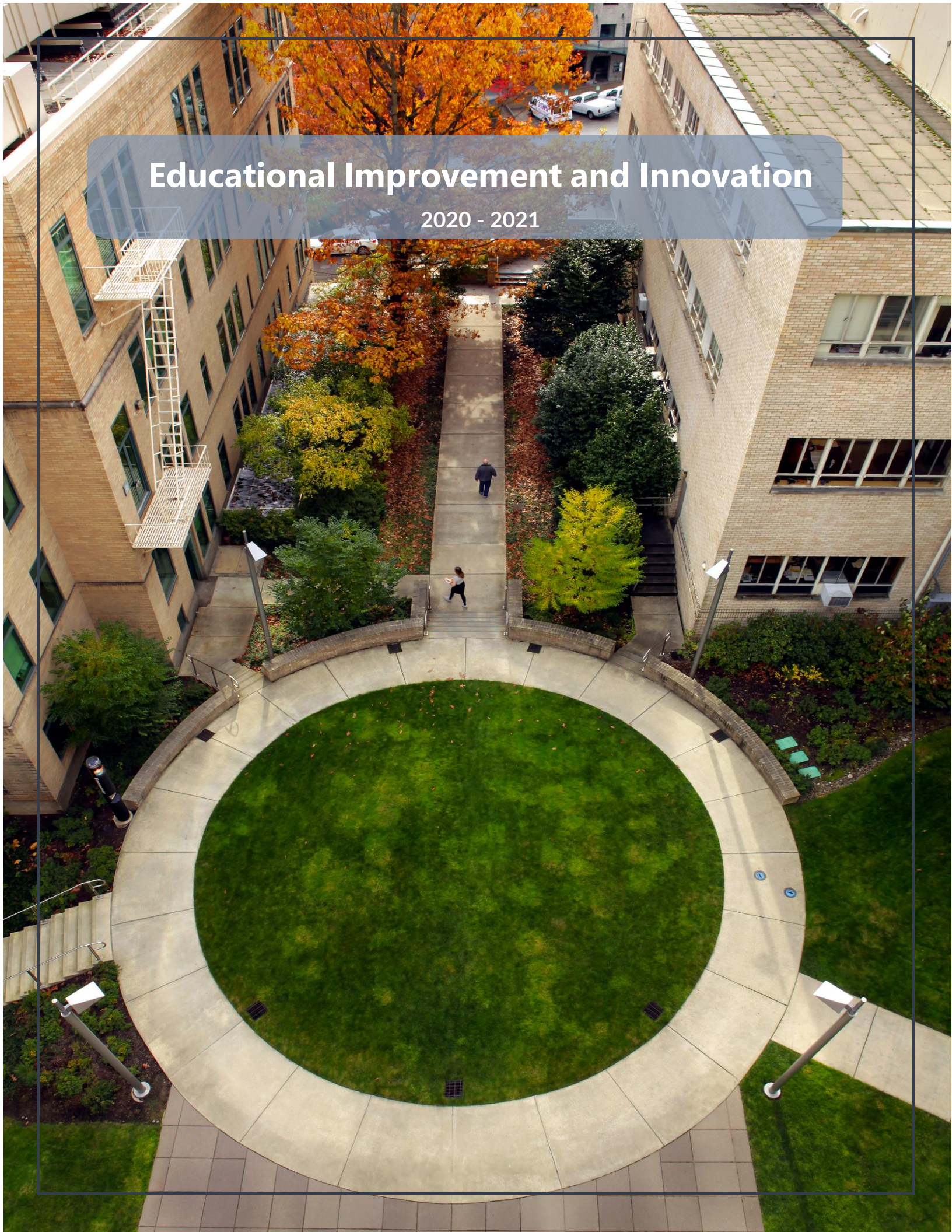


# Educational Improvement and Innovation

2020 - 2021





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## Welcome



2020-21! What a ride this has been. While we remain, a year later, in the midst of an active COVID-19 pandemic, we are emerging from the immediate shock and able to reflect on how we have been impacted, the extent of our flexibility, the reinforced inequities, and the importance of wellness and care. While we reflect on our past, we actively contribute to visioning our future. The Office of Educational Improvement and Innovation (EII) continues to focus on our mission and vision.

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*Through interprofessional educator development, student learning assessment, and quality educational services, we promote and advance the reflective, scholarly, and innovative endeavor of teaching and learning at OHSU and beyond.*

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While this mission was challenged by the ongoing response to the COVID-19 pandemic, the importance of the reflective, scholarly, and innovative work is highlighted every day in the way our educators have risen to the call to teach courageously. As you will see in this year's report,

OHSU educators partnered with our EII institutional resources to engage and improve their ability to facilitate learning, but also to expand their community of practice. This report is intended to highlight the EII institutional resources, but also who our partners are and how they engage. This report 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 work of Educational Communications, Assessment of Student Learning, Professional Development Series, Fostering Equitable and Respectful Education, the Teaching and Learning Center, Student Academic Support Services, 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 faculty development initiatives, the Teaching and Learning Center (TLC), Educational Communications (EdCOMM), 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 2020 through June 2021, 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:

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

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*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*

*Development of the Faculty Onboarding Newsletters:*

- [Issue 1](#): Welcome to OHSU
  - [Issue 2](#): Teaching and Pedagogy
  - [Issue 3](#): Faculty Development
  - [Issue 4](#): Library and Student Services
-

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

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*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 [2021 Assessment Awards](#) to academic programs.

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

- Launch of a virtual [Mentorship Academy](#) program year.
- Co-sponsorship of [Faculty Development Fridays](#) with the School of Medicine.

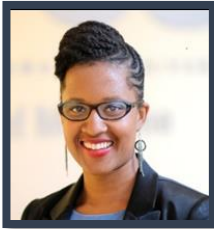
*Ensure that the faculty is prepared to meet accreditation standards for excellence.*

- [2020 Excellence in Assessment Award](#) from National Institute on Learning Outcomes Assessment.

*Elevate the efficiency and effectiveness of student support service.*

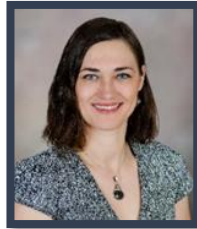
- Recruitment of Anne Nichelson, Student Learning Support Specialist, for the [Student Academic Support Services](#).
  - Lead and engaged OHSU Student Services Workgroup in assessment of learning outcomes, programmatic reporting and focus groups with learners.
- 
-

## Team



**Constance Tucker, M.A., PhD.**

*Vice Provost*



**Bridget Livesay, B.A.**

*EdCOMM Production Manager*



**Mark Rivera, M.S., M.A.T.**

*Education Technology Specialist*



**Anthony Pruitt, B.A.**

*EdCOMM Production Manager*



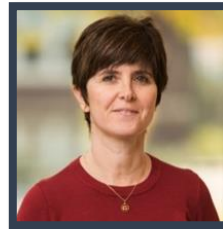
**Lisa Hatfield, M.A., M.A.T, Ed.D**

*Director, Teaching and Learning Center*



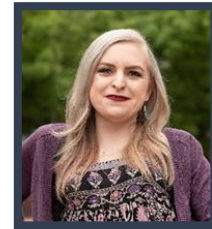
**Kirstin Moreno, M.S.Ed, Ph.D.**

*Education Manager*



**Graciela Vidal, M.S., M.Ed.**

*Education Specialist*



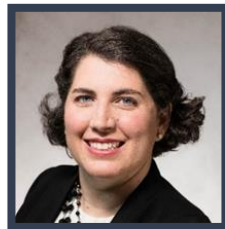
**Chennettée Jelleberg, M.S., C.R.C.**

*Student Support and Accommodations Coordinator*



**Jennifer Gossett, M.S.**

*Director, Office for Student Access*



**Emily Hillhouse, M.A., Ph.D**

*Director, Student Academic Support Services*



**Annae Nichelson, M.A.**

*Student Learning Support Specialist*





**Interns and Student Worker:** 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.

- **Jilrese Bush**, undergraduate student in Public Health and American Ethnic Studies at University of Washington. Intern OHSU Summer Administrative Intern Program.
- **Mixtli A. Rodriguez Cardoso**, OSU SPH graduate. [CDI Equity Intern](#).
- **Patrizha (Trizha) Schroth**, master's student in Speech and Hearing Sciences at Portland State University. Student Worker.

