen, and Kara J. Malenfant**. "Academic Library Impact on Student Learning and Success: Findings from Assessment in Action Team Projects." Report. Association of College and Research Libraries, April 2017. https://alair.ala.org/handle/11213/17181.

Summary Data

In summary, the Library's resources were accessed across platforms and services as follows:

- The Library website received a total of 594,162 unique page views, indicating a significant level of engagement with its online content.

- Library staff answered 1,630 reference tickets, demonstrating their active assistance and support provided to OHSU faculty, staff, students and community members.

- Library guides were viewed a total of 213,912 times, indicating that users frequently accessed these resources for guidance and information.

Table 2: Top 10 Library Guides by Views

Guide	Views
Nursing	98683
Evidence-Based Practice Toolkit for Nursing	39047
Textbooks	12374
OHSU Evidence-Based Practice Course for Interprofessional Clinical Teams	10393
EndNote	7745
Resources on Race, Racism and Health Disparities	5245
Clinical Resources	4554
Research Data and Reproducibility	2976
Game collection	2612
Using and Accessing Primary Sources	2492

Table 3: Equity-Focused Library Guide Views

Guide Name	Views
Resources on Race, Racism and Health Disparities	5245
Diverse Images and Audiovisuals for Educating Health Professionals	1064
Journal Articles with Photographs of Visible Diseases and Conditions in People with Skin of Various Colors	758
Graphic Medicine	242

Table 4: Journals, Books and Other Resources Accessed via Library

Journals	Books	Other*	Total
1,477,684	132,582	29,567	1,639,833

*Includes streaming video, audio, government documents, and more

Digital Accessibility

The [Accessibility Resource Center](#) (ARC) provides guidance to create digitally accessible content, including documents (Word, PowerPoint, etc.), audio, and video. 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.

Last 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. The results show that 85% of respondents want captions and transcripts to be available with all video/audio content in future courses. This year, the ARC presents updated information to help faculty work with students with accommodations, along with new content on accessible live lectures and presentations.

EdCOMM

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

Training Future Faculty

Training Future Faculty is a pedagogical professional development program for graduate students and postdoctoral scholars at OHSU. The program vision is to prepare future faculty for careers as effective STEMM educators. The mission is to support excellence in education by providing teaching professional development to graduate students and post-doctoral scholars through workshops, mentoring, and teaching experiences. Graduate students (and post-docs) may access one or more of the program activities to increase their knowledge, or they may complete the Future Faculty program.

The first cohort of 15 participants began in the 2019-20 academic year. The program went fully online/virtual in spring of 2020 and continued online through fall of 2022. Participation was capped at 15 until 22-23 year, when it was expanded to 20. Participants are from across the university: pharmacy, nursing, graduate studies in SOM (School of Medicine), public health, as well as post-docs from various disciplines.

Learning Outcomes:

Upon completion of Training Future Faculty, participants will be able to

- Practice curriculum development and delivery through a trauma-informed, DEI lens
- Prepare materials for academic job applications (teaching philosophy, portfolio, diversity statement)

- Teach to a diversity of students
- Prepare to teach in a variety of learning environments (online, hybrid, in person)
- Apply learning theory in the classroom

Program includes the fully online, asynchronous course titled Fundamentals of Teaching and Learning; teaching observation and feedback; teaching and learning workshops; professional development group meetings (3-4 hours per month January to April); and microteaching. Time commitment for the full program is approximately 30 hours spread over 1-2 years. Mentoring takes place largely in the first year. The TFF (Training Future Faculty) organizing committee is comprised of faculty from the TLC and EII.

- Amy Forester, Faculty Development Specialist and TFF Program Manager, TLC
- Brenda Martinez, Mentorship Specialist, EII
- Larry Williams, Educational Technologist, TLC
- Graciela Vidal, Education Specialist, EII
- Justi Echeles, Course Development Manager and Accessibility Specialist, TLC

We were also supported by an intern from PSU's Post Secondary and Continuing Education Master's Program: Jennifer Jordan-Wong.

TFF practices core values throughout offerings with emphasis on inclusive teaching practices, including DEIA approaches to teaching and mentoring.

TFF participants have gone on to faculty positions at University of Illinois School of Medicine, Towson University, Linfield College, and other institutions as well as careers in industry.

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 166 (total attendance) participants from across the university this past year. These included educators from the School of Nursing's statewide campuses, several School of Medicine units, the Vollum Institute, School of Dentistry departments, the Library, Physician Assistant program, Radiation Therapy, and more. We tailored the series to address perceived educational needs and new technology tools. Topics included effective course design and facilitation, active learning and student engagement, supporting student learning, and technology tools and resources, including the ever-changing topic of AI's use and place in learning.

Eighty-five 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 were considering making their courses more accessible, incorporating student self-assessment and group projects, and implementing new technology tools.
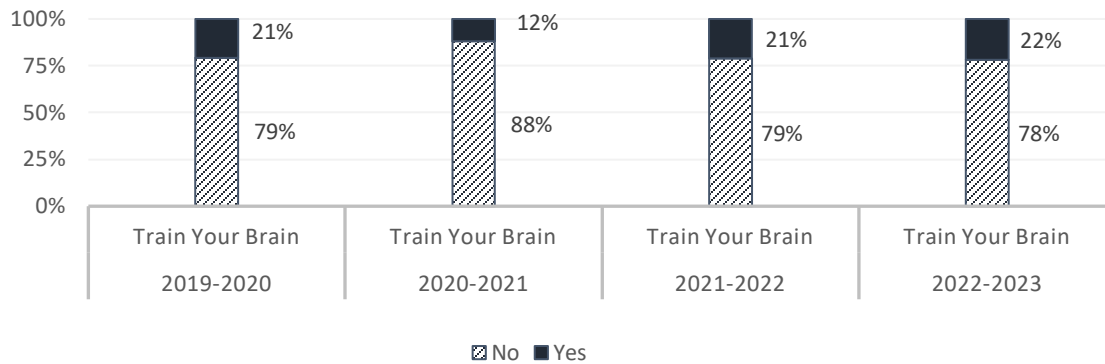
TYB Participant Data

Figure 2: Gender of TYB Attendees (2022-2023)
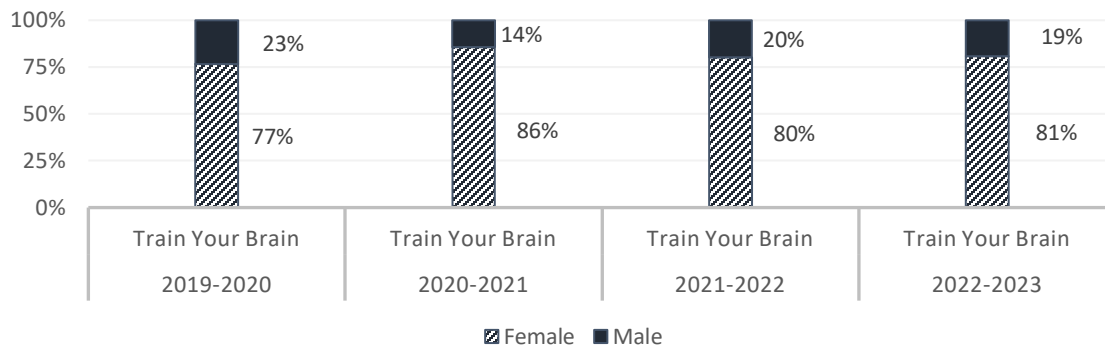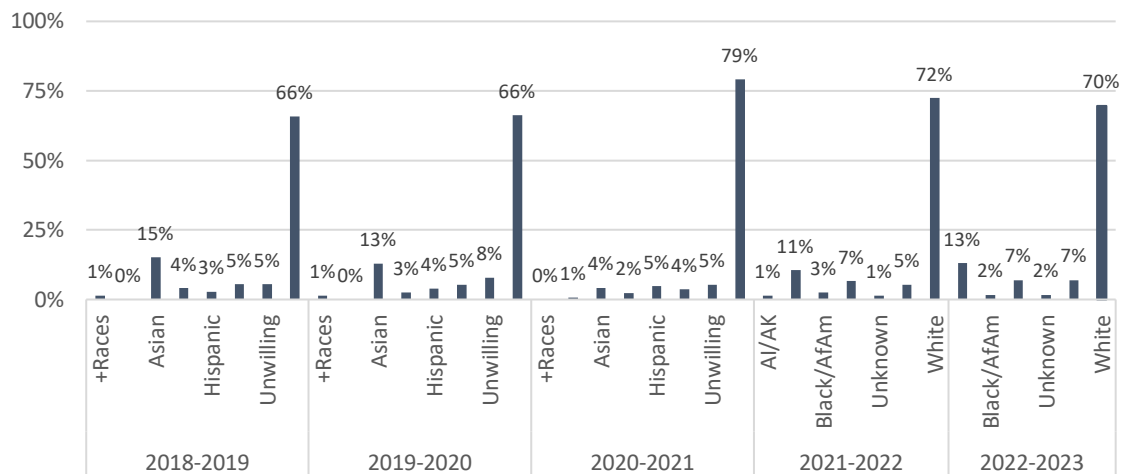

Note: Current demographics for gender are limited to a binary but efforts are being made to expand gender identities.