## Awards and Recognition



Oregon Health & Science University was named as one of just twelve members of the 2020 class of Excellence in Assessment designees, a national program aimed at recognizing colleges and universities conducting comprehensive assessment of student learning outcomes as a means to drive internal improvement and advance student success. The Excellence in Assessment (EIA) designation is the first national designation of its kind, spotlighting institutions that successfully integrate

assessment practices across the institution, providing evidence of student learning, and using assessment results to guide institutional decision-making and improve student performance.

*"Oregon Health & Science University (OHSU) is committed to a culture of evidence-based decision making and is moving towards becoming a national leader in health and science innovation."*

-National Institute for Learning Outcomes Assessment (NILOA)

## Data at a Glance

For diversity trends among educators and students, please refer to the [2020 Fact Book](#).

## Impact of Pandemic on Educators

We asked some colleagues to describe their opinion on the impact of the COVID-19 pandemic in their inclusive practices. Here are some of their responses.



**Asma Taha, Ph.D., C.P.N.P.-P.C. / A.C. Program Director, PNP, School of Nursing. Pediatric Nurse Practitioner**

*"Acknowledging diversity is recognizing difference and understanding that difference is key to survival in both the natural world and the human race. Promoting diversity is the first step toward inclusion and acceptance. We each have our own way of viewing the world as well as the problem(s) or challenge(s) in front of us. COVID-19 pandemic is a great example of such complex challenging experience. These views are shaped by our unique current life experiences as well as the experiences we carry within us from the past. As healthcare professionals, scientists, and educators, we need to lean in to each other, listening not with the sole idea of making a diagnosis or solving a problem, but with the intention of being changed by what we hear. The science already tells us that diverse teams generate more cognitive processing and produce more exchange of information. In other words, diversity brings in new ideas and experiences, encourages open dialogue, and creative problem solving. We owe it to our professions, students, the healthcare system, and to the patients, families, and communities we are privileged to serve. Let's all continue our efforts to embrace diversity, improve equity, and enhance inclusive practices."*

**Carmem Pfeifer, D.D.S., Ph.D. Associate Professor, School of Dentistry, Biomaterials and Biomechanics**



*"My lab has benefited tremendously from the contributions of individuals from diverse backgrounds, with each person bringing a different perspective to solving complex problems. The mix of cultures has always made it so much more fun to come to work. Unfortunately, the COVID 19 pandemic has made it difficult to recruit researchers in general, but even more so from different countries. I truly hope we can soon return to some sort of normal soon!"*



**Estela Vazquez Guzman, Ph.D., Assistant Professor, School of Medicine,  
Family Medicine Department Administration**

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*“Diversity is no longer a nice thing to have but essential to re-imagining a more inclusive, representative, and democratic research, teaching, and clinical care. We do not want a seat at the table, but we want a voice and the ability to be our full and authentic self. Getting comfortable with being uncomfortable demonstrates a courageous culture. Having diversity by race, gender, sexuality, immigration status, and other axis of oppression uplifts the intersectional lens and allows the knowledge production to be more diverse and fosters mutual learning and growth, especially in educational learning spaces. We want to train the next generation to no longer fit in but to transform the system for better. COVID-19 has demonstrated that change is possible and necessary in order to humanize our human existence and support each other’s journey.”*

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**Crystal Roberts, J.D. Center for Diversity and Inclusion, Associate  
Director**



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*“Based on the conversations I’ve had with my colleagues during the COVID-19 pandemic, I believe it has made visible the devastating impacts of the proverbial nation divided, in a way that can no longer be ignored. It is in this current environment, so full of tragedy and despair clearly (statistically) impacting the marginalized more severely than others, that I, as a DEI practitioner find hope. Hope that—because more of the citizens of our nation who have power and influence over the policies, procedures, and practices that govern all of our lives “know better”—they will do better, for all of us.”*

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## EII-Sponsored Equity Activities

### FREE



This initiative, [Fostering Respectful and Equitable Education \(FREE\)](#), attends to diversity, equity, and inclusion within the learning environment. Literature suggests that initiatives like FREE improve engagement, achievement, and motivation (citation). These resources intend to help educators understand their learners' diverse cultural identities and use these diverse perspectives to enrich their teaching practices. In 2020, FREE started 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. We will continue with these topics and more, specifically with the difficult conversations series during 2021-2022. For some of these trainings, faculty across OHSU were invited to participate and share their expertise with their colleagues. A total of 276 faculty and staff registered for these trainings during 2020-2021. Additionally, under the FREE initiative, we offer online workshops on demand for programs and departments as well as individual consultations; we also offer an asynchronous training for faculty delivered via Compass.

**Table Showing Sponsored Equity Activities - 2020-2021**

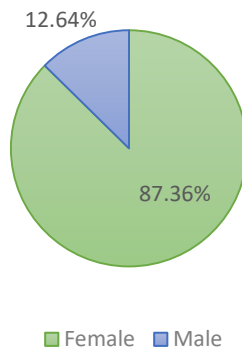
Series	Trainings	Dates
FREE	Inclusive Online Learning Environment. Graciela Vidal	7/2/20
Assessment Academy	Formative Assessment: Bringing Equity and Inclusion to your course - Sarah Jacobs, Zoe Speidel, Amy Forester, Graciela Vidal	9/17/20
FREE	Lowering Psychological Barriers For Students - Virtual Training- Ted Laderas, Asma Taha, Basia Delawska-Elliott, Graciela Vidal	10/19/20
Assessment Academy	Strategies For Assessing Your Large Courses While Keeping Your Sanity - Sarah Jacobs and Graciela Vidal	11/5/20
Train your Brain	Taking Care: Inclusive Online Teaching & Learning - Justi Echeles and Graciela Vidal	11/10/20
FREE	American Indian and Alaskan Native (AI/AN) Medical Students at OHSU: Resources and Framework for Recruitment and Retention -Erik Brodt and Cirila Estela Vasquez Guzman	4/1/21

FREE	Difficult Conversations with Students, Part 1 Race. Graciela Vidal	4/6/21
FREE	Working Efficiently with Health Interpreters - Katya Hall	4/22/21
FREE	Difficult Conversations with Students, Part 2 Gender. Graciela Vidal	5/4/21
FREE	Difficult Conversations In The Clinical Setting - Angele Theard, Asma Taha, Tobie Jones	6/8/21
FREE	Difficult Conversations, Round Table. Graciela Vidal	6/1/21