Figure 3: TYB Underrepresented Minority (URM) Attendees (2022-2023)

Figure 4: Ethnicity of TYB Attendees (2022-2023)

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 2022-2023, OHSU hosted one group NCFDD webinar viewing as part of Faculty Development Fridays: *Teaching with Empathy and for Equity at the Graduate Level,* and facilitated by Dr. Brenda Martinez from our office.

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 12 OHSU faculty have completed to date. The Faculty Success Program is an intensive small group mentoring experience focused on research and writing productivity for early career faculty. With the funding of our 2025 Objective 1.2, we began offering Educator Success Grants in spring 2023 to fund more faculty attending the Faculty Success Program, among other trainings. An OHSU cohort of 9 faculty started the program in May 2023.

NCFDD Webinar Participant Data

Link to NCFDD website

**Figure 5: Accounts and Session Activity by OHSU Faculty**

The number of OHSU NCFDD membership accounts and active sessions have increased steadily since 2019. Since 2019, the number of membership accounts has more than doubled while the number of active sessions has nearly tripled.
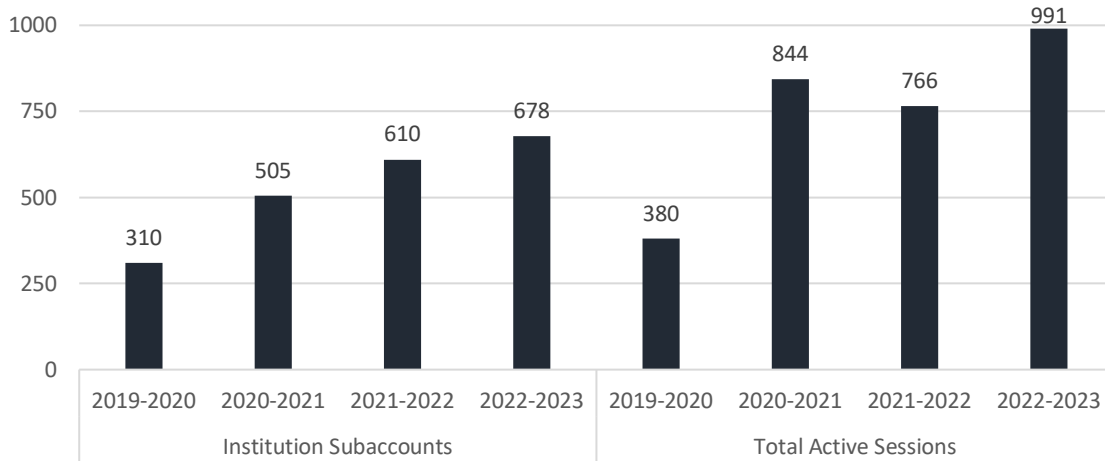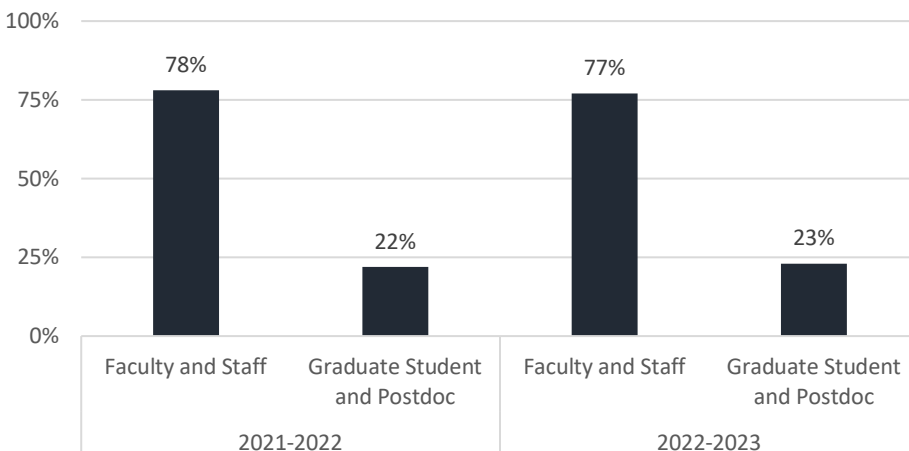
Figure 6: NCFDD Participant Data by Gender
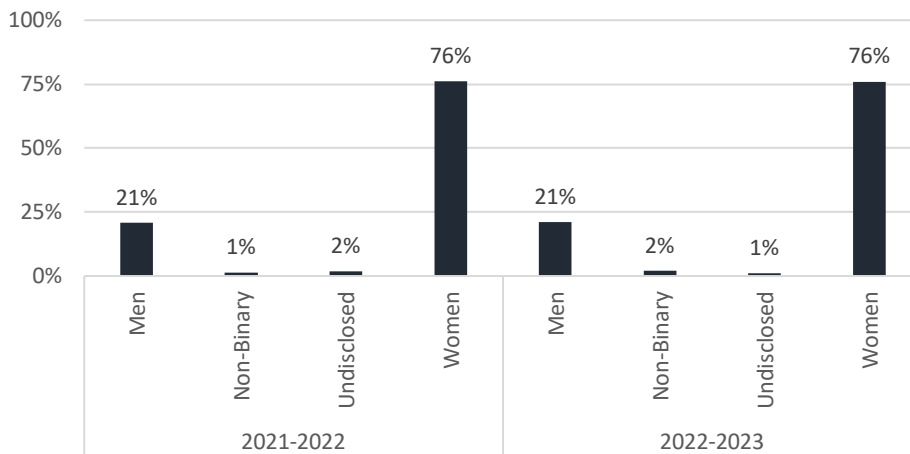
Figure 7: NCFDD Participant Data by Race
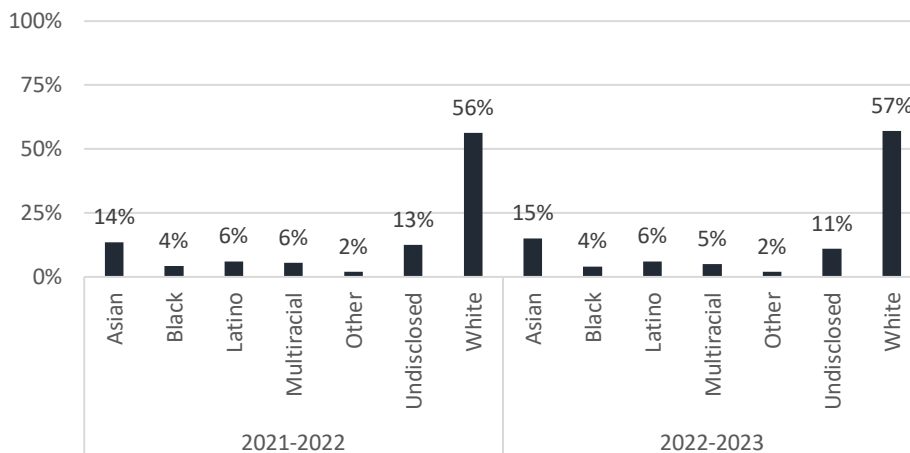
Figure 8: NCFDD Participant Data by Title

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.