### Sponsored Equity Activities Participant Data

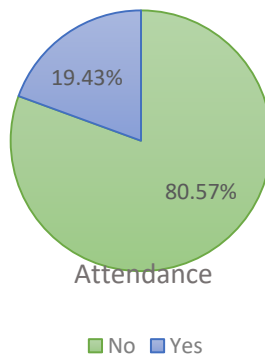
#### FREE Series URM Attendees (2020-2021)

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

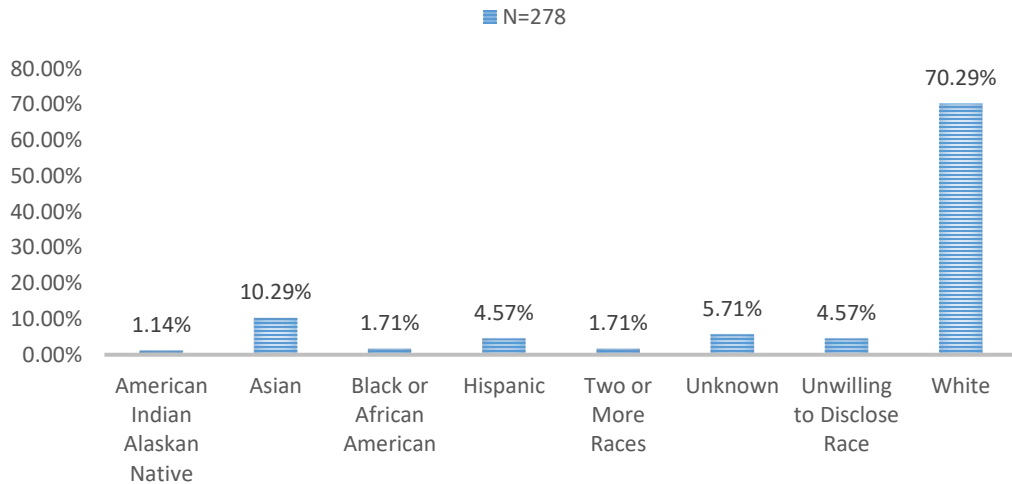


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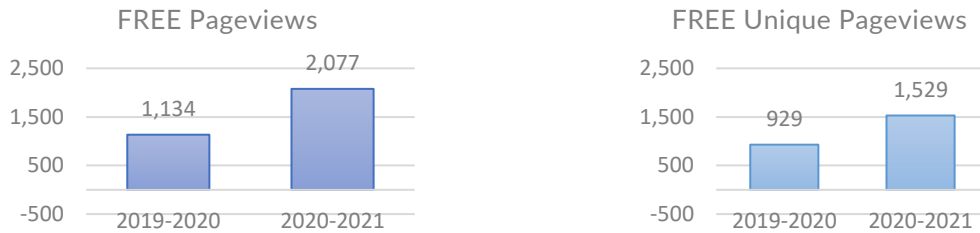


Ethnicity of FREE Attendees (2020-2021)



Additionally, FREE has experienced increased traffic and usage as demonstrated in Google Analytics reports, comparing AY 2019-2020 and AY 2020-2021. Please see graphs below:

FREE Pageview Traffic (2020-2021)



We believe the increased number of FREE pageviews could be direct result of the additional visibility that faculty development trainings have given to the site. After the three workshops on inclusive online learning environments in July 2020, which had 84 attendees, the site experienced 160 unique pageviews, and while in August we did not offer trainings, the site still had a sustained number of 121 unique pageviews. In the months of May to June, 2021, we offered a new series of trainings called "Difficult Conversations". The site had 254 unique pageviews in this period.

## Digital Accessibility



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

This past year, the TLC updated the ARC by providing specific information about how to provide captions and transcripts for video and audio content. Updates also include information and examples for applying the three principles of Universal Design for Learning: providing multiple means of engagement, representation, and action and expression.

[Educational Communications](#) (EdCOMM) provides audiovisual and streaming support, among other things, for the Education Mission at OHSU. EdCOMM has expanded accessibility options available over the last 2 years, working closely with OHSU Language Services and external vendors. Available services include: Live Closed Captioning (during a live stream or webinar that meets federal standards for accuracy or compute-generated captioning), video Closed Captioning (that meets federal standards for accuracy and automated or computer-generated captioning), transcription (automated via Echo360 or human transcribed), interpretation (for live and recorded content), including American Sign Language, and other common languages.

## 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.

The COVID-19 pandemic drastically changed the ways academic programs delivered curriculum and assessed student learning. Because of these shifts, OSA received novel types of accommodation requests including requests to provide personal protective equipment for students who are immunocompromised.

Additionally, based on student feedback and an analysis of equity issues, OSA submitted a proposal to Parking and Transportation with the goal of providing affordable access to accessible parking for students with disabilities. Prior to the proposal, students with disability parking needs paid the same amount as employees for an accessible parking space. Parking and Transportation took OSA's feedback and created a pilot program where students who use wheelchairs and need

accessible parking can now park for free. Students who are not wheelchair users but need accessible parking have a reduced monthly rate or can utilize Lyft rideshare to travel to campus.

OSA had 93 first-time applicants for accommodations over the course of the 2019-2020 academic year. In the 2020-2021 academic year, the number of first-time applicants increased to 145, which is a 56% increase. Due to the increase in students seeking accommodations and the complexity of accommodation requests, the office was granted an additional support position (1.0 FTE) to assist academic programs in the implementation of accommodations.



## Train Your Brain

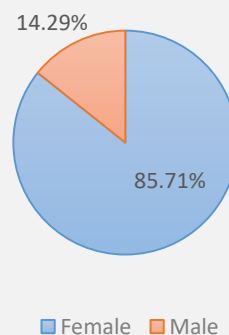
The Teaching and Learning Center's virtual **Train Your Brain** workshops, which is one of the primary professional development opportunities for educators to improve their teaching on campus, hosted 327 (total attendance) participants from across the university (2020-2021), twice as many as the previous year. These included educators from all of the School of Nursing's statewide campuses, several School of Medicine units, Knight Cancer, School of Dentistry departments, pharmacy, human resources, the Library, Center for Diversity and Inclusion, Physician Assistant, and more. We tailored the series to that of remote instruction. Topics included creating inclusive online environments, gamifying an online course, combatting screen fatigue, how to improve instructional design practices, and using Microsoft Teams for student work and collaboration.

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 incorporating more interactive elements in their teaching, utilizing tools in Webex for engagement, simplifying slides, and revising other elements of their curriculum.