Due to personnel bandwidth, the PDS 2022 ran a reduced number of workshops with only two being offered live this year, but the recordings of previous years' workshops were also available as always on the PDS Sakai site. They were live sessions for new faculty on various topics to help orient them to OHSU. This is the fifth year that this series has run.

Table 5: Professional Development Series Workshops and Number of Attendees		
Workshop Title	**Date**	**# Attendees**
Promotion & Tenure	Sept 29, 2022	68
Classroom Pedagogy	Sept 29, 2022	41

PDS Sessions for the 2022-2023 academic year some of the most well-attended sessions in the history of PDS. Co-marketing sessions through the New Faculty Newsletters and holding only

two sessions likely resulted in an increase in per session attendance. Additional Information can also be found in the Sakai site for the PDS series.

New Faculty Mentoring Circles (pilot #2)

In order to complement the Professional Development Series and provide more connections for new faculty, in the fall of 2022 a small group of early career faculty members met three times with two experienced mentors to discuss short-term professional goals and long-term promotion and tenure goals. They closed out the fall term by gathering in person for a lunch and learn focused on developing an educator's portfolio and received an informal coaching session by a senior faculty member.

An additional complement to the Professional Development Series are asynchronous, "small bites" of faculty orientation information which we started disseminating in fall 2021. The newsletters are updated as needed throughout the year, and while many small updates have been made, no major updates were made in the first two years. All new faculty who started the previous month receive the newsletter. Here are the links to the New Faculty Newsletters:

<p align="center">**Issue 1** | **Issue 2** | **Issue 3** | **Issue 4**</p>

New Faculty News Site Visits

Examination of New Faculty New site data indicates 368 unique site views and 4,724 site visits since its publication in 2021. Detailed New Faculty News site visit data can be seen below.

Figure 9: Site Visit Data
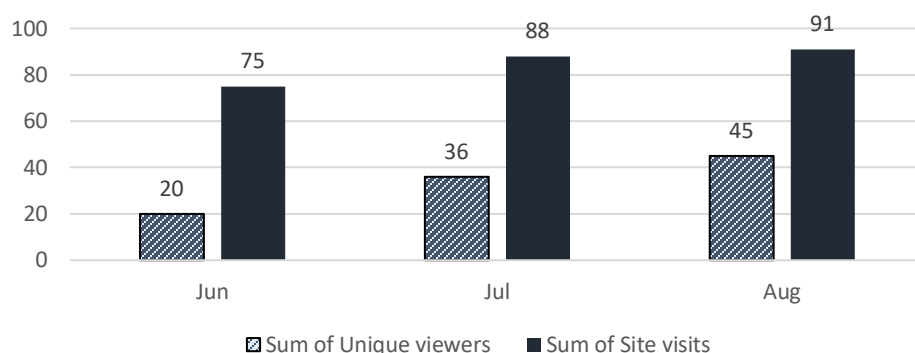
Mentorship and Career Design

A new office within Educational Improvement and Innovation, Mentorship and Career Design, was created in summer 2022, funded by OHSU 2025 strategic planning, Objective 1.2. Over the last year we hired a Mentorship Specialist and a Professional and Career Development Specialist to partner with the Education Manager to fulfil the tactics of the objective. We engaged in strategic planning to determine our mission and strategic objectives,

developed a visual identity, created a [website](#), drafted an assessment/evaluation plan including learning outcomes, and started engaging with the OHSU community in a variety of ways.

> *Mission: The Mentorship and Career Design team promotes career development and mentorship opportunities for OHSU learners and educators (faculty and staff directly engaged with learners) by cultivating reflective practice, professional growth, and meaningful connections that foster an inclusive community.*

Signature Workshops: Mentorship Academy; New Faculty Mentoring Circles; the upcoming Culturally Aware Mentoring (phase 2 of Mentorship Academy); and an upcoming Career and Work-Life Design series for Learners/Postdocs and a separate version for Educators.

Additional key offerings: organizing activities for National Mentoring Month and National Career Development Month; facilitating the OHSU-wide Career Development Workgroup; offering 1:1 coaching on career and mentorship (individual and programmatic); delivery of workshops on demand (when able); and curation of resources for and administration of the new FERN (Facilitating Effective Relationships and Networks) mentoring platform. Our office also hosts interns through the newly formalized Higher Ed Career Development Internship program (descriptions in earlier section of this report).

For this year's report, we are highlighting Mentorship Academy, Educator Success Grants, 1:1 Career Coaching, and workshops the team has presented by-request:

Mentorship Academy

The [OHSU Mentorship Academy](#) provides training for educators from across the institution to develop mentoring competencies that foster mentee success. The competencies are divided into six modules that are built from CIMER's Entering Mentoring curricula which was designed to address the key concerns and challenges of research mentors. In addition to CIMER curricula, the academy features OHSU curricula facilitated by institution wide partnerships with Mentorship and Career Design, Foster Respectful and Equitable Education (FREE), Office of Student Access, and Student Health and Wellness. These partnerships culminated in the addition of a new foundational module, Cultivating Mental Health and Disability Support, which was piloted on May 26, 2023, during Mental Health Awareness month. Beginning Fall 2023 the OHSU Mentorship Academy will offer Level 2 training featuring CIMER's Culturally Aware Mentor Training (CAM). CAM will apply evidence-based strategies to reduce and counteract the impact of biases, stereotype threat, and privilege to foster trusting, culturally responsive mentoring relationships.

Mentorship Academy training addresses 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 target audience includes faculty, staff, and postdocs in long-term mentoring relationships with learners.

The six modules our Mentorship Academy offer in Level 1 are:

- Module 1: Introduction + Maintaining Effective Communication

- Module 2: Aligning Expectations + Assessing Understanding

- Module 3: Addressing Power and Privilege

- Module 4: Cultivating Mental Health and Disability Support

- Module 5: Promoting Professional Development and Life Design

- Module 6: Fostering Independence + Articulating Your Mentoring Philosophy

Mentorship Academy Level 2 will offer:

- Module 1: Culturally Aware Mentor Training

For the first time since its inception, the Mentorship Academy brought together educators for eight hours of in-person training through the hybrid-intensive model. The intensive training engaged a cohort model providing a community experience with a greater focus on peer mentorship support.

In its third year, the Mentorship Academy trained 128 educators from Summer 2022-Spring 2023. A total of 87 educators completed Level 1 training and 41 are in progress of completing Level 1.

Some of our mentors have anonymously shared very positive feedback with us.

- "I cannot overemphasize how this academy changed my perspective about mentorship. I understood the importance of exposing the mentee to co-advisors with different backgrounds and mentoring styles. In a number of situations, we did not find an absolute agreement and I realized that there is not only one correct answer or approach. I would like to help my future mentees to develop their independent identity as researchers and mentors and, for that, I think it is crucial they learn from different people."

- "The mix of small group discussion with large group sharing, with peers facilitating the discussion, was quite productive in learning how different people do things and choosing what might or might not work for me and my mentees.

- "I learned a lot about the resources available to students and how as a mentor I might promote those resources. I like the focus on not trying to change the student but rather to examine our own mentoring style and how it might play out in various scenarios."

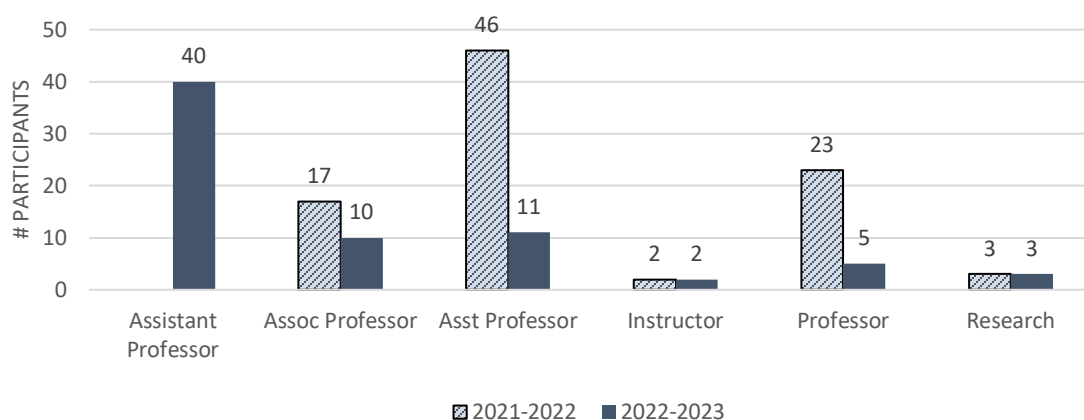The following figures show the demographic breakdown of the attendees.

Mentorship Academy Data

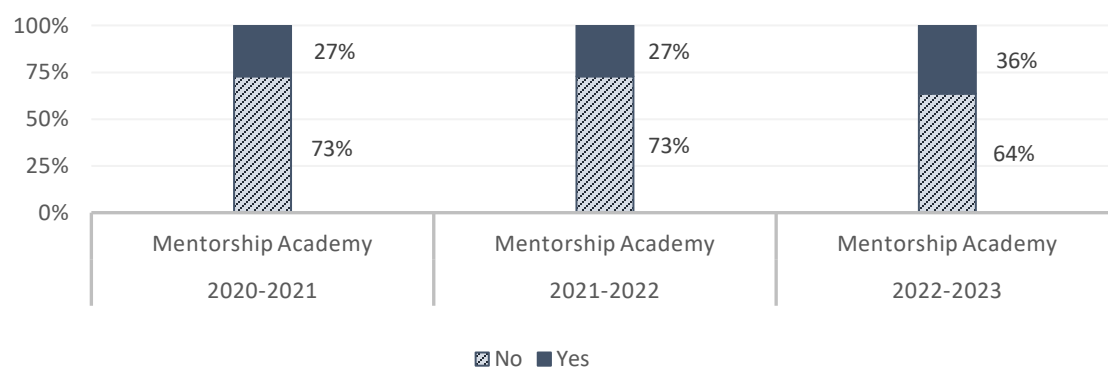### Figure 10: Count of Attendees by Group (2022-2023)
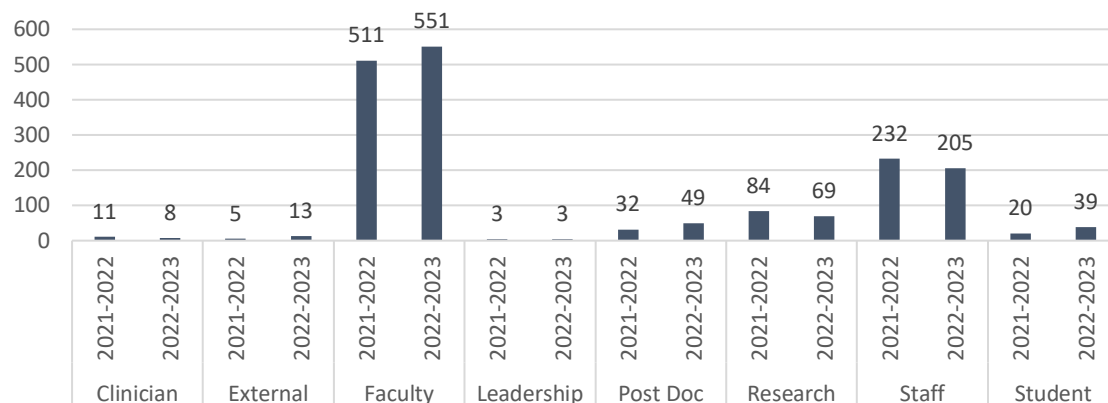
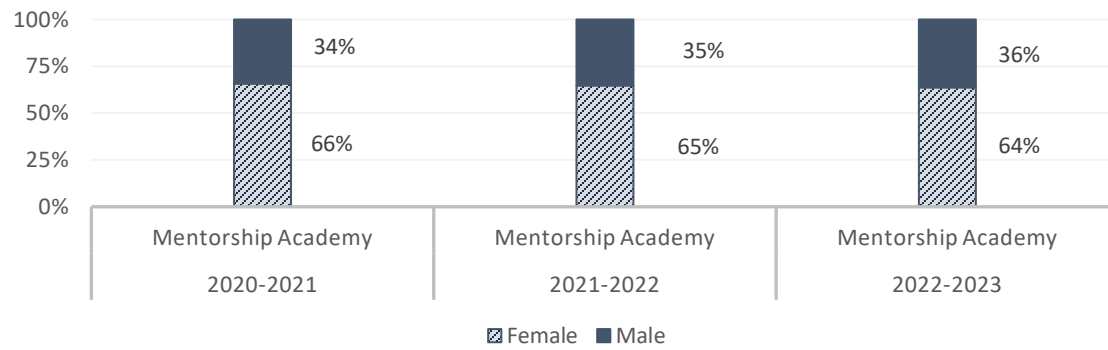*Note: Leadership includes school deans and program directors.*

Figure 11: Count of Faculty Attendees by Rank (2022-2023)

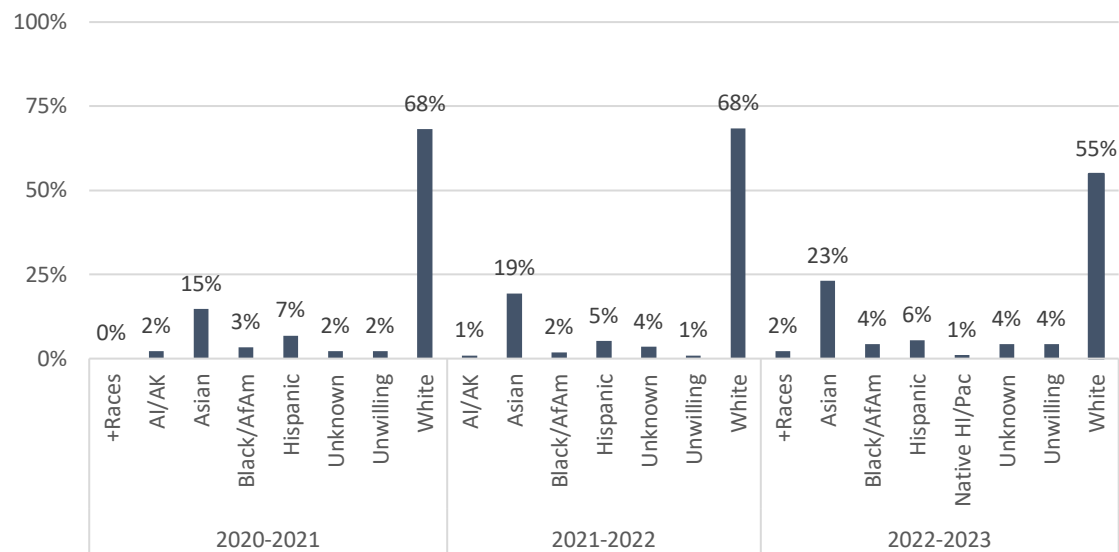### Figure 12: URM Attendees (2022-2023)

Figure 13: Gender of Attendees (2022-2023)

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

Figure 14: Ethnicity of Attendees (2022-2023)

Note: For OHSU Faculty composition overall numbers, please consult the 2022 Fact Book (p. 41)

Career Design and 1:1 Career Coaching

Our Professional and Career Development Specialist, Seth Igarta, has started offering 1:1 career coaching appointments. In his first year he met with 114 clients (postdocs, students, faculty, and education mission staff).

Evaluation Data:

- **100%** I feel more confident moving forward to address my career concerns.

- **94%** I know next steps to take.

- **97%** I know resources that are available to help me.

- **100%** I found myself reflecting on my practice, career, or goals as a result of this interaction.

- **100%** satisfied or extremely satisfied with appointment interaction.

Select Comments about Career Coaching…

Thank you so much! I have heard wonderful things from postdocs about your support! They rave about you 😊 Thanks so much! -Kimbree Brown (Director, Postdoctoral Affairs)

I've never really taken the time to reflect on my career and work at OHSU, and Seth was great at helping me do that. He used frameworks to help me clarify my values and interests, and to better understand where I'm at in my career and to think about the future.