### TYB Participant Data

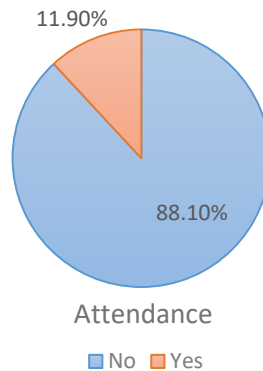
#### Gender of TYB Attendees (2020-2021)

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

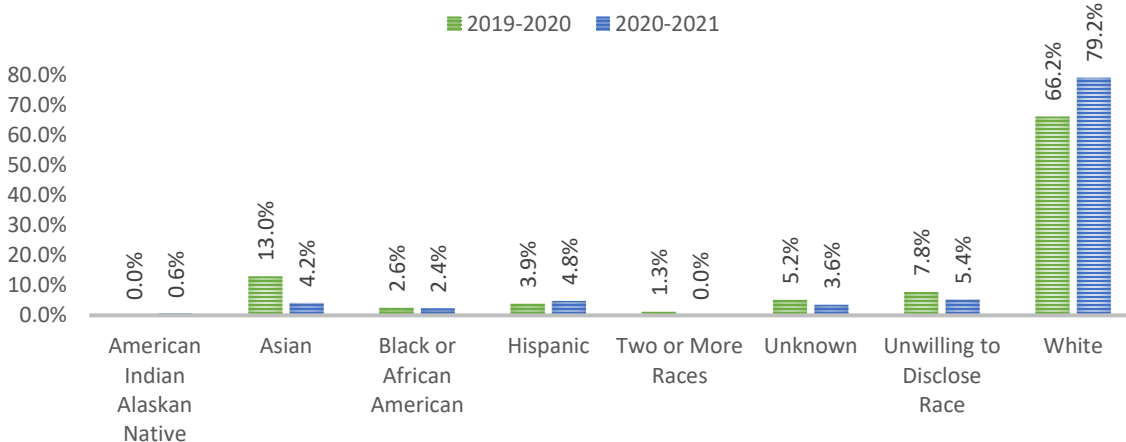




TYB URM Attendees (2020-2021)



Ethnicity of TYB Attendees



**National Center for Faculty Development and Diversity (NCFDD)**



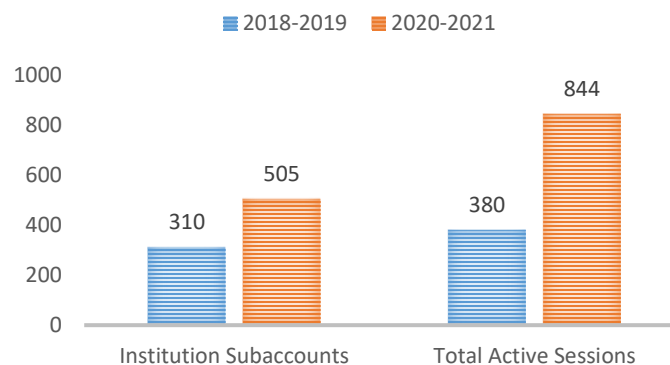
The National Center for Faculty Development & Diversity (NCFDD) is an online resource for faculty development available to anyone who has an OHSU email address, but best suited for faculty, post-docs, researchers, doctoral students, and academic staff. The primary offerings include a set of ten “core 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. OHSU has hosted several group NCFDD webinar viewings with discussion afterward on topics like “Wellness and Technology” and “Creating a Harassment-Free Lab”. The majority of the NCFDD webinars are

presented by women and people of color who are experts in the topic from around the country. NCFDD also hosts a 14-Day Writing Challenge three times/year for attendees who commit to writing at least 30 minutes/day and providing support and accountability to a small group through their online Write Now platform. We continue to actively promote 14-Day Writing Challenge participation and participation has gone up this past year from 132 to 211 participants total from OHSU. 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.

### NCFDD Webinar Participant Data

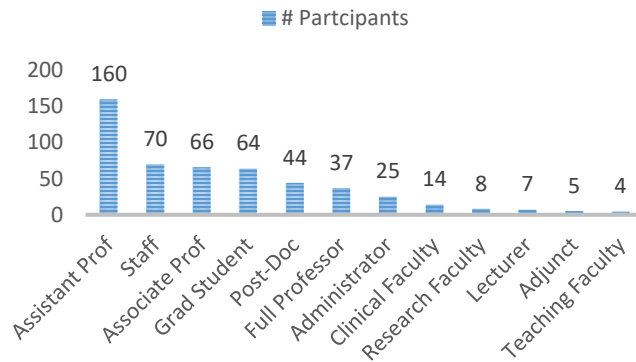
[Link to NCFDD website](#)

#### Accounts and Session Activity by OHSU Faculty

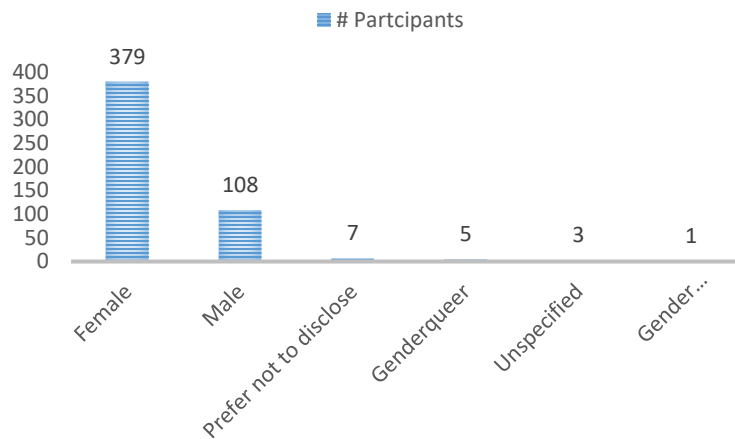


Institutional NCFDD membership has increased exponentially. In terms of Institutional Subaccounts, the increase is 39%. The number of total active sessions has increased by 55%.

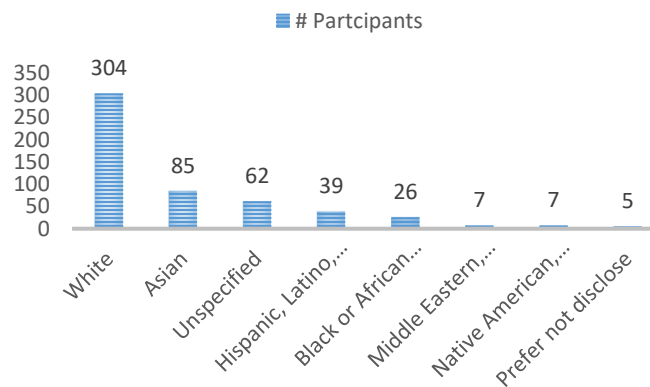
NCFDD Webinar Participant Demographics by OHSU Faculty Title (2020-2021)



NCFDD Webinar Participant Demographics by OHSU Faculty Gender (2020-2021)



NCFDD Webinar Participant Demographics by OHSU Faculty Ethnicity (2020-2021)





## 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 2020 ran in the Fall, from September to December. They were live sessions for new faculty on various topics to help orient them to OHSU. This is the third year that this series has run.

### 2020 Professional Development Series Workshops and Number of Attendees

Workshop Title	Date	# Attendees
Classroom Pedagogy and Education Scholarship	Sept 10, 2020	25
Clinical Pedagogy and Scholarship	Sept 23, 2020	24
Promotion and Tenure	Oct 12, 2020	53
Research and Publishing	Oct 22, 2020	17
Strategies and Tools for Promoting Your Work	Nov 3, 2020	13
Professional Growth and Mentorship	Dec 11, 2020	11

A new addition for fall 2020 were the New Faculty Mentorship Circles which were a complementary activity to the PDS sessions. There were eight small groups of new faculty who met together four different times with a more experienced mentor to talk about the PDS content and generally check in about questions they had as new faculty at OHSU. More information can be found in the [Sakai site](#) for the PDS series.