I have more confidence in my transferrable skills at this point of my career, and this interaction will help me explore components of my career plan that will complement those skills but remain necessary to develop at this point.

In addition to Career Coaching, Seth has also onboarded an intern who will be meeting with students specifically in 2023-2024.

Career Design By-Request Workshops

The Mentorship and Career Design team has filled a significant number of requests in its first year for requested workshops as people around campus learn about the new office. These include:

Table 6: By-Request Presentations, Workshops, & Professional Events Programming – Seth Igarta

1469 attendees participated In **28** Sessions

Date	Title of Presentation/Content	Class /Organization Name	Number
5/4/2023	Evaluating & Negotiating Job Offers	*Research Week	14
7/14/2023	Professional Development- Resume	*NRS 435 – School of Nursing	33
7/19/2023	Career Development	RIPS – Postdoctoral Society	12
8/8/2023	Career Development at OHSU	NSO OHSU Students, RLSB 3A001	300
8/15/2023	Professional Development: Module 6	Mentorship Academy	20
8/24/2023	CV/Resume Review & Headshots	*BMES Professional Dev. Event, KCRB L1004	33
9/16/2023	Panel: Reinventing Your OHSU Career	*Faculty Development Friday	31
9/26/2023	New Student Orientation – Fall	New OHSU Students, Aud Hall	350
9/30/2023	Infusing Career Conversation in our Work	*Faculty Development Friday	24
9/30/2023	Career Readiness	*SoPH Or & Reorientation (181 stud, 32 fac/staff)	213
10/17/2023	Prepare for Mentoring: Conversations Beyond the Science	PhD and Postdoctoral Mentorship Participants	15
10/18/2023	Intro to Career Design Services	OHSU Family Medicine Department Meeting	30
11/15/2023	Drop-in Services	Nat'l Career Development Month w/ CWE	3
12/14/2023	Design Your Life in Medicine	*Enhancement Week – UME w/ Jordan Wackett	8
1/3/2023	OHSU Career Dev. Framework	Faculty Advancement & Dev. Comm (FADC) Mtg	25
1/5/2023	Clifton 34 Strengths	PREP (Postbac Research Ed) Growth Session	6
2/1/2023	Alumni Engagement Plans at OHSU	*Deans Council Meeting (introduce Graduway)	9
4/3/2023	Module 6 – Career Development	Mentorship Academy	16
4/7/2023	SON Career Fair	*SON – Students (51) & Employers (63)	114
4/14/2023	Career & Professional Dev Lecture	*Wy'east ASAW - Guest Lecture	14
4/27/2023	OHSU FERN	ASAC Meeting	Uknown
4/28/2023	Building Relationships & Your Mentorship Network	*Genome Science Retreat (57 fac/staff, 25 learn)	102
5/3/2023	Career Exploration	Postdoctoral Affairs	17
5/9/2023	Resume & CV Review	Training Future Faculty	8
5/18/2023	Networking	Pre-SEE Break Out Session	5
5/18/2023	Career Exploration	*Biomedical Informatics 505F/605F	15
5/24/2023	Career Development	*Graduate Student Org. / Vollum M1441	50
5/25/2023	Drop-in Services	EII CV/Ed Portfolio Day	2

Table: 7: By-Request Presentations, Workshops, & Professional Events Programming – Brenda Martinez

643 attendees participated in **17** sessions.

Date	Title of Presentation/Content	Class #/Organization Name	Number
8/19/2023	How to be an Effective Mentee	Knight Walks [In-Person]	15
9/23/2023	Build Your Mentoring Network	Post Doc Society [In-Person]	20
9/30/2023	Mentorship Foundations	SPH Orientation & Reorientation, Second Year SPH Students	40
10/4/2023	Mentorship Foundations & Resources	N607Dissertation Seminar	15
10/7/2023	Mentorship Academy Facilitator Retreat	Mentorship Academy	20
10/17/2023	Prepare for Mentoring: Conversations Beyond the Science	PhD and Postdoctoral Mentorship Participants	15
11/2/2023	Designing an Inclusive Syllabus	TFF cohort, grad students, post-docs	40
2/6/2023	Effective and Ineffective Mentorship	Knight Mentorship Academy Panel [In-Person]	18
2/25/2023	OHSU Mentorship Academy	2023 Ambulatory Nursing Conference	200
3/18/2023	How to be an Effective Mentor and How to Identify one	HemOnc Fellows Retreat [In-Person]	20
3/21/2023	Mentorship Frameworks	Career Development Work Group	14
4/11/2023	The Art & Science of DEI Statements	Training Future Faculty [In-Person]	14
4/21/2023	Mentoring with Empathy	Faculty Development Friday	17
5/1/2023	Early Career Panel for OHSU Research Week	Postdoctoral Affairs	35
5/18/2023	Mentorship Best Practices	Pre-SEE Networking Session	35
6/26/2023	NSO Presentation	Mentorship and Career Design	95
6/29/2023	Mentorship Academy Spring Social	3 Years of Mentorship Academy	30

Selected evaluation comments from sessions offered by Mentorship and Career Design:

Thank you for presenting at our retreat on Friday and for bringing your perspectives to our activities and interactions throughout the day. You did an excellent job of connecting with our attendees- so much so that I think this was the favorite session of the day! I look forward to our continued interactions. With gratitude, -Amanda McCullough (Co-Director, Molecular & Medical Genetics Graduate Program)

Learned a lot about the resources available to students/employees and how as a mentor I might promote those resources. I think it was extremely helpful to know the resources for the students and I liked the focus on not trying to change the student but rather to examine our own mentoring style and how it might play out in various scenarios.

This is my new favorite training experience at OHSU!

Educator Success Grants

In previous years, pre-covid pandemic, our office facilitated the awarding of Provost Leadership and Professional Development Grants. With the funding of our 2025 Objective, we were able to revise the grants to focus less on leadership development and more on developing a broad range of educator-related skills and support. We specifically have emphasized NCFDD's Faculty Success Program as a key training we fund with our new Educator Success Grants. The new grant application went live in January 2023 and in this past academic year we were able to fund $33k of trainings for 16 educators on campus.

Evaluation data is forthcoming (most of the first round of recipients are attending their trainings this summer).

Educator Success Grant Participant Data

Figure 15: URM and Gender of Attendees (2022-2023)
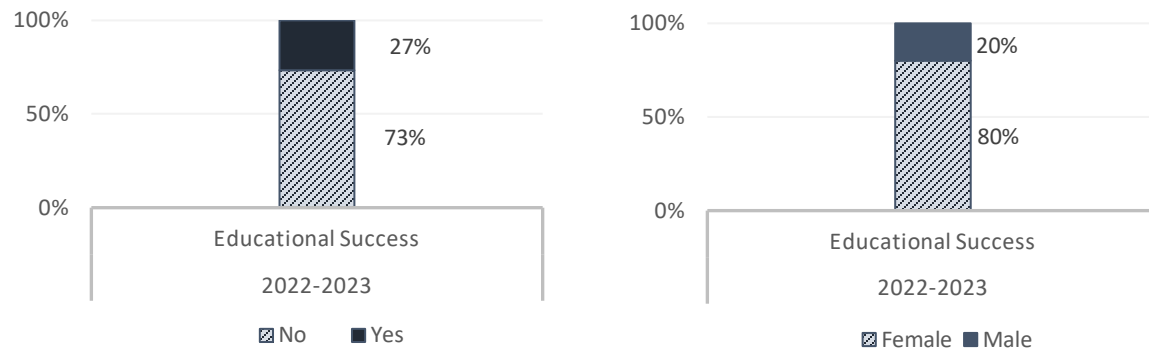
Note: Current demographics for gender are limited to a binary but efforts are being made to expand gender identities.