An additional complement to the Professional Development Series are asynchronous, “small bites” of faculty orientation information which were created in summer of 2021 and will go live in October 2021. Here are the links to the new faculty newsletters:

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[Issue 1](#)

[Issue 2](#)

[Issue 3](#)

[Issue 4](#)

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## Mentorship Academy

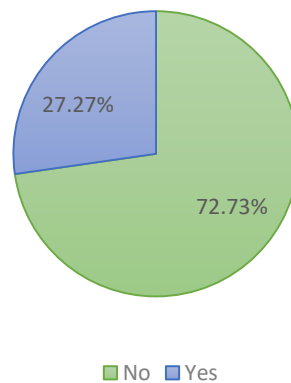
The [OHSU Mentorship Academy](#) provides training for faculty from across the institution to develop mentoring competencies. The competencies are divided into seven modules and are based on CIMER's Entering Mentoring curricula which was designed to address the new NIGMS guidelines regarding the preparation 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 87 educators in 2020-2021 during its pilot year. The following figures show the demographic breakdown of the attendees.

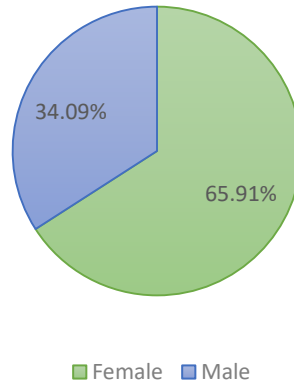
### Mentorship Academy Data

URM Attendees (2020-2021)

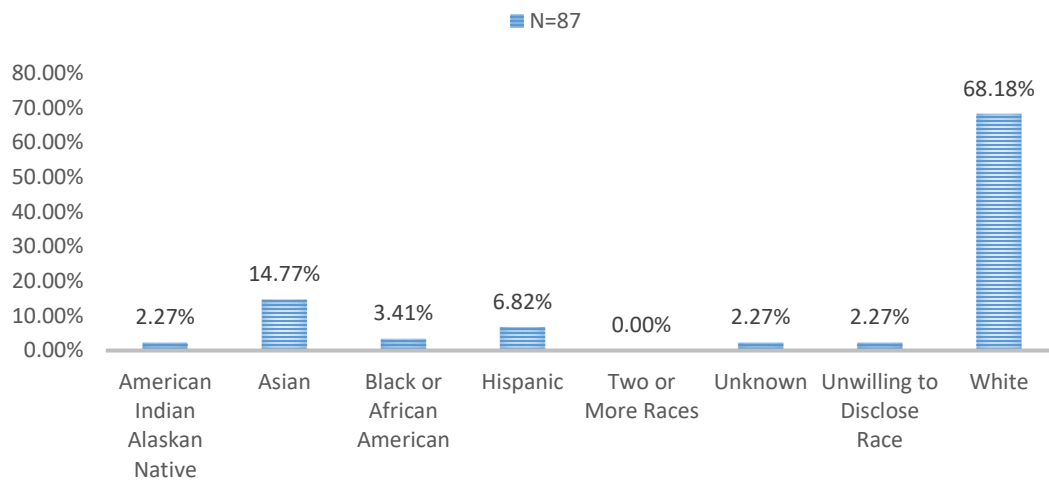


### Gender of Attendees (2020-2021)

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



### Ethnicity of Attendees (2020-2021)



Note: For OHSU Faculty composition overall numbers, please consult the [2020 Fact Book](#) (p. 41)

## Equity in 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 104 OHSU academic programs includes a list of the student learning outcomes, descriptions of assignments used to assess these outcomes, demonstration of differences between certificate and degree levels within one department, a description of how various stakeholders are engaged in the assessment process, and evidence of “closing the loop” with the data and feedback to make improvements to courses and programs. During the 2019-2020 academic year we revised the institutional graduation core competencies in a couple different but important ways. We hope these revisions will make for higher quality institutional assessment and an educational environment that is more equitable.

First, we completed a data-based analysis of what dozens of accreditors relevant to OHSU programs promote as key competencies. We then created a crosswalk with that data and determined which of those competencies all align with each other most clearly and used that to determine what OHSU’s revised core competencies should be. We got rid of a handful of competencies that weren’t strongly aligned with our accreditors and added two new ones: Information Literacy and Community Engagement, Social Justice, and Equity.

The second way we revised the competencies was to re-write the definitions so equity, anti-racism, and/or trauma-informed approaches are centered in each competency definition. The list of new [OHSU Core Competencies](#) was approved in Sept 2020. We believe the impact of these revised definitions on inclusion has the potential to be significant. Every academic program at OHSU is required to align their degree, course, and assignment outcomes so that each OHSU core competency is addressed at some point in the program.

In 2020-2021 OHSU started to use a “home-grown” Academic Assessment cloud app that is used to collect, manage, and display OHSU Assessment data for each academic programs. The application allows OHSU stakeholders to easily enter and modify assessment plan data, enter in reporting data, and receive feedback on how to improve the quality of their academic assessments. Furthermore, assessment data is displayed in the form of dashboards so that programs can easily view snapshots of their assessment data while OHSU administrators can access custom generated reports to meet the needs of research, internal institutional reporting, and external accrediting.

### 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
  - Other competencies around gender identity and expression
- Incorporate trauma-informed practice into course
  - Include 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

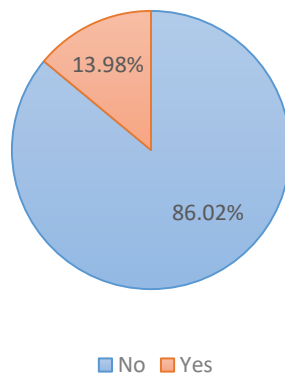
[Assessment Academy](#) is a virtual workshop series organized by the Teaching and Learning Center that aims to improve the practices of assessing student learning outcomes, and increasing fairness, equity, and inclusion in assessment practices at OHSU through interactive workshops.

Assessment Academy has thrived in the last year. Since the beginning of remote teaching and learning, participation numbers in the virtual workshops increased approximately 200% over the previous year. We believe this was due to the fact that we focused on relevant themes in our topics such as building equity through course and program assessment and effectively assessing in, or transitioning assessments to, an online learning setting. In the 2020-2021 academic year, we had several faculty-led presentations, which participants found extremely helpful and relevant to their work. Lastly, some great faculty/TLC partnerships have come out of Assessment Academy equity in assessment presentations. This includes faculty working with Sarah Jacobs to completely revise their courses to be more inclusive and flexible in their assessment practices and programs reaching out to Sarah to schedule 1:1 and small group workshops to dive deeper into equity in assessment topics.