Figure 16: Ethnicity of Attendees (2022-2023)

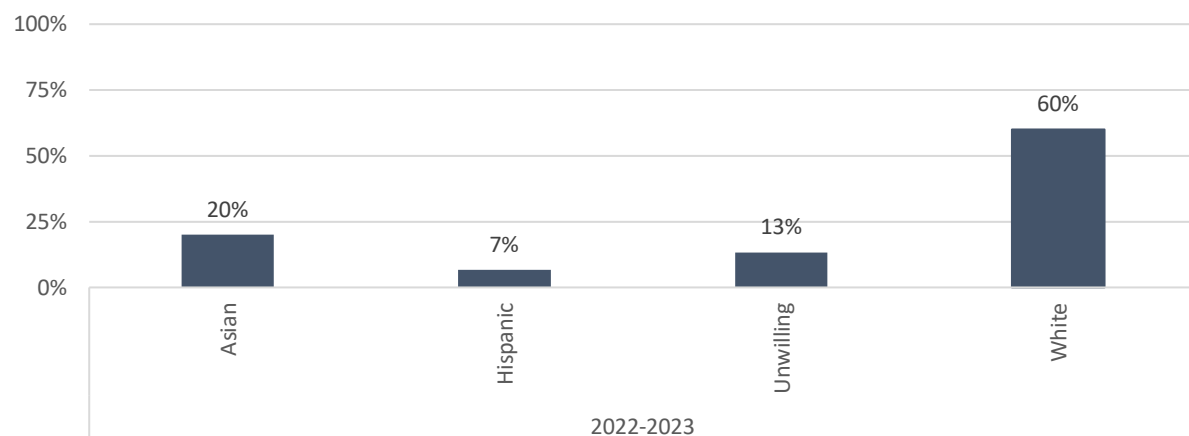# Institutional Assessment

Institutional Assessment of Student Learning Outcomes

Academic program assessment is an ongoing process that is critical to measuring the extent to which an academic program has achieved its student learning outcomes regarding the knowledge, skills, and abilities of program graduates and to identify changes that will help the program to better achieve those student learning outcomes. The data that the Assessment Council collects and reviews annually from each of the 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.

In 2022-2023 our institutional assessment efforts were focused on the following tasks:

- Finalization of our assessment framework, the Evidence of Learning and Impact Framework, by incorporating results from an intensive Delphi Study informed by experts across the country.

- Presenting on our Delphi process and the framework itself at IUPUI Assessment Institute in Indianapolis and at AMEE in Lyon, France.

- Revising the way we score and provide feedback to programs on their SLO-to-core competency alignment, so the score is meaningful and more accurate, which entailed doing an intensive analysis of all SLOs and their alignment to both the overall theme of the core comp and the definition of the core comp. Our new process for reviewing this part of our Assessment Plans allowed our reviews in January 2023 to be much smoother.

- Development of our homegrown review app to layer on top of the assessment app by Dylan Johnson. This review app allowed us to move through our assessment reviews more efficiently and accurately in January 2023, decreasing the number of times we needed to look back and forth across different windows to determine a score for any one element of a rubric line for a program.

- Moving internal institutional assessment content from O2 to SharePoint, and developing some dashboards within SharePoint to be more transparent with our data.

- Identification of a number of inconsistencies and contradictions in the wording and alignment of our assessment app as we have continued to evolve our language and process.

We completed a thorough review of the entire app and revised language to be consistent and clear throughout the app, the handbook, and the online resources.

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.

After Phase 1, which included data collection, OCTRI analysis, and informing the different schools' deans, we moved on to Phase 2, which involved having conversations with associate deans to inform them of this initiative and to work with them on partnerships to support their educators with talks, workshops, and consultations. As part of this phase, we gave informational talks to the faculty in the schools and we started giving workshops requested by the faculty through their deans. At this point, we have continued with recurring analysis with the help of OCTRI and with faculty development in collaboration with schools.

Assessment Academy

Assessment Academy is a virtual 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 through interactive workshops. The learning series changed directions in the 2022-2023 year, and took a book club format, because many former participants were eager to read "Reframing assessment to center equity: Theories, models, and practices" (Henning, Baker, Jankowski, Lundquist, Montenegro, 2022). The book club, organized by Sarah Drummond, Caleb Feldman, and Sarah Jacobs, met monthly to discuss 1-2 chapters of the book together with participants. The goal of the book club was to engage faculty in emerging research and case studies in assessment equity, and also to measure whether participants made changes to their practice as a result of participating in the discussions

Additionally, there was one well-attended workshop titled "Critical pedagogy and assessment: Using a critical lens to make assessment more equitable". Between this session and the book club's nine discussions, attendance was 88 total, 40 unique participants, from 18 departments.
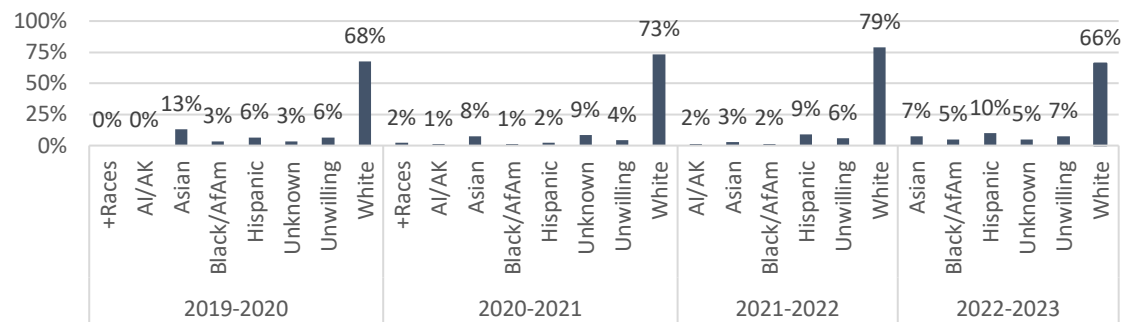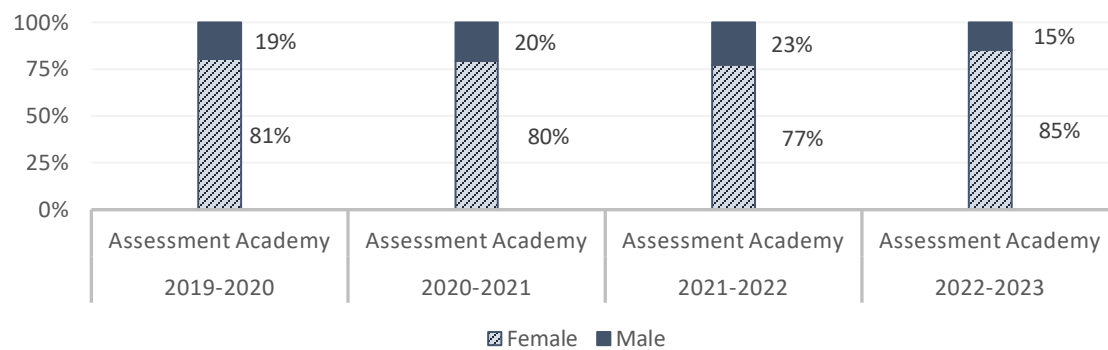
Assessment Academy Data

Figure 17: URM Attendees (2021-2022)
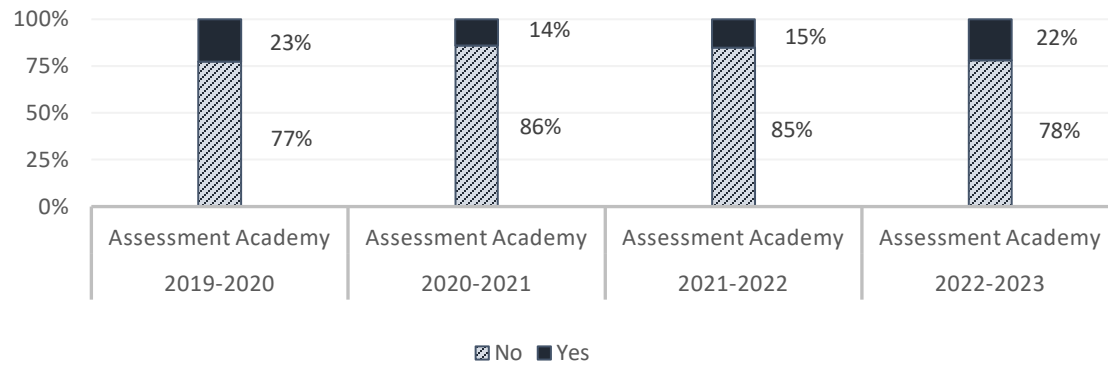
Figure 18: Ethnicity of Attendees (2021-2022)

Figure 19: Gender of Attendees (2021-2022)

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

Education Scholarship

Publications and Presentations

During the Academic Year 2022-2023, 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 Appendices 1 and 2.