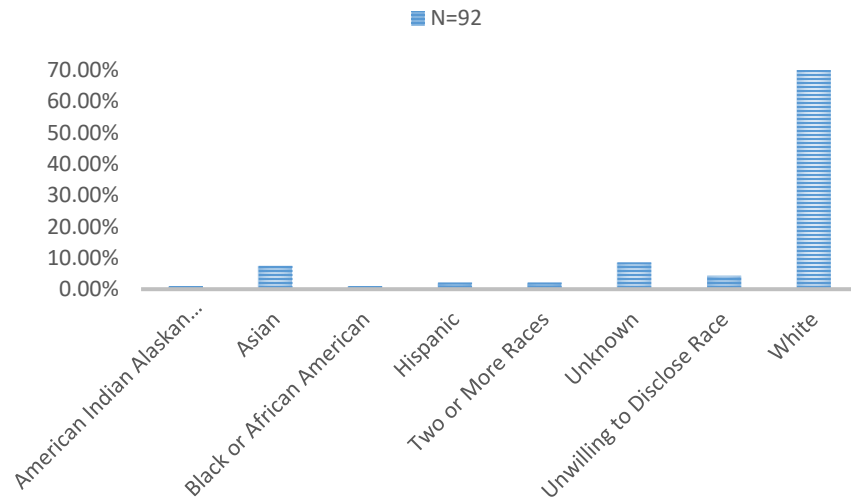
### Assessment Academy Data

#### URM Attendees (2020-2021)

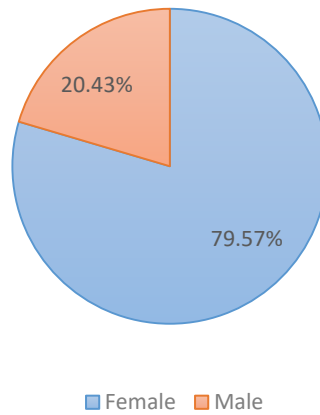
*Note: Current demographics for gender are limited to a binary but efforts are being made to expand gender identities.*



### Ethnicity of Attendees (2020-2021)



### Gender of Attendees (2020-2021)



## Leadership Grants

### Provost Faculty Leadership and Professional Development Grant

Typically, the Provost Leadership and Professional Grants are awarded three times/year (Fall, Winter, Spring), but due to Covid-19, they have been temporarily postponed. These grants are only open to faculty. The EII public and intranet sites will be updated when the Leadership Grant opportunities are re-opened.

The faculty leadership grants provide additional professional development funds for faculty who do not qualify for the School of Medicine clinician leadership grants. There have been two rounds (Spring and Fall 2019), with a total of 24 applicants. The applicants have been 75% female and 25% male; 75% white, 15% Latino, 12% Asian, 4% Middle Eastern, and 4% Other. Funds are available for trainings on topics such as women in leadership.

## Scholarship for Teaching and Learning

### Publications

During the Academic Year 2020-2021, 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 2020 Symposium, scheduled for May 2020 was postponed and then cancelled due to modified operations/Covid-19. We rolled over accepted presentations to 2021 and opened up the proposal portal to accept new posters and presentations as well. The 2021 Symposium took place virtually via Webex, Echo360, and Sakai on May 20 and 21. For the first time, posters were uploaded to the [OHSU library's digital repository](#).

#### Presentation topics that were on inclusive topics in 2021 included:

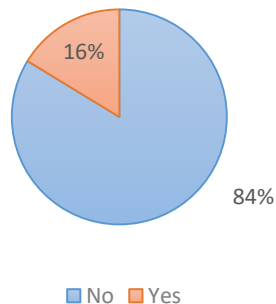
- *Using eLearning modules to enhance accessibility of interprofessional education in the areas of underserved patient and community health;*
- *Pivot! Aligning OHSU's graduation core competencies with anti-racist ideals as a response to BLM;*

- *OHSU's Own: Innovative Pathways Initiatives, and Who/What Made a Difference for You?;*
- *Lanes to Justice: Anti-racist Education and Action; UDL & +1 Thinking;*
- *A LibGuide Resource for Transforming Teaching Photos from Whiteness to Diversity of Skin Color;*
- *Using Design Thinking to Expose Hidden Curriculum;*
- *Supporting incoming graduate students through a peer-tutoring and mentorship program; and Introductory Medical Spanish Elective:*
- *Creating and Evaluating a Case-Based Course Compatible with an 18-month Didactic Medical Curriculum*
- *Among the Concurrent presentations, there was a Think Tank option to discuss “What does it mean to be an OHSU Educator?”*

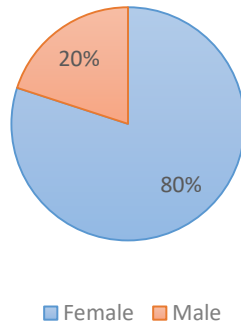
## SEE Data

SEE URM (2020-2021)

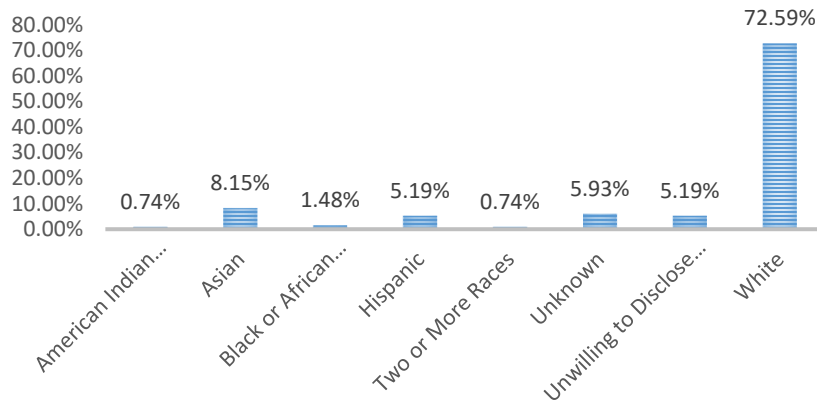
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### SEE Gender (2020-2021)

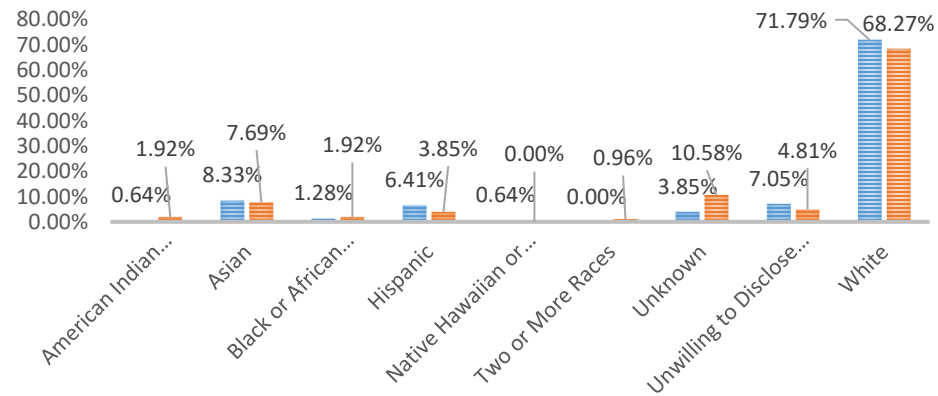


### SEE Ethnicity of Attendees



### Ethnicity of Attendees Comparison (2019-2021)

In the 2020, SEE participation decreased slightly. This decrease is thought to be associated with transition of the event to an online platform during the COVID-19 pandemic.



## EII Collaborative Activities for Equity

### Partnership with Interns

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

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

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

During summer 2021, EII's Kirstin Moreno and Graciela Vidal worked with two interns on the following projects:

#### *Kirstin's Summer Administrative Intern:*

Project 1: Review of evaluation data from previous Professional Development Series, survey of what other universities do to orient new faculty, and creation of new faculty digital newsletters to supplement the live Professional Development Series workshops for fall 2021.