OHSU Resources for Education Scholarship

During the summer of 2022, we (Mary Fry from TLC and Kirstin Moreno) conducted a needs analysis to understand what the most pressing needs are for helping our educators and learners grow in their education research skills and confidence. We spoke with ~15 people across campus who either engage in education scholarship, care about it, or mentor others in it and developed a set of themes from the findings.

Our first step to addressing the needs we heard about was to develop an [asynchronous site to serve as a digital mentor in Education Scholarship](). We hope that this site helps fill the need for asynchronous, trusted resources that can help answer education research questions in the moment our learners and educators need them.

In creating this site we wanted to encourage:

- Intentional decision making related to education research, including whether to move forward with a project

- Centering of quality over quantity of education research publications

- Positioning of education research within broader context of social science research, and drawing on resources from that broader field

- Encouraging a variety of scholarly outputs (systematic reviews, policy briefs, curriculum, etc.)

- Promoting rigor across a variety of education research methodologies

- Inclusion of all contexts of education research at OHSU, not only clinical or classroom education (research mentoring, student affairs, faculty development, educational administration, etc.)

We also hope that mentors and mentees working on education research projects together will find this site useful for them to refer to during those mentoring discussions.

In summer 2023, we are collecting feedback about the site from stakeholders and making further revisions to the formatting and content based on that feedback with the help of our summer intern. The intern is also creating marketing materials so we can start to communicate about it internally. The site was presented at the May 2023 Symposium on Educational Excellence in a Snap Talk.

Finally, the Mentorship and Career Design team was part of small team that re-envisioned and revitalized Educators' Collaborative Pods, so we have communities of practice available for educators on campus; there are now five active "Seeds", many of which align with different aspects of education research.

Symposium on Educational Excellence

The Symposium on Educational Excellence (SEE) is co-organized between the Educators' Collaborative, SOM Faculty Development, and the Office of Educational Improvement and Innovation. It aims to bring together educators and students participating in education-related research and innovation. The May 2023 Symposium had 135 attendees.

The evaluation data and conversations we had with attendees indicate that this year's symposium was quite successful and people were pleased to have attended.

> **91%** - found themselves reflecting on their practice, career, or goals as a result of participating in the symposium.

> **89%** - said they will make changes in work or practice based on information learned.

Shared Learning from the SEE 2023

The Symposium on Educational Excellence (SEE) brings together OHSU's education community in order to provide faculty development in education, highlight educators' teaching and scholarship, and promote networking, collaboration and community. The sixth annual symposium took place both in-person and virtually on Friday, May 19, 2023. Equity and inclusiveness were important themes of the symposium. Abstracts are available in Digital Collections.

Highlights from 2023 presentations include:

- **Drs. Linda Felver** (School of Nursing), **Cirila Estela Vasquez Guzman** (School of Medicine) and **Brian Park** (School of Medicine) addressed equity in their keynote panel. Guzman shared the following with the 80-person panel: "By design, some people and communities are underrepresented and silenced. Therefore, it is a radical act to create inclusive space."

- **Sarah Drummond** (School of Medicine), **Sarah Jacobs** (Teaching and Learning Center), and **Caleb Feldman** (EII) focused on designing assessments with equity in mind. One takeaway

was that assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

✂ **Karen Alles** (School of Nursing) highlighted integrating social determinants of health into a nursing foundation course. Next steps will be providing experiential learning opportunities in a variety of settings and incorporating interprofessional experiences.

Select SEE Qualitative comments:

Just by virtue of connecting with new colleagues I suspect that several of the professional relationships that began as a part of this symposium will develop into collaborations.

This symposium inspired me to prioritize my time to start some research projects.

I thought this was the best symposium to date--the structure, flow and content was well organized and interesting.

In-person offerings were excellent. I had trouble choosing between different concurrent offerings.

Multiple different styles of session (different formats, different lengths, different degrees of active learning) definitely enhanced the learning experience.

There was a lot of content contained in one session (Snap Talks) and I learned a lot about a variety of things in a short amount of time and this was very satisfying. It was also lovely to mingle with other educator colleagues.

Presentation topics that were on inclusive topics in 2023 included:

- *Keynote Panel: Equity, Courage, and Risk Taking*

- *Powerful communication through basic graphics: Use graphic facilitation to deepen understanding, build cognitive skills, expand educational equity, and add an element of play to learning environments in healthcare.*

- *Structural Competency within Medical Education Curriculum: Creating an Equity Lens from the Start*

- *Specifications Grading: An Approach towards Equitable Assessment*

- *Writing & Evaluating Letters of Recommendation for PEER Applicants (Persons Excluded based on Ethnicity or Race)*

- *Designing assessments with equity in mind*

- *Why Place Matters in Health Education*

- *Building a foundation: Integrating social determinants of health education in nursing foundations course*

Symposium on Educational Excellence (SEE) Data
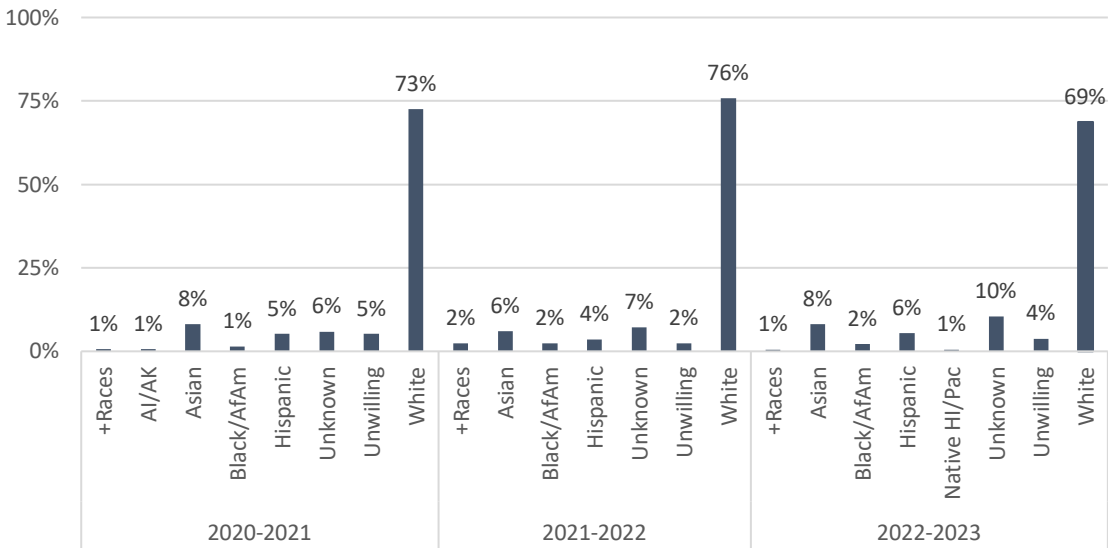
Figure 20: SEE URM
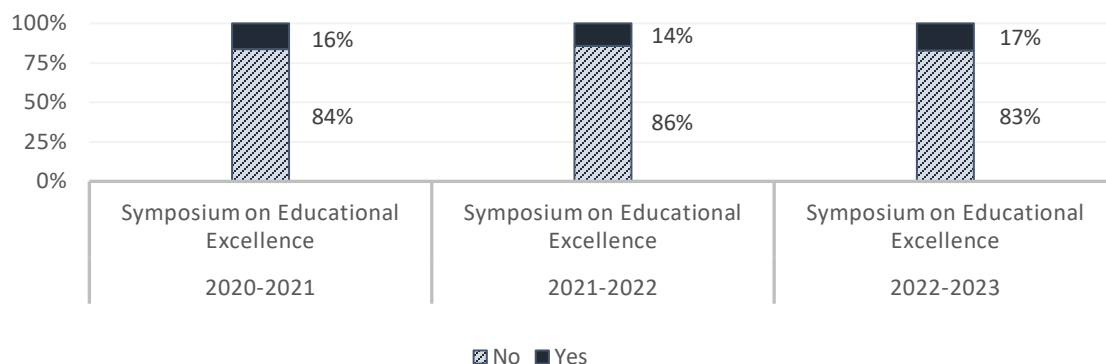
Figure 21: SEE Gender
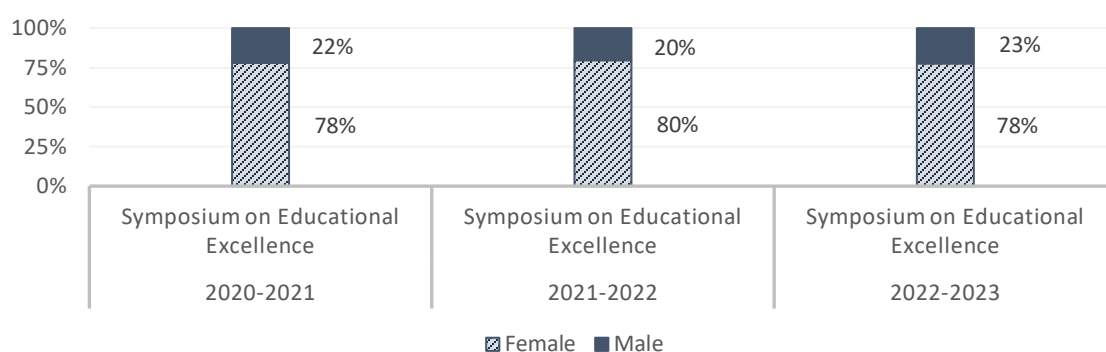
Note: Current demographics for gender are limited to a binary but efforts are being made to expand gender identities.