Project 2: Attend and provide feedback with fresh eyes on Mentorship Academy modules, looking for places to improve active learning strategies, determining if there is overlap between modules, and contributing other ideas for improvement. Review other Center for Improvement of Mentored Experiences in Research (CIMER) curricula to find case studies or activities that are framed to apply to our faculty more broadly vs. only lab research mentoring.

#### *Graciela's CDI equity intern*

Project 1: Literature review on diversity, equity, and inclusion and to support OHSU DEI in education mission around the following topics/keywords: DEI, higher ed, education, healthcare education, rural, covid, best practices to improve learning climate (classroom, clinical setting) and at programmatic level.

Project 2: Creation of a new workshop for faculty to help them better support Latino students to be offered during September, which is the Hispanic Heritage Month.

## Grants

### REI Funding Program

The [Racial Equity and Inclusion \(REI\) Funding Program](#) is a partnership between the Center of Diversity and Inclusion and the Office of Educational Improvement and Innovation. This grant is open to projects that impact current diversity goals and anti-racism efforts. All OHSU faculty, staff, students, residents, fellows and/or post-docs are 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 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.

### 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.

## 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. While these disaggregated metrics are provided with a lens on data equity they are limiting (i.e., current demographics for gender are limited to a binary). Thankfully, they are not the only way to ensure data equity. 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](mailto:eii@ohsu.edu).



## Appendix 1: Team Presentations

Brodt, E., Vazquez Guzman, & **Vidal, G.** (2021) American Indian and Alaskan Native (AI/AN) Medical Students at OHSU: Resources and Framework for Recruitment and Retention. [PowerPoint]. OHSU FREE.

Delawska-Elliott, B., Laderas, T., Taha, T., & **Vidal, G.** (2020) Lowering psychological barriers for students. [PowerPoint and Interactive Workshop]. OHSU FREE

Forester, A., Jacobs, S., Speidel, Z., & **Vidal, G.** (2020) Formative Assessment: Bringing Equity and Inclusion to your course [PowerPoint and Interactive Workshop]. OHSU Assessment Academy.

Hall, N., **Moreno, K.** & Cook, M. (2021). *Perceived barriers to management of PTSD in trauma patients: A multi-specialty comparison* [Poster]. OHSU UME Scholarly Projects, virtual.

Hall, K. & **Vidal, G.** (2021). Working Efficiently with Health Interpreters [PowerPoint and Interactive Workshop]. OHSU FREE

**Hatfield, L. J.** (2020). Synchronous small-group courses: Engaging your learners in Webex. Presented at the meeting of Undergraduate Medical Education faculty, School of Medicine, at Oregon Health and Science University, Portland, OR.

**Hatfield, L. J.** (2020). Better Practices for Asynchronous Teaching and Learning. Presented at the meeting of the School of Dentistry at Oregon Health & Science University, Portland, OR.

**Hatfield, L. J.** (2020). Scholarship of Teaching and Learning. Presented at the meeting of Educational Improvement and Innovation professional development series at Oregon Health & Science University, Portland, OR.

**Hatfield, L. J.** (2020). Synchronous small-group courses: Engaging your learners in Webex. Presented at the meeting of Graduate Studies faculty, School of Medicine, at Oregon Health and Science University, Portland, OR.

**Hatfield, L. J.** (2021). Rubrics: What are they? How do you use them effectively? Presented at the faculty development retreat of Division of Management, School of Medicine, Oregon Health & Science University

**Hatfield, L. J.** (2021). How do we learn? Presented at the meeting of OASIS Advisors, Undergraduate Medical Education, Oregon Health & Science University

**Hatfield, L. J.** (2021). What are your assumptions? A primer on educational theory. Presented at the meeting of Training Future Faculty program, Oregon Health & Science University, Portland, OR.

**Hatfield, L. J., & Jones, J. (2021).** Collaborative groupwork using breakout rooms. Presented as part of the Train Your Brain series, Teaching and Learning Center, Oregon Health & Science University, Portland, OR.

**Hillhouse, E. (2021)** School of Public Health: Preparing for IP. [PowerPoint and Interactive Workshop] OHSU School of Public Health.

**Hillhouse, E. (2020)** Study Smarter not Harder: ABSITE School [PowerPoint and Interactive Workshop] OHSU GME- Department of Surgery.

**Hillhouse, E. (2020)** UME Formal Peer Tutoring: Introduction and Orientation [PowerPoint and Interactive Workshop]. OHSU SOM UME.

**Hillhouse, E. (2021)** Learning through Reading [PowerPoint and Interactive Workshop] OHSU School of Nursing DNP.

**Hillhouse, E. (2021)** Preparing for and Taking the PANCE [PowerPoint and Interactive Workshop]. OHSU Physician Assistant Program.

**Hillhouse, E. (2021)** Preparing for the Radiation Therapy Exam [PowerPoint and Interactive Workshop] OHSU Radiation Therapy Program.

**Hillhouse, E. (2021)** Step 1: Strategies to Get Back On-track [PowerPoint and Recorded Lecture]: OHSU SOM UME: <https://echo360.org/media/2d21d7af-8858-4118-8e76-e0d0d02e6a2b/public>

**Hillhouse, E. (2021)** Transition to Clinical- Strategies for Learning on Clinical Rotations [PowerPoint and Interactive Workshop] OHSU Physician Assistant Program.

**Hillhouse, E. (2021)** Transition to Clinical- Strategies for Learning on Clinical Rotations [PowerPoint and Interactive Workshop] OHSU Radiation Therapy Program.

**Hillhouse, E. (2021).** Managing Group Work in Nursing School [PowerPoint and Interactive Workshop] OHSU School of Nursing DNP.

**Hillhouse, E. and Jacobs, S. (2021)** Design and Deliver: Creating a Badass Scientific Presentation. [PowerPoint and Interactive Workshop]. OHSU Graduate Studies.

Jacobs, S., & **Hatfield, L. J. (2020, September).** Classroom pedagogy: Strategies for promoting active learning and engagement in the virtual and in-person classroom. Presented at the meeting of Educational Improvement and Innovation professional development series at Oregon Health & Science University, Portland, OR.

Jones, T., Taha, A., Theard, A., & **Vidal, G. (2021)** Difficult Conversations in the clinical setting. Workshop. OHSU FREE.

Keeney, S. & **Moreno, K. (2021).** *Equitably assessing multilingual and non-native English speakers.* Presentation. OHSU Assessment Academy.

**Moreno, K. & Jacobs, S. (2021).** *The connections between decolonization, social justice, and assessment.* Introduction, podcast viewing, and discussion. OHSU Assessment Academy.

**Moreno, K. & Jacobs, S. (2021).** *Compelled to shift course: Starting the journey of aligning OHSU's academic programs with anti-racist graduation core competencies.* Presentation. Oregon Women in Higher Education, virtual.

**Moreno, K. & Jacobs, S. (2021).** *Changing pedagogy: Bringing indigenous student voices to the center.* Introduction, webinar viewing, and discussion. OHSU Assessment Academy.

**Moreno, K. & Jacobs, S. (2021).** *Pivot! Aligning OHSU's graduation core competencies with anti-racist ideals as a response to BLM.* Presentation. OHSU Symposium on Educational Excellence annual conference.

**Moreno, K. & Ritter, D. (2021).** *What does it mean to be an OHSU educator?* Think Tank. OHSU Symposium on Educational Excellence annual conference.

**Moreno, K. & Tucker, C. (2020).** *Welcoming all faculty: A professional development onboarding series.* Poster. AAMC Group on Faculty Affairs, Portland, Oregon. (Conference canceled)

**Moreno, K. (2021).** *Who's at the table? Improve learning experiences by intentionally engaging stakeholders.* Presentation. OHSU Assessment Academy.

**Moreno, K. (2021).** *Inform/Consult/Collaborate/Enable: Stakeholder engagement, frameworks, and empowerment.* Invited presentation. Mississippi Association for Institutional Research, virtual.

**Moreno, K., & Jacobs, S. (2021).** *Making the leap: Revising core competencies to be more anti-racist.* Presentation. Association for the Assessment of Learning in Higher Education annual conference, virtual.

Schultz, K., \*Howard, S., **Moreno, K.**, Siegel, T., Zonies, D., Brasel, K., & Cook, M. (2021). *The pedagogical approach to a novel palliative care curriculum for general surgery trainees.* Poster and paper. Association of Program Directors in Surgery, Boston, Massachusetts, and virtual.

Swerdlow, B., Osborne-Smith, L., **Hatfield, L. J.**, Korin, T., & Jacobs, S. (2021). Poster: Mock board examination in nursing anesthesia education. Presented at the Symposium on Educational Excellence, Oregon Health & Science University

**Tucker, C. & Moreno, K. (2021).** *Failing quickly and thinking deeply: Using the TRIZ exercise as a tool to improve institutional assessment culture.* Workshop. Association for the Assessment of Learning in Higher Education annual conference, virtual.

**Vidal, G. (2021).** Difficult Conversations with Students, part 1 Race [PowerPoint and Interactive Workshop]. OHSU FREE.

**Vidal, G. (2020)** Inclusive Learning Environments [PowerPoint and Interactive Workshop]. OHSU FREE.

**Vidal, G.** (2021). Difficult Conversations [PowerPoint and Round table discussion]. OHSU FREE.

**Vidal, G.** (2021) Difficult Conversations with Students, part 2 Gender [PowerPoint and Interactive Workshop]. OHSU FREE

**Vidal, G., & Echeles, J.** (2020) Taking Care: Inclusive Online Teaching & Learning [PowerPoint and Interactive Workshop]. OHSU Train Your Brain.

**Vidal, G., & Jacobs, S.** (2020) Strategies for assessing your large courses while keeping your sanity [PowerPoint and Interactive Workshop]. OHSU Assessment Academy.

**Vidal, G., & Jones, T.** (2020) “How to Show 700 Students You Care in an Online Platform?” [PowerPoint]. NWeLearn, online. [nwelearn.org/webinars/2020-conference/](https://nwelearn.org/webinars/2020-conference/).

**Vidal, G., & Echeles, J.** (2020) Bringing Equity and Inclusion to your Teaching [PowerPoint and Interactive Workshop]. OHSU Training Future Faculty.

**Vidal, G., & Echeles, J.** (2021) Equity at the Heart of your Teaching [PowerPoint and Interactive Workshop]. OHSU Training Future Faculty.

**Vidal, G.** (2021) DEI in Healthcare Education and Practice – Interpretation and Teaching [PowerPoint and Interactive Workshop]. Presented to students of course Medical Translation and Interpretation, University of Portland.

## Appendix 2: Team Publications

Dear, C., Williams, M.B., Bowlus, A.M., Bryan, A.A., Collins, E., Lin, G., **Moreno, K.**, Schnell, T., Song,

X., Stanny, C.J., and **Tucker, C.R.** (2021). Grand Challenges Initiative: Producing Actionable and Visible

Results that Drive Innovation and Improvement. *Intersections, Association of Assessment for Learning in Higher Education*, 2(3).

Eady, M., Abrahamson, E., Green, C. A., Arcellana-Panlilio, M., **Hatfield, L. J.**, & Namaste, N. (2021). Repositioning SOTL in light of the T-shaped community. *Teaching Learning Inquiry*, 9(1), 262-278. <https://doi.org/10.20343/teachlearninqu.9.1.18>

Hall, N., **Moreno, K.**, Cook, M. (submitted). Perceived Barriers to Management of PTSD in Trauma Patients: a Multi-Specialty Comparison. *Journal of Trauma and Acute Care Surgery*. <https://aalhe.scholasticahq.com/article/24576-grand-challenges-initiative-producing-actionable-andvisible-results-that-drive-innovation-and-improvement>.

- Jones, T., **Vidal, G.**, & Taylor, C. (2020) Interprofessional education during the COVID-19 pandemic: finding the good in a bad situation, *Journal of Interprofessional Care*, 34:5, 633-646, DOI:10.1080/13561820.2020.1801614
- Martin, S., Gournaris, K., Jaffrey, Z., **Hatfield, L. J.**, Jung, S., Xiang, L., Caskey, M. M. (2021). EdD graduate perspectives: Uplifting our own voices. *Impacting Education: Journal on Transforming Professional Practice*, 6(1), 45-52. <https://doi.org/10.5195/ie.2021.124>
- Moreno, K.** & Song, X. (2021). Intentional stakeholder engagement that drives innovation and equity. *Intersection: A Journal at the Intersection of Assessment and Learning*.
- Moreno, K. & Tucker, C.** (2021). Acting on feedback to inform institutional change. *Assessment Update*, 33(1), 10-11, 15.
- Swerdlow, B., Osborne-Smith, **L., Hatfield, L. J.**, Korin, T., & Jacobs, S. (2021). Mock oral board examination in nursing anesthesia education. *Journal of Nursing Education*, 60(4), 229-234. <https://doi.org/10.3928/0148434-20210322-09>
- Torres Landa Fernandez, S., **Moreno, K.**, Brasel, K., Rogers, D. (pending, revise and resubmit). Identification of leadership behaviors that impact general surgery junior residents' well-being: A needs assessment in a single academic center. *Journal of Surgical Education*.
- Tucker, CR** & Stanny, C. (2021). *TRIZ and Braver and Safer Spaces: Methods to Achieving Innovation in Assessment*. *Intersections*, Association of Assessment for Learning in Higher Education, 2(3). <https://aalhe.scholasticahq.com/article/24574-promising-failure-driving-innovation-by-exposingimperfection>
- Tucker, CR**, Drummond-Hays, S., Ostregosyky, T. (2020). ASSESS-IT: The Development Story of an Institutional Rubric for Evaluating Programmatic Assessment Plans and Reports. *Research and Practice in Assessment*, 15(2). <https://www.rpajournal.com/assess-it-the-development-story-of-an-institutionalrubric-for-evaluating-programmatic-assessment-plans-and-reports/>
- Tucker, CR**, Kay, A. (2020). 12 Tips to Guarantee a Fragmented (Absolutely Terrible) Curriculum in a Time of Crisis. *MedEdPublish*. <https://www.mededpublish.org/manuscripts/3255>
- Tucker, CR., Moreno, K., Jafari, M.** (2021). Shifting from alignment to transformation: Crosswalk to graduation core competency development. *Research & Practice in Assessment*, 16(1). <https://www.rpajournal.com/shifting-from-alignment-to-transformation-crosswalk-to-graduation-core-competency-development/>
- Vidal, G.** (2021). Simple Steps towards Equitable Online Courses. *The Northwest ELearning Journal*, 1(1). <https://doi.org/10.5399/osu/nwelearn.1.1.5607>