Figure 22: SEE Ethnicity of Attendees

EII Collaborative Activities for Equity

Grants

Fellowships for Diversity and Inclusion in Research Program

The OHSU *Fellowships for Diversity and Inclusion in Research Program* that was available for postdoctoral training and junior faculty research in all scientific areas of study at OHSU will resume on July 2024. Priority will again be given to individuals from historically underrepresented populations. Dr. Constance Tucker, vice provost for Educational Improvement and Innovation, serves on the advisory board.

Conclusion

Thank you to both the Educational and Improvement Team and those who have engaged with us to improve educational quality at OHSU. This summary report is provided to encourage dialogue and create disruption by providing disaggregation of our performance metrics when available. It is hoped that this brief overview, summarizes the key findings, emphasizes the importance of ongoing faculty development, and underscoring its contribution to the overall success of faculty and learners at OHSU. By investing in the professional growth and development of its faculty, OHSU reinforces its commitment to excellence in education, research, and clinical practice.

We welcome your input, feedback, and continued engagement. Please contact us at eii@ohsu.edu.

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.
- Fryer, A., **Moreno, K.**, **Martinez, B.** (March 27, 2023). *Setting up a Mentorship Academy: A 'How to Guide' Based on Experiences of One University*. Invited Plenary. Western Association of Graduate Studies, Portland, Oregon.
- **Forester, A. Echeles, J.**, Jordan-Wong, J., **Martinez, B., Vidal, G.**, **Williams, L.** (2023, March 26-29). Creating and sustaining a STEM future faculty program at a health sciences university [Poster presentation].Western Association of Graduate Schools Annual Conference. Portland, OR
- Hanson, J.L., Teal, C. R., **Tucker, C**. (April 18-20, 2023). How you think, shapes what you do: How epistemology shapes curriculum, teaching, and learning. 2023 CGEA Regional Meeting. Indianapolis, Indiana.
- Huang, G.C., Potter, J., **Tucker, C.**, Hunt, S., Cameron, M., Thompson, P. (November, 2022). Bias in the Peer Review Process: Identity, Equity, Language, and Inclusive Excellence. Association of American Medical Colleges. Nashville, TN.
- **Jacobs, S., Moreno, K.** (June 13, 2023). *Exploring the Evidence of Learning and Impact Framework*. Presentation. OHSU Education Grand Rounds.
- Martinez, B. (March 30, 2023). *How to Facilitate Mentor Training*. Association for Practical Professional Ethics, Portland, Oregon.
- Martinez, B. (February 25, 2023). *OHSU Mentorship Academy*. Ambulatory Nursing Conference, Portland, Oregon.
- **Moreno, K.**, **Fry, M., Hatfield, L.** (May 19, 2023). *Got Research? New Asynchronous Resources for Education Scholarship at OHSU*. Snap Talk. OHSU Symposium on Educational Excellence annual conference, Portland, Oregon.
- **Moreno, K.**, **Jacobs, S.** (Oct 2022) *Line Up! Exploring Alignment Between Institutional and Programmatic Learning Outcomes with a Diversity, Equity, & Improvement Lens*. Poster. IUPUI Assessment Institute, Indianapolis, Indiana.
- **Moreno, K., Jacobs, S.**, Shultz, K., Cook, M. (May 19, 2023). *Delphi studies for dummies: an immersive experience*. Workshop. OHSU Symposium on Educational Excellence annual conference, Portland, Oregon.
- **Tucker, C.** (June 23-24, 2022). Academic Advancement on the Medical Educator Track. Minority Faculty Leadership Development Seminar. Association of American Medical Colleges. San Antonio, TX
- **Tucker, C.,** Hanson, J., Teal, C.R. (April 14-17, 2023). How you think, shapes what you do: How epistemology shapes curriculum, teaching, learning, and DEIA efforts 2023 WGEA/WGSA/WOSR Joint Regional Meeting. Honolulu, HI.
- **Tucker, C., Jacobs, S., Moreno, K.** (August 2022). *Branches from the Same Tree: Beyond Bloom's Taxonomy Using a New Assessment Framework*. Presentation. The Association for Medical Education in Europe (AMEE), Lyon, France.
- **Tucker, C., Jacobs, S., Moreno, K.** (Oct 2022) *Beyond Bloom's: Revising an evidence of learning assessment framework using a Delphi Method*. Presentation. IUPUI Assessment Institute, Indianapolis, Indiana.
- **Vidal, G & Feldman, C**. (2023) A Framework for Equity Integration in Curriculum and Instruction [poster]. Symposium on Educational Excellence, Portland, Oregon.

Appendix 2: Team Publications

- **Champieux, R**., Solomonides, A., Conte, M., Rojevsky, S., Phuong, J., Dorr, D. A., Zampino, E., Wilcox, A., Carson, M. B., & Holmes, K. (2023). Ten simple rules for organizations to support research data sharing. *PLOS Computational Biology*, *19*(6), e1011136. https://doi.org/10.1371/journal.pcbi.1011136

- Gonzales, S., **Champieux, R**., Contaxis, N., Denton, A. H., Hosseini, M., Surkis, A., Wescott, A., & Holmes, K. (2023). Clinical and Translational Science Personas: Expansion and use cases. *Journal of Clinical and Translational Science*, *7*(1), e147. https://doi.org/10.1017/cts.2023.572

- 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

- Najjar R, **Jacobs S**, Keeney S, **Vidal G**, Noone J. Reflections on the process of implementing trauma-informed education lunch and learns. Nurse Educ. 2022;00(0):1-5. doi:10.1097/NNE.0000000000001338

- Noone, J., McKenzie, G., **Hatfield, L.**, Bean, K, Speidel, Z., & **Vidal, G.** (Accepted for publication). Creating Structures to Support Quality Matters Certification within a School of Nursing, Journal of Nursing Education

- Schultz K, Howard S, **Moreno K,** Siegel T, Zonies D, Brasel K, Cook M. (2023). What Should the Surgeons Do at the Family Meeting: A Multi-Disciplinary Qualitative Description of Surgeon Participation in Palliative Care Discussions. Journal of Surgical Education, doi: 10.1016/j.jsurg.2022.08.008. Epub ahead of print. PMID: 36089480.

- 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.

- Torres Landa Fernandez, S., **Moreno, K.**, Brasel, K., Rogers, D. (2023). Real-world Challenges to General Surgery Resident Leadership Development: A Needs Assessment. Global Surgical Education.